

*Федеральное государственное автономное образовательное учреждение
высшего образования «Российский университет дружбы народов»*

Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины:

Development and the Environment

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

Направленность программы (профиль)

Global Security and Development Cooperation

1. Цели и задачи дисциплины:

The discipline 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. Место дисциплины в структуре ОП ВО:

Дисциплина *Development and the Environment* относится к *части, формируемой участниками образовательных отношений* Блока 1 «Дисциплины (модули)» учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины *Development and the Environment* в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Профессиональные компетенции (вид профессиональной деятельности)			
1	ПК-1		

3. Требования к результатам освоения дисциплины:

Процесс изучения дисциплины направлен на формирование следующих компетенций:

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет 2 зачетных единиц

Вид учебной работы	Всего часов	Семестры (модули)			
				3	
Аудиторные занятия (всего)	72				
В том числе:					
<i>Лекции</i>	18			6	
<i>Практические занятия</i>	18				
<i>Семинары</i>				6	
<i>Лабораторные работы</i>					
Самостоятельная работа (всего)	36				
Общая трудоемкость	2 з.е.				
	72 ак.час.				

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (темы)
1.	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.
2.	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
3.	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.
4.	Economic Growth and the Environment Sustainable Development	Economic growth influence 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.
5.	Environmental governance in special zones	Management of environmental issues in special areas. Existing controversies and programs for outer space. The Arctic and the environment.
6.	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.
7.	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.
8.	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.

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекции	Практические занятия	Лабораторные занятия	Семинары	Самостоятельная работа студента	Всего часов
1.	Introduction to the environment and development agenda	2	2			4	
2.	International legal framework governing the environmental agenda.	2	2			4	
3.	International environmental regimes	2	2			4	
4.	Economic Growth and the Environment Sustainable Development	2	2			4	
5.	Environmental governance in special zones	2	2			4	
6.	Non-state actors involvement in strengthening development and the environment agenda	2	2			4	
7.	Regional initiatives to solve environmental problems	2	2			4	
8.	Environmental issues in states' relations as a tool for rapprochement and conflict	4	4			8	

6. Лабораторный практикум: *не предусмотрен*

7. Практические занятия (семинары)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	1.	Introduction to the environment and development agenda	2
2.	2.	International legal framework governing the environmental agenda.	2
3.	3.	International environmental regimes	2
4.	4.	Economic Growth and the Environment Sustainable Development	2
5.	5.	Environmental governance in special zones	2
6.	6.	Non-state actors involvement in strengthening development and the environment agenda	2
7.	7.	Regional initiatives to solve environmental problems	2
8.	8.	Environmental issues in states' relations as a tool for rapprochement and conflict	4

8. Материально-техническое обеспечение дисциплины: компьютер, проектор, разработано мультимедийное сопровождение дисциплины.

9. Информационное обеспечение дисциплины

- а) программное обеспечение
- MS Windows 10

10. Учебно-методическое обеспечение дисциплины:

- а) основная литература

- 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.
- 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, 24:2, 229-248, DOI: 10.1080/10220461.2017.1345321
- Churie-Kallhauge, Angela and Elisabeth Gunnar Sjöstedt “Global Challenges: Furthering the Multilateral Process for Sustainable Development” // Routledge, 2017.
- Global Changes: Ethics, Politics and Environment in the Contemporary Technological World / ed. by Luca Valera, Juan Carlos Castilla // Springer, 2020.
- Matto Mildenerger 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.

б) дополнительная литература

- Accelerating Implementation of the Paris Agreement in Asia-Pacific / MANUALS AND TRAINING MATERIALS, ESCAP, 2021.
- Responding to the COVID-19 Pandemic: Leaving No Country Behind / ESCAP, 2021.

11. Методические указания для обучающихся по освоению дисциплины (модуля)

A paper is one of an independent work types, reflecting a level of training material knowledge, also a self-expression, creativity of a student. An author of work, as a rule, would like to be beyond a textbook. There is a desire to study and understand why scientists, political scientists, analysts differently look at the same political, international events, the phenomena, processes who from them is right? As a result a student has a issue of a creative choice, definitions of his position, desires to come up with ideas.

Creative work on a paper has some steps:

1. An initial acquaintance with a literature. It is entry into a subject (issue), an accumulation and opinion of knowledge. It comes to the end with a paper scheduling.
2. A search – an author, studying an additional literature, looks for answers to questions of a plan. A necessary, realized extracts, being accompanied comments and the opinions become. This step is a preparation of a material and completion of a paper.
3. A work writing. Its volume about one printed page (40 thousand signs, including gaps). Editing a text, an author obtains valuable quality: it is competently, logically to write, «by his own words», to try to create a text style, a logic of thinking.

A paper should correspond to the following requirements: at the beginning of a paper – a plan; to each quote a source is specified; paragraphs; at the end – a bibliography (a list of literature). Interview with a teacher is completion of work on a paper, its main points can be sounded at a seminar.

Plagiarism:

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.

During an independent work of student always there are management and self- government elements. Listeners independence is shown differently: simple reproduction of information; task performance on a certain algorithm; creative approach.

Possession of skills of such work is inherent not in everyone. It is necessary to teach a student to examine independently a discipline and to look for sources of knowledge, organizing his practical activities.

Self-examination can look as various home works. Homework purpose - creation, reproduction, fixing and increasing knowledge.

Depending on a target, there are following types of home-works: reading educational literature (main, additional, reference book); scheduling of a text, comparative tables, solution of tasks, making an abstract; writing of a paper, a report; preparation for participation at conference, to competition, business game; material studying to offset, examination, examination, other.

Reminders:

Everyone is expected to behave with basic politeness, civility, and respect for others. This includes respecting the beginning and ending times for the course.

Peoples' Friendship University of Russia has a clear Student Academic Integrity policy that I will enforce to the fullest. Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Peoples' Friendship University of Russia is a responsibility that is shared by faculty, students, and administrative staff.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Primary learning (learning new material)

Reading textbook, primary source, additional literature; text scheduling, making an abstract; extract of main theses; work with dictionaries and directories; acquaintance with normative, legal documents; supervision.

Knowledge consolidation and systematization

Repeated studying of the abstract of lectures, textbook, primary source, additional literature; writing of the plan of an answer to the prepared questions; drawing up of tables, schedules, schemes; studying of normative documents; answers to control questions; preparation for performance at a seminar; writing of a paper, report, bibliography drawing up.

Creation of knowledge and skills using • Solution of tasks and exercises on a sample; performance of comparative-analytical, situational tasks; preparation for business games, writing of academic year, degree projects; scheduling of application of knowledge in practice.

Students need to know how to perform these tasks, can use methods of independent work. On lesson appropriate demonstration of completed samples.

True learning of knowledge, skills and contributes to the development of a teacher of didactic materials on the organization of independent work of students. Didactic materials are in addition to the basic training manual. They include: a system of tasks; specific guidance on the implementation of intellectual or practical actions; observation of phenomena and facts, play already familiar phenomena; an identification of essential features, the formulation of rules, drafting of structures schemes, analysis tables, etc.

During a semester students passes the following types of control: a preliminary, a current, amid-term (a periodic) and a final assessment.

The preliminary is necessary for successful planning and the management of educational process in advance. He allows to define an initial level of knowledge and skills of trainees. Based on these data a professor introduces amendments in working programs of disciplines.

The current is carried out in all organizational forms of education and is continuation of a teaching activity. He allows to receive continuous information on a course and quality of assimilation of a training material students.

Targets of such check are continuous encouragement of learn of students; activation of their informative activity. It is impossible to allow big intervals in control over each student, differently they cease to prepare for lessons regularly. The combination of various forms of the current examination excludes an element of chance in their assessment.

The mid-term determines quality of learning by students of a training material by sections. It holds a several times to a semester. Examinations, computer testing, etc. can be examples.

The total is directed on check of the end results of training, extent of possession of system of knowledge, the skills received in the course of studying of separate or several disciplines. Total control is carried out at semestrial, end-of-year assessments. By results of control marks are put down.

Knowledge checking forms

In higher educational institutes the main forms of knowledge control and students skills are an oral poll (individual and face-to-face), the written and a practical check, the standardized control, other.

Tests

The individual - the most widespread method of check. At an oral test an attention concentrates on reproduction of the facts, their explanation and the proof.

The oral it is necessary to carry out regularly. It is an important method of training and education. Its questions to be in advance prepared, thought over, exact, unambiguous, and also to demand a detailed statement and an explanation. This test demands big expenses of time. It is not recommended to test all students of group one question.

The face-to-face is carried out in the form of conversation of a teacher with group. All listeners of group are involved in active mental work. The given control form can't be the main type of check. During it the fact of a speech of a task is checked, but it is difficult to establish depth of assimilation of a material. It is expedient to combine individual and face-to-face tests.

For the rational use of lesson hours carry out combined test, combining an oral tests with other forms (written tests by cards, tasks at a blackboard, other).

Written check is the most important form of knowledge control of students. Its use gives the chance to check the acquired material all students of group. Written works on the contents and a form can be the most various: dictations, compositions, solution of tasks, exercises, calculations, answers to questions.

After check and an assessment of the written works control the analysis of results of their performance is carried out, typical mistakes and the reasons which have caused unsatisfactory estimates are established.

Practical check takes a special place in check system. She allows to understand, how students are able to put the received knowledge into practice as far as they seized skills. In the course of training to professional knowledge students proves the made decisions that allows to establish level of assimilation of theoretical provisions.

Professional tasks, the management games which have been picked up according to requirements of qualification of the expert are widely used.

The training course comes to the end with an examination. In preparation for it students can receive individual and group consultations at the examiner.

A mark is «excellently» give, when a student knows not only theoretical questions, freely in them is guided, but also shows communication of a theory of political science with practice, expressing his opinion according to the international situation of today.

A student shows knowledge of historical issues of the considered political phenomenon, successfully owns political science concepts, categories, is capable of historical analogies and comparisons, was able and in details answers to additional questions, shows a high culture of his speech.

On the answer at which there are all above-stated components is «good» estimated, but is insufficiently full. A mark «satisfactory» gives to a listener who discipline questions acquired insufficiently clearly and accurately receives; there are shortcomings of knowledge of a number of questions of a training course; has some difficulties with a answer to additional questions; can't accurately connect a theory with practice, however knows the main subjects.

A student answer is lower than level of the above described requirements, speaks about serious gaps in knowledge: bad knowing of terminology, misunderstanding of practical sense of theoretical questions; the difficulty in distinctions of the most essential political science theories, at examination is estimated «unsatisfactorily».

A preparation for a final assessment, most active point of a student independent work, seminars presence.

All weekly assignments, midterms and finals will be graded with numbers ranging from 51 to 100. The numbers will be converted into the final grade according to the following rule:

Numbers	ECTS
95-100	A
86-94	B
69-85	C
61-68	D
51-60	E
31-50	FX
0-30	F
51 - 100	Passed

A point-rating structure for assessment:

Midterm assessment - 20 points
Final assessment - 30 points
Active work on lectures and seminars (ОПК-1, ОПК-7) - 15 points
Preparation of monograph notes (ОПК-6) - 11 points
Creative work (УК-1, УК-5, УК-6) - 24 points
Total: 100 points

List of questions for the final assessment of the course:

1. The impact of economic growth on environmental issues
2. Existing scientific approaches to the issue of development and environment
3. Objects of international legal regulation.
4. The history and legal framework of the Rio Declaration, 1992
5. The international legal regulation of environmental politics
6. The mechanisms of Kyoto Protocol, 2005
7. What is Doha Amendment?
8. The Kyoto Protocol Monitoring emission system
9. The characteristics of modern international environmental regimes.
10. States' cooperation on development and the environment.
11. The features of interaction between environmental and economic regimes.
12. The role of ESCAP in integrating development and environment.
13. New risks and challenges triggered by the pandemic of COVID-19.
14. The role of Green Economy, Sustainable Consumption and Production and Resource Efficiency for Sustainable Development.
15. Environmental Economics and Climate Change.
16. The interplay between environmental regimes and economic arrangements (the programs of the World Bank).
17. Management of environmental issues in outer space.
18. Activities of different non-state actors.
19. Defining of non-state governance systems.
20. The level of civil society involvement in environmental agenda.
21. The transformation of international movements role in the promotion of the agenda.
22. Western and Eastern Europe mechanism.
23. Middle East and North Africa mechanism.
24. Asia-Pacific mechanism.
25. Sub-Saharan Africa mechanism.
26. Latin America mechanism.
27. What is Feminist political ecology.
28. Trends of the modern environmental process.

29. Программа составлена в соответствии с требованиями ОС ВО РУДН.

Разработчик:

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины:

Global Security

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

Направленность программы (профиль)

Международные отношения

1. Цели и задачи дисциплины:

- дать целостный обзор основных проблем современной глобальной безопасности;
- познакомить студентов с особенностями и спецификой современного состояния глобальной безопасности;
- дать представление об основных подходах и школах, новых вызовах и текущем состоянии обороноспособность ведущих государств мира;
- проанализировать основные принципы международной безопасности;
- изучить основные российские и зарубежные теоретические достижения в области глобальной безопасности;
- рассмотреть ключевые национальные и международные инструменты в рассматриваемой области;
- проанализировать изменения в политической среде глобальной безопасности;
- рассмотреть взаимосвязь между глобальными и локальными факторами построения региональной безопасности;
- проанализировать влияние глобальных факторов на безопасность.

2. Место дисциплины в структуре ОП ВО:

Дисциплина Global Security относится к вариативной компоненте Блока 1 «Дисциплины (модули)» учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины Global Security в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Универсальные компетенции			
1	УК-1-7		
Общепрофессиональные компетенции			
1	ОПК-2-10		
Профессиональные компетенции (вид профессиональной деятельности: организационно-управленческая деятельность, проектная деятельность, научно-исследовательская и педагогическая деятельность)			
1	ПК-1-32		

3. Требования к результатам освоения дисциплины:

Универсальные компетенции:

способен осуществлять поиск, критический анализ проблемных ситуаций на основе системного подхода, выработать стратегию действий (УК-1);
способен управлять проектом на всех этапах его жизненного цикла (УК-2);
способен организовывать и руководить работой команды, выработывая командную стратегию для достижения поставленной цели (УК-3);
способен применять современные коммуникативные технологии на государственном языке Российской Федерации и иностранном(ых) языке(ах) для академического и профессионального взаимодействия (УК-4);
способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия (УК-5);

способен определить и реализовать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки (УК-6);
способен к использованию цифровых технологий и методов поиска, обработки, анализа, хранения и представления информации в условиях цифровой экономики и современной корпоративной информационной культуры (УК-7).

Общепрофессиональные компетенции:

способен осуществлять поиск и применять перспективные информационно-коммуникативных технологии и программные средства для комплексной постановки и решения задач профессиональной деятельности (ОПК-2);
способен оценивать, моделировать и прогнозировать глобальные, макрорегиональные. Национально-государственные, региональные и локальные политико-культурные, социально-экономические и общественно-политические процессы на основе применения методов теоретического и эмпирического исследования и прикладного анализа (ОПК-3);
способен проводить научные исследования по профилю деятельности, в том числе в междисциплинарных областях, самостоятельно формулировать научные гипотезы и инновационные идеи, проверять их достоверность (ОПК-4);
способен выстраивать стратегию по продвижению публикаций по профилю деятельности в средствах массовой информации на основе базовых принципов медиаменеджмента (ОПК-5);
способен разрабатывать и реализовывать организационно-управленческие решения по профилю деятельности (ОПК-6);
способен самостоятельно выстраивать стратегии представления результатов своей профессиональной деятельности, в том числе в публичном формате, на основе подбора соответствующих информационно-коммуникативных технологий и каналов распространения информации (ОПК-7);
способен разрабатывать предложения и рекомендации для проведения прикладных исследований и консалтинга (ОПК-8);
способен участвовать в реализации основных профессиональных и дополнительных образовательных программ (ОПК-9);
способен владеть инструментарием работы с большими массивами структурированной и неструктурированной информации, использовать современные цифровые методы обработки, анализа, интерпретации и визуализации данных с целью решения поставленных задач профессиональной и научно-исследовательской деятельности в области международных отношений (ОПК-10).

Профессиональные компетенции:

способностью построения стратегии аналитического исследования, долгосрочных и среднесрочных планов международной деятельности, оценки рисков (ПК-1);
способностью работать с материалами СМИ, составить обзоры прессы по заданным темам (ПК-2);
способностью составлять дипломатические документы, проекты соглашений, контрактов, программ мероприятий (ПК-3);
владением навыками построения реферативного письменного текста и устного представления экспертных мнений по международно-политической проблематике (ПК-4);
способностью организовать работу проектной группы, в том числе интернациональной по составу (ПК-5);
способностью исполнять и решать задачи в интересах обеспечения работы коллектива в целом под руководством опытного специалиста (ПК-6);
способностью находить, собирать и первично обобщать фактический материал, делая обоснованные выводы (ПК-7);
способностью анализировать процесс принятия решений по вопросам международной политики как объекта управления (ПК-8);

способностью организовывать работу исполнителей, находить и принимать управленческие решения в области организации и нормирования труда (ПК-9);

готовностью к конструктивному взаимодействию с коллегами и работе в коллективе, к организации работы малых коллективов исполнителей (ПК-10);

готовностью включиться в реализацию проектов в системе учреждений Министерства иностранных дел Российской Федерации, международных организациях, системе органов государственной власти и управления Российской Федерации (ПК-11);

способностью исполнять поручения руководителей в рамках профессиональных обязанностей на базе полученных знаний и навыков (ПК-12);

владением навыками рационализации своей исполнительской работы под руководством опытного специалиста с учетом накапливаемого опыта (ПК-13);

способностью проводить комплексную оценку конкретной международной ситуации и определять исходные данные для выполнения задания руководителей по линии работы над международным проектом (ПК-14);

владением навыками публичных выступлений как перед российской, так и зарубежной аудиторией (ПК-15);

владением навыками организации и планирования собственной профессиональной и трудовой деятельности с учетом международной практики (ПК-16);

способностью учитывать фактор экономической эффективности международной деятельности при реализации программ и проектов (ПК-17);

способностью по месту работы распознать перспективное начинание или область деятельности и включиться в реализацию проекта под руководством опытного специалиста (ПК-18);

готовность работать исполнителем проекта (ПК-19);

способностью выполнять функции ассистента (тьютора) кафедры в организации педагогической деятельности в соответствии с направленностью (профилем) программы магистратуры (ПК-20);

владением навыками вести учебно-методическую, учебно-вспомогательную и учебно-аналитическую работу (ПК-21);

способностью ориентироваться в современных тенденциях мирового политического развития, глобальных политических процессов, пониманием их перспектив и возможных последствий для Российской Федерации (ПК-22);

способностью понимать логику глобальных процессов и развития всемирной политической системы международных отношений в их обусловленности экономикой, историей, правом (ПК-23);

владением навыками отслеживания динамики основных характеристик среды международной безопасности и пониманием их влияния на национальную безопасность Российской Федерации (ПК-24);

владением знаниями о структуре глобальных процессов научно-технологических инноваций и перспектив изменения в них места и роли Российской Федерации (ПК-25);

способностью ориентироваться в мировых экономических, экологических, демографических, миграционных процессах, пониманием механизмов взаимовлияния планетарной среды, мировой экономики и мировой политики (ПК-26);

владением знаниями о правовых основах международного взаимодействия, пониманием и умением анализировать их влияния на внешнюю политику Российской Федерации и других государств мира (ПК-27);

владением знаниями о теоретических и политических основах правозащитной проблематики в международных отношениях и мировой практики защиты прав человека (ПК-28);

владением знаниями об основах регулирования международных конфликтов с использованием дипломатических, политико-психологических, социально-экономических и силовых методов (ПК-29);

владением знаниями об основных теориях международных отношений, российских и зарубежных общеобразовательных организаций (ПК-30);

владением основами и базовыми навыками прикладного анализа международных ситуаций (ПК-31);

владением знаниями о содержании программных документов по проблемам внешней политики Российской Федерации (ПК-32);

В результате изучения дисциплины студент должен:

Знать:

- значение термина глобальной безопасности;
- место и роль военно-политической безопасности в современном мире;
- основные процессы, происходящие в мире после окончания холодной войны;
- роль и место России в процессах глобальной безопасности.

Уметь:

- анализировать вопросы военно-политической безопасности в сочетании с широким спектром экономических, политических, технологических и идеологических факторов;
- разумно сравнивать и оценивать расхождения во взглядах представителей различных школ и концепций в области глобальной безопасности;
- определить состояние сил и средств отражения угроз глобальной безопасности;
- анализировать изменения приоритетов и содержания безопасности в разных регионах мира;
- задать информационный запрос по определенному вопросу, чтобы организовать информацию в логической последовательности;
- подготовить текст по четкому плану с соответствующими выводами.

Владеть:

- набором инструментов для сравнительного анализа важности «традиционных» и «новых» вызовов, их приоритетности;
- способностью определять новые качества глобальной системы безопасности после «холодной войны»;
- умением самостоятельно анализировать конкретные кризисные ситуации в сфере глобальной и региональной безопасности.

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет 2 зачетные единицы.

Вид учебной работы	Всего часов	Семестры (модули)			
Аудиторные занятия (всего)	36				
В том числе:					
<i>Лекции</i>	18		18		
<i>Практические занятия</i>					
<i>Семинары</i>	18		18		
<i>Лабораторные работы</i>					
Самостоятельная работа (всего)					

Общая трудоемкость	2 з.е.					
	4 ак.час.					

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (темы)
1.	Defining the Security	Defining security. The international political agenda. The securitization of issues. Narrow, wide and deep conceptions of security. Security threats.
2.	Military threats to security from states	Prelude to the present order - The Cold War and Decolonization. A new world order or New world disorder? An end to "high politics"?
3.	Military threats to security from non-state actors	What is terrorism? Types of political non-state military groups. The rise of political non-state violence. State counter-terrorist options. Six ways in which terrorist campaigns can come to an end.
4.	Economic threats to security	Economic insecurity. Famine. Hunger and poverty. Global policy on hunger. Economic depression. Economic statecraft. Achieving global economic security.
5.	Social identity as a threat to security	Forms of national discrimination: national identity, religion, gender. Politicide. The global politics of human rights. Implementing human rights. Regional human rights regimes. Humanitarian intervention. Human rights and human security.
6.	Environmental threats to security	The rise of environmental issues in global politics. Environmental securitization in theory. Environmental in practice. Evaluating environmental securitization.
7.	Criminal threats to security	Global crime in historical context. «New» global crimes. Webs of deceit – the rise in prominence of transnational crime. Global crime fighting.
8.	Natural threats to security	Natural disasters. The rise of human vulnerability to nature. The global politics of natural disaster management.
9.	Towards global security	Integration theories and global politics. Global solutions to global problems.

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекции	Практические занятия	Лабораторные занятия	Семинары	Самостоятельная работа студента	Всего часов
1.	Defining the Security	2			2		4
2.	Military threats to security from states	2			2		4
3.	Military threats to security from non-state actors	2			2		4
4.	Economic threats to security	2			2		4
5.	Social identity as a threat to security	2			2		4

6.	Environmental threats to security	2		2	4
7.	Criminal threats to security	2		2	4
8.	Natural threats to security	2		2	4
9.	Towards global security	2		2	4
	Всего	18		18	36

6. Лабораторный практикум (при наличии)

№ п/п	№ раздела дисциплины	Наименование лабораторных работ	Трудоемкость (час.)
1.			
.....			

7. Практические занятия (семинары)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	1.	Interpretation of the concept of "security" in the works of representatives of the main schools of TMT (realism, liberalism, constructivism) What is securitization? What is the difference between narrow, wide and deep conceptions of security?	2
2.	2.	Causes of the disintegration of the nuclear arms control regime after the end of the Cold War Democratic peace theory: Are democracies go to war with each other? Problems of modern peacekeeping in the countries of the Global South	2
3.	3.	Problems of the definition of terrorism and the principle of classification as terrorist organizations in the XXIst century. The fight against terrorism in the countries of the Global South. Activities of a non-state army groups, operating in the countries/regions of the Global South.	2
4.	4.	How the countries of the Global South cooperate (South-South Cooperation) within the WTO? Using the information from the website of the UN World Food Programme (WFP), analyze how this program is being implemented in specific countries of the Global South and how effective it is in fighting hunger. How specific countries of the Global South are implementing the UN Sustainable Development Goals program. How the Great Recession 2007-2008 affected the economic condition of certain regions of the Global South. Analyze the example of a country in the Global South, that was subject to UN economic sanctions - why they were imposed, how effective they were, etc.	2
5.	5.	Why an act of politicide, as opposed to genocide, is outside the scope of the modern system of human rights?	2

		Analyze one of the cases or situations under investigation in specific countries of the Global South. Analyze the activities of one of the regional human rights regimes (African or American). Analyze the principle of Responsibility to Protect (R2P). Analyze the example of humanitarian intervention in one of the countries of the Global South - the causes of such operation, etc.	
6.	6.	The concept of environmental security - concept definition problems The role of regional organizations of the Global South in countering threats to environmental security. Analyze how this program is being implemented in the regions of the Global South. Are wars over water resources possible in the 21st century? Socio-ecological effects of El Niño–Southern Oscillation (ENSO) for environmental security	2
7.	7.	What place does global crime take in the modern concept of security? How «new» global crimes differ from the «old» ones? Modern system of global crime fighting	2
8.	8.	Natural disasters in the global security system Interstate cooperation and natural disaster management The modern global politics of natural disaster management	2
9.	9.	Formation of the concept and system of global security Global governance and global security Global security: human- or state-centred?	2

8. Материально-техническое обеспечение дисциплины:

Частная компьютерная сеть, персональные компьютеры с выходом в Интернет, проектор, телевизор (от 50 дюймов).

9. Информационное обеспечение дисциплины

а) программное обеспечение

- <http://Lib/rudn.ru>

б) базы данных, информационно-справочные и поисковые системы:

- поисковые системы Яндекс и Google
- eLIBRARY.RU, CIAO.net

10. Учебно-методическое обеспечение дисциплины:

а) основная литература

Устав ООН.

Ежегодники Стокгольмского международного института исследования проблем мира.

Ежегодники Лондонского международного института стратегических исследований «Военный баланс и стратегический обзор» (на английском языке).

Ежегодники ИФРИ РАМСЕС (на французском языке).

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б) дополнительная литература

Abbasi, K. (1999) 'The World Bank and World Health: Changing Sides', Editorial British Medical Journal 318 (27 March): 365–369.

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Clausewitz, C.V. (1976) On War, edited and translated by M. Howard and P. Paret, Princeton, NJ: Princeton University Press.

Coch, N. (1995) Geohazards. Natural and Human, Englewood Cliffs, NJ: Prentice Hall.

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- Halliday, F. (2001) *The World at 2000. Perils and Promises*, Basingstoke & New York: Palgrave.
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11. Методические указания для обучающихся по освоению дисциплины (модуля)

Рефераты, курсовые работы, творческие эссе пишутся студентами вне аудитории и предполагают самостоятельную работу. Тема должна содержать в себе проблему и охватывать небольшой временной отрезок. Ответ должен представлять собой анализ проблемы. Творческая работа не должна быть ни в коем случае реферативного, описательного характера, большое место в ней должно быть уделено аргументированному представлению своей точки зрения студентами, критической оценке рассматриваемого материала и проблематики, что должно выявить их аналитические способности. То же касается и устного выступления-доклада, который должен представлять собой не пересказ чужих мыслей, а попытку самостоятельной проблематизации и концептуализации определенной, достаточно узкой и конкретной темы, связанной с той или иной категорией теории или истории литературы. Все имеющиеся в творческой работе (эссе) сноски тщательно выверяются и снабжаются «адресами». Не допустимо включать в свою работу выдержки из работ других авторов без указания на это, пересказывать чужую работу близко к тексту без отсылки к ней, использовать чужие идеи без указания первоисточника. Это касается и источников, найденных в Интернете. Необходимо указывать полный адрес сайта. Все случаи плагиата должны быть исключены. В конце работы дается исчерпывающий список всех использованных источников. *Академическая этика*: уважительное отношение к работам предшественников и мнениям сокурсников, аргументированность суждений, толерантность в групповой работе, тщательное и по существу выполнение заданий преподавателя. Более подробные рекомендации представлены в методическом пособии кафедры ТИМО «Методические рекомендации к выполнению курсовых, выпускных квалификационных работ бакалавров и магистерских диссертаций по направлениям «Международные отношения» и «Зарубежное регионоведение»: Учебно-методическое пособие. Под редакцией Д.А. Дегтерев, В.Г. Джангирян, Е.Ф. Черненко. М., РУДН, 2015. 155 с.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

ВОПРОСЫ ДЛЯ САМОПРОВЕРКИ И ОБСУЖДЕНИЙ ПО ТЕМАМ.

1. Classification and types of Security.
2. The concept of “challenge”. External and internal challenges. Traditional and “new” challenges, their correlation.
3. Advantages and disadvantages of “broad” and “narrow” approaches to security.
4. Classical and theoretical approaches explaining security issues: realism and neorealism.
5. The term “national security” and its various understandings.
6. The ratio of the terms “National security”, “International Security”, “Global Security”.
7. The concept of “power”.

8. Common factors for the idea of the formation of “global security” phenomenon and its study.
9. Classical and theoretical approaches explaining security issues: liberalism and neoliberalism.
10. Game Theory and security challenges: theoretical aspects and practical application.
11. The formula of “securitization” of civil problems in world politics.
12. The concept of human security.
13. The theory of democratic peace and international security challenges.
14. New parameters of the international environment and security challenges: democratization and globalization.
15. New parameters of international environment and security challenges: scientific and technological revolution, growing role of non-state factors that change the balance of forces among the leading States of the world.
16. The phenomenon of private force in the contemporary global security system.
17. The capabilities and role of the major powers, unions and associations in the sphere of global security.
18. Dynamics of military budgets: country, regional and global trends.
19. World Arms trade and the role of the Russian Federation in it.
20. Environmental problems on the agenda of international security: main achievements.

ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО ТЕМАМ.

Writing summaries on monographs and scientific articles listed in the additional bibliography.

ПЕРЕЧЕНЬ РЕФЕРАТОВ И/ИЛИ КУРСОВЫХ РАБОТ ПО ТЕМАМ.

1. Modern peacekeeping: achievements and challenges.
2. Nuclear weapons and global security.
3. Key directions to strengthening global security.
4. Combating international terrorism and drug trafficking.
5. Space exploration, efficient use of mineral resources and sea bed exploration.
6. National Security Protection policy of the world leading countries.
7. National Security and global challenges.
8. Terrorism being a global challenge.
9. Global Information and Security.
10. International Security: Global and regional aspects.
11. State territory.
12. Operational models of international security.
13. Concert of Powers.
14. Changing environment of international security.
15. An increase in the degree of interdependence of active participants and functional areas of international security.
16. Crisis of international legislation system.
17. The distribution of economic power in the world.
18. Changes in global agenda of international relations and world politics after the end of the Cold War.
19. “New” challenges for international security.
20. International terrorism.
21. The threat of internal violent conflicts.
22. International military intervention.
23. Globalization of politics.
24. Global Security Policy.
25. Regional Security.
26. New features of processes in the security sphere of the Asia-Pacific region.

27. Mass destruction weapons proliferation issues.
28. The mechanisms of export controls in the nuclear field.
29. Vertical and horizontal nuclear proliferation.
30. Major trends in nuclear deterrence and non-proliferation at the end of XX - beginning of XXI centuries.
31. Security: anti-globalists' vision.
32. Regulatory system for security protection sector in Russia.
33. Double standards in the sphere of security.
34. The impact of Russia's image in the world on its security protection.
35. Internet, information technology, cyber security in contemporary international relations.

ТЕСТОВЫЕ ЗАДАНИЯ ПО ТЕМАМ (ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ).

Question 1. Choose the correct characteristic of the term “international security”:

- A. The system of international relations based on all States' respect for generally accepted principles and norms of international law, and excluding the settlement of disputes and disagreements between them by force or threat.
- B. Protection against threats, psychological abuse, humiliation and insults from the situations when a person is forced to do something against his or her will, from neglect, abandonment and illtreatment.
- C. Security of a person, property, society and the State from fires, floods and earthquakes.

Question 2. Choose the incorrect statement. International Security principles provide:

- A. an establishment of peaceful coexistence as of a universal principle of international relations;
- B. equal security protection for all States;
- C. an establishment of efficient guarantees in the military, political, economic and humanitarian spheres;
- D. a wide range of moral and at times of legal regulation.
- E. prevention of an armaments race in outer space, cessation of nuclear weapons tests and its complete liquidation.

Question 3. Choose the incorrect statement. The main ways of international security protection are:

- A. preparation and implementation of protective measures throughout the country in advance;
- B. association of States in the multilateral alliances;
- C. global international organizations, regional structures and institutions for the maintenance of international security.

Question 4. Choose one (or several) incorrect statement. Depending on the extent of symptoms the following levels of international security can be distinguished:

- A. national.
- B. regional.
- C. urban.
- D. Global.
- E. karmic.

Question 5. Choose the correct characteristic of the term “State territory”:

- A. It is part of the globe, which the sovereignty of a particular State covers;

B. The territory adjacent to the residential buildings and being in common use of those living there;
C. Inalienable legal quality of an independent State, symbolizing its political and legal autonomy, ultimate responsibility and significance as of primary subject of international law; necessary for exclusive rule of the State authorities and implying insubordination to the authorities of another State; arising or disappearing due to voluntary changes in the independent status of the State as a whole social organism due to legal equality of independent States and one of the basic concepts of contemporary international law.

Question 6. Unanimity of the permanent members of the UN Security Council on feasibility of an international armed intervention was already disintegrating:

- A. in the second half of the 1990s
- B. at the beginning of the XX century
- C. in 2001

Question 7. An open disagreement between the permanent UN Security Council members (Russia and China, on one hand, and the United States, Britain, and France - on the other hand) arose during the conflict in Kosovo in:

- A. 1998- 1999.
- B. 1997-1998.
- C. 2002-2004.

Question 8. Choose the incorrect statement. Important areas of strengthening global security protection are:

- A. disarmament and arms control;
- B. environment protection, promotion of economic and social progress in developing countries;
- C. an effective demographic policy, combating international terrorism and drug trafficking;
- D. preservation of cultural peculiarities and heritage of different nations;
- E. prevention and settlement of ethno-political conflicts;
- F. preservation of cultural diversity in the nowadays world.

Question 9. Choose the correct statement: Global challenges of our time:

- A. these are challenges of a worldwide scale that to some extent affect vital interests of all mankind, all nations and peoples, each inhabitant of our planet.
- B. these are challenges of a worldwide scale that affect the most important interests of all mankind, all nations and peoples, each inhabitant of the planet.
- C. these are challenges of a worldwide scale that affect the interests of all States and peoples, each inhabitant of the planet.
- D. these are challenges of a worldwide scale that to some extent affect vital interests of each person on the planet.

Question 10. Choose the correct statement. Global problems are characterized by:

- A. a worldwide scale, dynamic character;
- B. a worldwide scale, high acuteness, complexity and interdependence, dynamic character;
- C. high acuteness, complexity and interdependence, dynamic character;

Question 11. Choose the correct statement. Broadly, security policy is:

- A. a policy meant to decrease global risk;
- B. a risky policy;
- C. a policy of reducing global risk.

Question 12. Choose the correct statement.

- A. Regional security has no similarities with international security, differs in multiplicity of forms, which take into account the peculiarities of specific regions of the modern world, as well as the balance of power configurations in them, their historical, cultural and religious traditions;
- B. Regional security has common features with international security, yet at the same time it differs in multiplicity of forms, which take into account the peculiarities of specific regions of the modern world;
- C. Regional security has common features with international security, yet at the same time it differs in multiplicity of forms, which take into consideration the peculiarities of specific regions of the modern world, as well as the balance of power configurations in them, their historical, cultural and religious traditions.

Question 13. Choose one (or several) incorrect statement. Global Security Policy is structured according to the level and scope of activities:

- A. it can be directed to different spheres of life, such as: economic, environmental, military, informational, social and cultural;
- B. it occurs at different spatial levels - common to the whole nation and local;
- C. it occurs at different spatial levels - global, regional, national and local.

Question 14. Choose the correct statement. Regional security is:

- A. a part of the international security that characterizes the state of international relations in a particular region of the world community as free from military threats and economic dangers;
- B. a component of international security, which characterizes the state of international relations in a particular region of the world community as free from military threats and economic dangers;
- C. a component of international security, which characterizes the state of international relations in a particular region of the world community as free from military threats and economic dangers etc., as well as free from as well as intrusions and interventions from outside, relating to damage, attacks on the sovereignty and independence of the State's regions.

Question 15. Choose the correct statement. Chemical weapons were first used:

- A. during the First World War by Germany and then by other countries;
- B. at the end of the Second World War, in Japan;
- C. during the Second World War.

Question 16. The International Atomic Energy Agency (IAEA), an international organization that seeks to promote the peaceful use of nuclear energy was founded:

- A. in 1957;
- B. in 1929;
- C. in 1959.

Question 17. Choose the correct statement. The IAEA has two main functions:

- A. control and cooperation;

- B. divide and rule;
- C. meekness and humility.

Question 18. The Geneva Protocol on prohibition of use in war of asphyxiating, poisonous or other gases, and of bacteriological methods of warfare came into force:

- A. in 1925;
- B. in 1926;
- C. in 1948.

Question 19. Choose the correct statement. The control function of the IAEA is:

- A. the application of organizational and technical measures for verification systems to ensure certainty in the fact that the State party to the NPT is not using related equipment or nuclear materials for military or undeclared purposes;
- B. control of organizational and technical measures for verification systems to ensure certainty in the fact that the State party to the NPT is not using related equipment or nuclear materials for military or undeclared purposes;
- C. organization of organizational and technical measures for verification systems to ensure certainty in the fact that the State party to the NPT is not using related equipment or nuclear materials for military or undeclared purposes.

Question 20. The nuclear era has begun:

- A. in 1946;
- B. in 1960;
- C. in 1945.

Question 21. Choose the correct statement. Geopolitical region is:

- A. a part of a geo-strategic region characterized by closer and more stable political, economic and cultural ties;
- B. a part of a strategic region characterized by closer and more stable political, economic and cultural ties;
- C. a part of a region characterized by closer and more stable political, economic and cultural ties.

Question 22. The Zangger Committee was established:

- A. in 1964;
- B. in 1978;
- C. in 1971.

Question 23. Choose the correct statement. The concept of “global security” first appeared:

- A. in Palma Commission’s report in 1982;
- B. after the death of Che Guevara;
- C. in the report of Mikhail Gorbachev in 1986.

Question 24. Organization with political power that has a special control and enforcement mechanisms, that establishes legal norms on a certain territory, and has sovereignty is:

- A. law enforcement agency;

- B. State;
- C. sect.

Question 25. The Treaty on the Non-Proliferation of Nuclear Weapons entered into force:

- A. in 1968;
- B. in 1970;
- C. in 1972.

Question 26. Mikhail Gorbachev put forward a programme for the destruction of all nuclear weapons and for creation of a nuclear-free world by the year 2000:

- A. in 1985;
- B. in 1988;
- C. in 1986.

Question 27. Model of “cooperative security” has become popular:

- A. since the mid-1990s;
- B. since the mid-1970s;
- C. at the end of the 1990s;

Question 28. Illegal activities carried out by people using information technologies for criminal purposes is:

- A. cybercrime;
- B. technogenic terrorism;
- C. infocrime.

Question 29. The Treaty on the Non-Proliferation of Nuclear Weapons entered into force:

- A. in 1968;
- B. in 1970;
- C. in 1972.

Question 30. The term political science indicating a two-layer structure of the world's political forces is:

- A. double political world;
- B. two-layer world;
- C. bipolar world.

Question 31. The characteristic of international relations, which includes such factors as: the stability of development, security from external threats, security of independence, sovereignty, and equality of all States is:

- A. international security;
- B. transnational security;
- C. Global Security.

Question 32. A Policy aimed at the preservation and development of cultural differences in a particular country and in the world in general, and a theory justifying such a policy or ideology is:

- A. multiculturalism;
- B. multimedia;
- C. multipass.

Question 33. The UN Stockholm Conference in 1972 marked the beginning of:

- A. ceasing of national and international organizations, directing and coordinating activities to preserve the environment;
- B. rapid development of national and international organizations, directing and coordinating activities to preserve the environment;
- C. termination of the development of national and international organizations, directing and coordinating activities to preserve the environment.

Question 34. International security systems consists of the following levels:

- A. national, regional and global security;
- B. nationalistic, regional and global security;
- C. national, regional, territorial security.

Question 35. One of the main instruments of the National Security is:

- A. internal policy of implementation of cooperation with other international relations parties;
- B. foreign policy of implementation of cooperation with other international relations parties;
- C. foreign policy of implementation of cooperation with other international relations objects.

Question 36. The important trends in strengthening global security are:

- A. environment protection, promotion of social and economic progress in developing countries, fighting against international terrorism, and against especially dangerous diseases and many more;
- B. defence from the challenges of a global scale that all the humanity faces, fighting against international terrorism, and against especially dangerous diseases and many more;
- C. defence from the challenges of a global scale that all the humanity faces, fighting against international terrorism, and against especially dangerous diseases and varmints;

Question 37. In 1968, the Treaty on Non-Proliferation has designated for countries a status:

- A. evil powers;
- B. superpowers;
- C. nuclear powers.

Question 38. A conflict has as its prerequisite a clash of opposing interests and occurs when:

- A. when trying to resolve the conflict in ones favour, one or both sides take the path of confrontation;
- B. when trying to resolve the conflict in ones favour, one or both sides the path of war;
- C. when trying to intensify the conflict in ones favour, one or both sides take the path of confrontation.

Question 39. Conflicts are:

- A. a universal phenomenon inherent in all spheres of public life;
- B. a random phenomenon inherent in all spheres of public life;
- C. a basic phenomenon inherent in all spheres of public life.

Question 40. The changing nature of modern conflicts from a primarily intergovernmental to internal:

- A. means rising of the level of international security protection.
- B. creates the increase of international security protection level.
- C. does not mean rising of the level of international security.

ПЕРЕЧЕНЬ ВОПРОСОВ ИТОГОВОЙ АТТЕСТАЦИИ ПО КУРСУ.

1. Basic concepts of the security theory.
2. Classification and types of security.
3. Global challenges of our time and their relationship.
4. Globalization and regionalization.
5. Regional organizations and regional powers in the security pattern.
6. Globalization and sovereignty.
7. State, society, identity as subjects and objects of security.
8. Subjects and objects of security at regional and global levels.
9. The main features and stages of the development of the Soviet security model.
10. Bipolar, unipolar and multipolar world in terms of security.
11. Environmental challenges and ecological thinking.
12. World's contradictions in the sphere of ecology.
13. Natural and man-made disasters.
14. International cooperation on overcoming the consequences of disasters.
15. Food security indicators and ways of its protection.
16. Russia's historical experience of solving the food problem.
17. Fighting against pandemics: achievements and new challenges.
18. The main aspects of energy security.
19. Energy resources in Russia's strategy.
20. Vertical and horizontal proliferation of nuclear weapons.
21. Atom for peace and nuclear nonproliferation regime.
22. Parameters of poverty and major groups of the poor.
23. Poverty in different regions of the world and ways of overcoming it.
24. Macroeconomic safety indicators.
25. Cybercrime and Information Security.
26. Anti-terrorist coalition in global security system.
27. Double standards in the sphere of security.
28. The evolution of security doctrine in the post-Soviet Russia.
29. Understanding of security priorities in Russia: consensus and controversy.
30. The documents regulating security sector.
31. The institutions responsible for the security protection in Russia.
32. Geopolitical characteristics of the countries neighbouring Russia in terms of Russia's security.
33. Classification of integration projects in the post-Soviet space.
34. Regional responses to global challenges.
35. Security challenges in the Euro-Atlantic space.
36. Security issues in Asia regions.
37. The concept of the sphere of national interests and the legitimacy of security protection actions.
38. Security challenges in futuristic projections.

1. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ, КРИТЕРИЕВ И ШКАЛЫ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ.

Формы контроля

Рубежная аттестация – 10 баллов
 Итоговая аттестация – 10 баллов
 Подготовка творческих работ – 60 баллов
 Активная работа в семестре – 20 баллов
 Всего: 100 баллов

Баллы БРС	Традиционные оценки РФ	Оценки ECTS
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX
0-30		F
51 - 100	Зачет	Passed

Пояснение оценок

А	<p>“Отлично” - теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному.</p>
В	<p>“Очень хорошо” - теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному.</p>
С	<p>“Хорошо” - теоретическое содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками.</p>
D	<p>“Удовлетворительно” - теоретическое содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, возможно, содержат ошибки.</p>
Е	<p>“Посредственно” - теоретическое содержание курса освоено частично, некоторые практические навыки работы не сформированы, многие предусмотренные программой обучения учебные задания не выполнены либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному.</p>
FX	<p>“Условно неудовлетворительно” - теоретическое содержание курса освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.</p>
F	<p>“Безусловно неудовлетворительно” - теоретическое содержание курса не освоено, необходимые практические навыки работы не сформированы, все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий.</p>

Программа составлена в соответствии с требованиями ОС ВО РУДН.

Разработчик:

ассистент, кафедра

ТИМО

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высшего образования «Российский университет дружбы народов»*

Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины:

Great and Emerging Powers in Global Politics / Великие и зарождающиеся
державы в мировой политике

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

Направленность программы (профиль)

«Мировая политика: концептуальные основы и межкультурное
взаимодействие»

1. Course description and 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.

This course will be taught as a workshop. After an introduction of key concepts and approaches in security studies, students will present papers examining normative, empirical and policy dimensions of specific security issues. Workshop participants will work together in a constructive and positive manner to reach a consensus on a series of student-led policy proposals. The final goal is for each student write a superior paper, which may form the foundations of a graduate-level publication.

2. The place of the discipline in the General Subject structure:

The course belongs to the humanities, social cycle. The completion of this course is a prerequisite for the discipline . There are no prerequisite for this course.

3.Competences development requirements:

The educational process of studying the discipline is aimed at the formation of the following set of competencies:

OK-5, OPK-2, OPK-6, PK-34, PK-37

- ability to use in practice skills in organizing research and design work, in team management (OK-5)
- ability to select from the total amount of knowledge and skills of an international master's degree in competence, demanded by the profile of a specific type of activity (OPK-2)
- ability to conduct dialogue, correspondence, negotiations in a foreign language within the framework of the level of the tasks set for solving professional issues (OPK-6)
- possession of knowledge about the main directions of foreign policy of leading foreign countries, the features of their diplomacy and their relationship with the Russian Federation (PK-34)
- ability to navigate complex mechanisms of multilateral and integration diplomacy (PK-37)

By the end of the course, students should be able to:

- Be aware of different theoretical ways of seeing and understanding international affairs
- Evaluate the advantages and difficulties of IR theories in comparison to each other
- Discuss critically, and write knowledgeably about major IR theories, relating not only to historical processes, but also to current international events
- Identify leading authors in the IR field and the theories they are identified with
- Possess the means to apply IR theories, to link theory and practice and show how theory and practice intertwine in constituting mainstream IR theories
- Apply theoretical frameworks to understanding practical IR issues, think theoretically about world politics and explain world it from different theoretical perspectives
- Learn how to think and write critically about key debates in IR theory and crucial topics of

world politics

- Enhance their analytical skills in terms of developing and presenting their own arguments in informed discussion

4. Content of the discipline and the main types of activities

Types of activities	Total amount of hours	semesters
Classroom classes(total)	36	
Independent study (total)	36	
Including:		
Course papers (essays)	24	
Other kinds of independent study	12	
Total content in hours/credits	72/3	

The grade for this class is composed of several components:

- (1) Attestation: two written tests (midterm and final) are required. Each test will be worth 25% of the total course grade.
- (2) Research Papers: one 10-15 page research paper (essay) is required. Each student must frame a research question, summarize the relevant literature, frame hypotheses to be tested, and present a research design. This paper will count for 20 % of the grade.
- (3) Preparation, Attendance, and Participation: Students are required to complete the assigned readings before class, attend class regularly (10% of the total course grade), and participate actively in class discussion. One oral presentation is required. Each oral presentation should last around 10 minutes, and should include both a summary and critique of the reading at hand. It will count for 10 % of the grade. Class preparation will be measured through approximately four to six (unannounced) quizzes given at the very beginning or ending of class periods, which together will be worth 10% of the total course grade.

All weekly assignments, midterms and finals will be graded with numbers ranging from 51 to 100. The numbers will be converted into the final grade according to the following rule:

Numbers	ECTS
95-100	A
86-94	B
69-85	C
61-68	D
51-60	E

31-50	FX
0-30	F
51 - 100	Passed

Reminders:

- Everyone is expected to behave with basic politeness, civility, and respect for others. This includes respecting the beginning and ending times for the course.
- Peoples' Friendship University of Russia has a clear Student Academic Integrity policy that I will enforce to the fullest. Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Peoples' Friendship University of Russia is a responsibility that is shared by faculty, students, and administrative staff.

5. The content of the discipline

5.1. Content per unit

N	Name of the unit	Contents of the unit
1.	Key Definitions and Criteria	What do we call Great Power? What are the Criteria of calling a State the Great Power? Criteria: Geopolitical and geo-economic position, Population, Economic Power, Military and Political Power, Cultural Power (Soft Power). Which states do we call Emerging (Rising) Powers? Criteria of Emergings Powers and Economies
2.	Evolution of Philosophic, Scientific and Theoretical Views on the Essence and Interrelation between Great and Emerging Powers	Ancient Philosophy. Plato (427-347 BC). Ancient Philosophy. Aristotle Stagirite (384-322 BC). Christian (Catholic) concept of International Relations. Theory of Social Contract and its view on International Relations and Interrelation between Great Powers. Charles Montesquieu. Immanuel Kant and his views on International Relations, International Security and Interrelation between Great Powers.

		Political Realism (Thucydides, Niccolò Machiavelli, Thomas Hobbes, Hans Morgenthau, Carl von Clausewitz, Raymond Aron, John Herz, etc.). Liberalism (Idealism) (John Locke, Jean-Jacques Rousseau, Immanuel Kant, Adam Smith, Woodrow Wilson). School of Geopolitics (Friedrich Ratzel; Johan Rudolf Kjellén; Karl Haushofer; Halford John Mackinder; Alfred Thayer Mahan, Henry Kissinger, Zbigniew Brzezinski etc.).
3.	History of Rise and Fall of Great and Emerging Powers. Part 1	Ancient Egypt. Mesopotamia: Akkadian Empire, Babylonia, Assyria. Phoenicia, Cartago (founded by Phoenicians in the 9th century BC). Ancient Greece, Macedonian Kingdom. Median Kingdom, Persia, Parthian Empire, Sasanian Empire. Rome (Roman Republic → Roman Empire). Empire of the Franks (Charlemagne Empire). Holy Roman Empire (of the German Nation)
4.	History of Rise and Fall of Great and Emerging Powers. Part 2	Ottoman Empire. Spanish Empire. Napoleonic Empire. British Empire. Russian Empire. Dutch Empire. Portuguese Empire. German Empire. Nazi Germany (3rd Reich). Soviet Union. USA. Contemporary China
5.	Theoretical aspects of Interaction between Great and Emerging Powers	What are the main problems in the process of defining fundamental Models of Interaction between Great and Emerging Powers? Social essence of International Relations. Role of interests and values in Relations between Great and Emerging Powers. Sources of knowledge about the nature of relationship between Great and Emerging Powers. What are main types of International System and of Interaction between Great and Emerging Powers? Classification by Michael Nicholson. Types (models) of Interaction between Great and Emerging Powers according to Michael Nicholson. Classification by Morton A. Kaplan (5 types of International Systems)
6.	Introduction to Hegemonic Stability Theory	Introduction to Hegemonic Stability Theory. Key Terms and Definitions. Interdependence (Dependence) in International Relations. Concept of Robert Keohane and Joseph Nye. Concept of Power (=Might, Strength) in International Relations. Classic Concept of Power by Political Realism (Neorealism, Offensive realism, Defensive realism, etc.) (H. Morgenthau, K. Waltz, J. Mearsheimer, R. Jervis, F. Zakaria). Concept of Power by Michel Foucault. Origins and causes of conflict between Great Powers. Political Realism (Neorealism) on key causes of conflicts between Great Powers. Liberalism (Idealism, Neoliberalism, Institutionalism) on key sources of conflicts between Great Powers. Structural approach to analysis of origins of conflicts between Great Powers (Johan Galtung, Abramo Fimo Kenneth Organski)

7.	Hegemonic Stability Theory	What is Hegemonic Stability Theory? Key terms and definitions. Main Representatives of the Hegemonic Stability Theory. Different Schools of the Hegemonic Stability Theory. Realist School of the Hegemonic Stability Theory. Fundamentals and main Principles. Theory of Hegemonic Stability by Robert Keohane. Power Transition Theory by Abramo Fimo Kenneth Organski. Systematic School of the Hegemonic Stability Theory. Fundamentals and main Principles. Long Cycle Theory by George Modelski. World Systems Theory by Immanuel Wallerstein
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5.2 Discipline units and interdisciplinary links with other (following) disciplines

N	The course is a prerequisite for the following disciplines	Unit number of this discipline as a prerequisite of the future disciplines

5.3. Discipline units and types of activities

N	Name of the discipline units	Classroom classes	Independent study	Total hours
1.	Key Definitions and Criteria	2	4	6
2.	Evolution of Philosophic, Scientific and Theoretical Views on the Essence and Interrelation between Great and Emerging Powers	4	8	12
3.	History of Rise and Fall of Great and Emerging Powers. Part 1	2	4	6
4.	History of Rise and Fall of Great and Emerging Powers. Part 2	4	8	12
5.	Theoretical aspects of Interaction between Great and Emerging Powers	4	8	12
6.	Introduction to Hegemonic Stability Theory	4	8	2
7.	Hegemonic Stability Theory	2	4	6

8. Материально-техническое обеспечение дисциплины:

Для проведения лекционных и практических занятий по дисциплине необходимо наличие экрана, ноутбука (компьютера) с установленным пакетом Microsoft® и мультимедийного проектора.

Перечень программного обеспечения

№ п/п	Наименование раздела учебной дисциплины	Наименование программы	Тип программы	Автор	Год разработки
11.	Разделы I-VI	Microsoft Office	Обучающая	Microsoft	2016

9. Информационное обеспечение дисциплины

а) программное обеспечение

- Microsoft Office

10. Учебно-методическое обеспечение дисциплины:

а) required

Sources:

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

b) recommended (additional)

Books:

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 / University 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.

Key Journals

Alternatives

Ethics and International Affairs

European Journal of International Relations

International Affairs

International Organisation

International Security

Millennium: Journal of International Studies

Review of International Studies

Borderlands: <http://www.borderlandsejournal.adelaide.edu.au>

Foreign Policy: <http://www.foreignpolicy.com>

Global Security: <http://www.globalsecurity.org>

Z-net: <http://www.zmag.org/weluser.htm>

Internet resources:

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.iccnw.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.unhcr.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.unhcr.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.unhcr.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>

11. Методические указания для обучающихся по освоению дисциплины (модуля)

Рубежная и итоговая аттестация проводятся в форме тестов. Вопросы для повторения объявляются преподавателем не менее, чем за две недели до даты аттестации. Рефераты пишутся студентами в течение семестра (их объем до 25 стр., 12 шрифт Times New

Roman, полуторный интервал, параметры страницы: слева – 3 см., справа – 1,5 см., сверху и снизу – 2 см). Творческое эссе пишется студентами по темам семинарских занятий вне аудитории (объем до 5 стр.).

Академическая этика: уважительное отношение к работам предшественников и мнениям сокурсников, аргументированность суждений, толерантность в групповой работе, тщательное и по существу выполнение заданий преподавателя.

Программа составлена в соответствии с требованиями ОС ВО РУДН.

Разработчик:

Доц. кафедры теории
и истории международных отношений
должность, название кафедры



подпись

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подпись

Д.А. Дегтерев
инициалы, фамилия

Программа составлена в соответствии с требованиями ОС ВО РУДН.

*Federal State Autonomous Educational Institution of Higher Professional Education
"Peoples' Friendship University of Russia"*

*Faculty of Humanities and Social Sciences the Department of Theory and History of
International Relations*

Recommended MCCH/MO

WORKING PROGRAM OF DISCIPLINE

Name of the discipline Human Rights and the International Security

Recommended for training/ specialty direction

41.04.05 International Relations

Orientation of the program (profile) Master's degree "World politics: conceptual bases and intercultural interaction "

1. Course description and 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.

This course will be taught as a workshop. After an introduction of key concepts and approaches in security studies, students will present papers examining normative, empirical and policy dimensions of specific security issues. Workshop participants will work together in a constructive and positive manner to reach a consensus on a series of student-led policy proposals. The final goal is for each student write a superior paper, which may form the foundations of a graduate-level publication.

2. The place of the discipline in the General Subject structure:

The course belongs to the humanities, social cycle. The completion of this course is a prerequisite for the discipline . There are no prerequisite for this course.

3.Competences development requirements:

The educational process of studying the discipline is aimed at the formation of the following set of competencies:

OK-2, OIK-12, IK-28

- willingness to act in non-standard situations, bear social and ethical responsibility for decisions made (GC-2);
- the ability to independently learn new research methods, to use in the professional activity the methods of applied political analysis of modern international processes (GPC-12);
- knowledge of the theoretical and political foundations of human rights issues in international relations and the global practice of protecting human rights (PC-28).

By the end of the course, students should be able to:

- Be aware of different theoretical ways of seeing and understanding international affairs
- Evaluate the advantages and difficulties of IR theories in comparison to each other
- Discuss critically, and write knowledgeably about major IR theories, relating not only to historical processes, but also to current international events
- Identify leading authors in the IR field and the theories they are identified with
- Possess the means to apply IR theories, to link theory and practice and show how theory and practice intertwine in constituting mainstream IR theories
- Apply theoretical frameworks to understanding practical IR issues, think theoretically about world politics and explain world it from different theoretical perspectives
- Learn how to think and write critically about key debates in IR theory and crucial topics of world politics
- Enhance their analytical skills in terms of developing and presenting their own arguments in informed discussion

4. Content of the discipline and the main types of activities

Types of activities	Total amount of hours	semesters
Classroom classes(total)	36	
Independent study (total)	36	
Including:		
Course papers (essays)	24	
Other kinds of independent study	12	
Total content in hours/credits	144/4	

The grade for this class is composed of several components:

- (1) Attestation: two written tests (midterm and final) are required. Each test will be worth 25% of the total course grade.
- (2) Research Papers: one 10-15 page research paper (essay) is required. Each student must frame a research question, summarize the relevant literature, frame hypotheses to be tested, and present a research design. This paper will count for 20 % of the grade.
- (3) Preparation, Attendance, and Participation: Students are required to complete the assigned readings before class, attend class regularly (10% of the total course grade), and participate actively in class discussion. One oral presentation is required. Each oral presentation should last around 10 minutes, and should include both a summary and critique of the reading at hand. It will count for 10 % of the grade. Class preparation will be measured through approximately four to six (unannounced) quizzes given at the very beginning or ending of class periods, which together will be worth 10% of the total course grade.

All weekly assignments, midterms and finals will be graded with numbers ranging from 51 to 100. The numbers will be converted into the final grade according to the following rule:

Numbers	ECTS
95-100	A
86-94	B
69-85	C
61-68	D
51-60	E
31-50	FX
0-30	F
51 - 100	Passed

Reminders:

- Everyone is expected to behave with basic politeness, civility, and respect for others. This includes respecting the beginning and ending times for the course.
- Peoples' Friendship University of Russia has a clear Student Academic Integrity policy that I will enforce to the fullest. Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Peoples' Friendship University of Russia is a responsibility that is shared by faculty, students, and administrative staff.

5. The content of the discipline

5.1. Content per unit

N	Name of the unit	Contents of the unit
1.	Introduction to course. Interconnection between the terms “Human Security” and “International Security”. History of International Human Rights. The UN Human Rights System and Enforcement. Major Human Rights Treaties.	<p><u>Key words:</u> <i>Human Rights, Introduction, Definition, Historical Background, Bases and Sources, Idea and Ethos; The UN and its Charter, International Bill of Human Rights, Perspectives on Human Rights and Human Duties, Individual and Human Rights, UN Perceptions, Emerging Dimensions in Human Rights.</i></p> <p><u>Brief summary:</u> Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.</p> <p>Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.</p>
2.	International human rights law.	<u>Key words:</u> <i>Human Rights Organizations</i> -

Human Rights Organizations and UN Activities on Human Rights Protection. UN Universal Declaration of Human Rights. Non-governmental Actors and their Impact on International Security.

Structure and Functions, Role of UN and Its Specialized Agencies for the Protection of Human Rights, General Assembly, Security Council, ECOSOC, and UN Commission on Human Rights etc.

Brief summary: The provisions of the United Nations Charter provided a basis for the development of international human rights protection in the opinion of Brownlie. The preamble of the charter provides that the members "reaffirm faith in fundamental human rights, in the equal rights of men and women" and Article 1(3) of the United Nations charter states that one of the purposes of the UN is: "to achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion". Article 55 provides that:

The United Nations shall promote: a) higher standards of living, full employment, and conditions of economic and social progress and development; b) solutions of international economic, social, health, and related problems; c) international cultural and educational cooperation; d) universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

Of particular importance is Article 56 of the charter: "All Members pledge themselves to take joint and separate action in co-operation with the Organization for the achievement of the purposes set forth in Article 55." This is a binding treaty provision applicable to both the Organisation and its members and has been taken to constitute a legal obligation for the members of the United Nations. Overall, the references to human rights in the Charter are general and vague. The Charter does not contain specific legal rights, nor does it mandate any enforcement procedures to protect these rights. Despite this, the significance of the espousal of human rights within the UN charter must not be understated. The importance of human rights on the global stage can be traced to the importance of human rights within the United Nations framework and the UN Charter can be seen as the starting point for the development of a broad array of declarations, treaties, implementation and enforcement mechanisms, UN organs, committees and reports on the protection of

human rights. The rights espoused in the UN charter would be codified and defined in a non-binding context within the International Bill of Human Rights, composing the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.

Human Rights and Security

Human rights are generally grounded in moral values and philosophical preferences. These tend to be understood by many in the non-Western world as abstract intellectual endeavors distant from the realities of the world and daily problems of the people. Yet one has to recognize that human rights both as a concept and set of demands address a very fundamental problem, which has to be resolved prior to forming any viable political community. By the provision of human rights, conditions for the political legitimacy of a polity is laid down. This legitimacy lies at the very core of the search for security, since by legitimacy a social-political entity comes into a viable existence. Legitimacy of a polity, in turn, is acquired by the consent of the citizens in return for protection of their individual rights and freedoms by the state. Such a perspective grounds security not on physical capabilities of the nation per se but on domestic peace and harmony.

The strength of the state to resist external threats is at least partly brought about by building legitimacy at home. This constitutes the soft side of state security. To guarantee human rights and set up a legal framework and institutional mechanisms to protect them strengthens national security by building a national consensus and the legitimacy of the state apparatus to carry out security operations. A working human rights regime, therefore, constitutes the prerequisite to national security: domestic peace based on a wide-ranging social consensus concerning the legitimacy of a political regime.

The relationship between human rights and security can also be explored from a security-centric point of view. It can be argued that demands for human rights are, in essence, generated from security concerns of individuals reflecting their search for physical and moral integrity. The idea of the inviolability of basic rights and freedoms aims at securing the individual as an independent moral agent. Human rights are protective of individuals; they protect individuals from the threats directed at their physical existence,

		<p>well-being, and dignity. The right to life protects the individual from threats directed against his or her physical presence, while the right to liberty secures the moral standing and autonomy of the individual. Thus, human rights can be reformulated by a reference to security concerns and objectives, not of the nation, but rather of the individual. This concept of human rights may liberate the notion of security from its national-collective bias. This, in a way, redefines concepts of both human rights and security; human rights, in contrast to the conventional understanding, are grounded not on moral or philosophical arguments but instead on practical and pragmatic concerns. As a result, they can also be conceived of as part of the search for security, not of the nation but of the individual, while that individual security is an indispensable part of national and international security.</p> <p>There thus exists a close link between individual security, put forward as a demand for human rights, and collective security, pursued by a representative government at the national level. It is impossible to reach the objective of national security in countries where systematic and persistent human rights violations take place, leading to the disintegration of the consent needed for domestic peace and security.</p>
3.	<p>Human Rights Protection as the Concept Legitimizing the Use of Force. Key Contradictions between Human Right Protection and International Security Concepts. Human Rights Protection and the Territorial Integrity Norm</p>	<p><u>Key words:</u> <i>The Political Origins of the UNSC's Ability to Legitimize the Use of Force, The Territorial Integrity Norm, Human Rights - Promotion and Protection.</i></p> <p><u>Brief summary:</u> The recent (post-World War II) strict application of territorial integrity has given rise to a number of problems and, when faced with reality "on the ground", can be seen as too artificial a construct.</p> <p>Prince Hans-Adam II of Liechtenstein, speaking to the International Institute for Strategic Studies on 25 January 2001, argued for a more flexible approach to territorial integrity, in line with historical norms, saying, "Let us accept the fact that states have lifecycles similar to those of human beings who created them". Hardly any Member State of the United Nations has existed within its present borders for longer than five generations. The attempt to freeze human evolution has in the past been a futile responsibility and has probably brought about more violence, rather than if such a process had been controlled peacefully. Restrictions on self-determination threaten not only democracy itself but the state which seeks its legitimation in democracy."</p>

		<p>At the 2005 World Summit, the world's nations agreed on a "Responsibility to Protect", allowing a right for humanitarian intervention. It has been argued that this could create a flexible application of concepts of sovereignty and territorial integrity, easing the strict adherence and taking into account the de facto status of the territory and other factors present on a case by case basis. The United Nations Security Council Resolution 1674, adopted by the United Nations Security Council on April 28, 2006, "Reaffirm[ed] the provisions of paragraphs 138 and 139 of the 2005 World Summit Outcome Document regarding the responsibility to protect populations from genocide, war crimes, ethnic cleansing and crimes against humanity".</p>
4.	<p>Principles and Theories of Human Rights. Interconnection between Human Rights Concept and International Security.</p>	<p><i>Key words: Evolution of the Concepts, Theories and Principles, Internationalisation of Human Rights, Theoretical Foundations of Human Rights, Modern Theories of International Human Rights</i></p> <p><i>Brief summary:</i> The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.</p> <p>All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.</p> <p>Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.</p>
5.	<p>Human Security Norms and Principles. Human Rights Protection as Instrument for Foreign Policy Goals</p>	<p><i>Key words: Human Security Norms: Theory v. Policy. Human Rights Origins and Impact. Human Rights and Cultural Relativism, Religion and Human Rights, Global Pluralism and Diversity</i></p>

	<p>Implementation.</p>	<p><u>Brief summary:</u> All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.</p> <p>Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.</p> <p>The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of race, color, religion, creed, language, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability, genetic information, military service, or other status. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”</p>
<p>6.</p>	<p>Instruments of Human Rights and Covenants. International Humanitarian Law. International Human Rights Treaties as Key Element of International Security</p>	<p><u>Key words:</u> <i>International Human Rights Provisions, Regional Human Rights Provisions, National Human Rights Provisions, International Bill of Human Rights, Covenants on Human Rights, Human Rights Treaties, Human Rights under National Constitutions</i></p> <p><u>Brief summary:</u> International humanitarian law (IHL) is the law that regulates the conduct of armed conflict (jus in bello). It is that branch of international law which seeks to limit the effects of armed conflict by protecting persons who are not participating in hostilities, and by restricting and regulating the means and methods of warfare available to combatants. IHL is inspired by considerations of humanity and the mitigation of human suffering. "It comprises a set of rules, established by treaty or custom, that seeks to protect persons and property/objects that are (or may be) affected by</p>

	<p>armed conflict and limits the rights of parties to a conflict to use methods and means of warfare of their choice". It includes "the Geneva Conventions and the Hague Conventions, as well as subsequent treaties, case law, and customary international law." It defines the conduct and responsibilities of belligerent nations, neutral nations, and individuals engaged in warfare, in relation to each other and to protected persons, usually meaning non-combatants. It is designed to balance humanitarian concerns and military necessity, and subjects warfare to the rule of law by limiting its destructive effect and mitigating human suffering.</p> <p>Serious violations of international humanitarian law are called war crimes. International humanitarian law, <i>jus in bello</i>, regulates the conduct of forces when engaged in war or armed conflict. It is distinct from <i>jus ad bellum</i> which regulates the conduct of engaging in war or armed conflict and includes crimes against peace and of war of aggression. Together the <i>jus in bello</i> and <i>jus ad bellum</i> comprise the two strands of the laws of war governing all aspects of international armed conflicts.</p> <p>The human rights treaty bodies are committees of independent experts that monitor implementation of the core international human rights treaties. Each State party to a treaty has an obligation to take steps to ensure that everyone in the State can enjoy the rights set out in the treaty.</p> <p>There are ten human rights treaty bodies composed of independent experts of recognized competence in human rights, who are nominated and elected for fixed renewable terms of four years by State parties</p> <p>Which treaties do they monitor?</p> <ul style="list-style-type: none"> • Human Rights Committee (CCPR) monitors implementation of the International Covenant on Civil and Political Rights (1966) and its optional protocols; • Committee on Economic, Social and Cultural Rights (CESCR) monitors implementation of the International Covenant on Economic, Social and Cultural Rights (1966); • Committee on the Elimination of Racial Discrimination (CERD) monitors implementation of the International Convention on the Elimination of All Forms of Racial Discrimination (1965); • Committee on the Elimination of
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		<p>Discrimination against Women (CEDAW) monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women (1979) and its optional protocol (1999);</p> <ul style="list-style-type: none"> • Committee against Torture (CAT) monitors implementation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment (1984); • Committee on the Rights of the Child (CRC) monitors implementation of the Convention on the Rights of the Child (1989) and its optional protocols (2000); • Committee on Migrant Workers (CMW) monitors implementation of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990); • Committee on the Rights of Persons with Disabilities (CRPD) monitors implementation of the International Convention on the Rights of Persons with Disabilities (2006); • Committee on Enforced Disappearances (CED) monitors implementation of the International Convention for the Protection of All Persons from Enforced Disappearance (2006); and • The Subcommittee on Prevention of Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (SPT) established pursuant to the Optional Protocol of the Convention against Torture (OPCAT) (2002) visits places of detention in order to prevent torture and other cruel, inhuman or degrading treatment or punishment.
7.	<p>Systems for Protection of Human Rights. International Protection and Promotion of Human Rights and the Impact of this Process on International Security Stability.</p>	<p><u>Key words:</u> <i>Introduction to Global Systems, The UN System, Assessing International Human Rights Reporting Systems, Regional Human Rights Regimes, The European System for Protection of Human Rights, The European Court of Human Rights</i></p> <p><u>Brief summary:</u> Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses.</p>

		<p>The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.</p> <p>In the aftermath of the atrocities of World War II, there was increased concern for the social and legal protection of human rights as fundamental freedoms. The foundation of the United Nations and the provisions of the United Nations Charter provided a basis for a comprehensive system of international law and practise for the protection of human rights. Since then, international human rights law has been characterized by a linked system of conventions, treaties, organizations, and political bodies, rather than any single entity or set of laws.</p>
8.	<p>Human Security: Current Issues and Contemporary Application. Human Security and Activities of Human Rights Defenders in the Framework of International Security.</p>	<p><u>Key words:</u> <i>Achievements of human security. Problems with human security. Overcoming the problems of human security. Human Rights and the Theory of International Relations, The Morality of States, International Trusteeship and Decolonization.</i></p> <p><u>Brief summary:</u> Following the adoption of the declaration on human rights defenders in 1998, a number of initiatives were taken, both at the international and regional level, to increase the protection of defenders and contribute to the full implementation of the Declaration. In this context, the following mechanisms were established:</p> <ul style="list-style-type: none"> • The mandate of the United Nations Special Rapporteur on human rights defenders (2000) • The mandate of the Special Rapporteur of the African Commission on Human and Peoples' Rights on human rights defenders (2004) • The Human Rights Defenders Unit of the Inter-American Commission on Human Rights (2001) • The European Union Guidelines on human rights defenders (2004) <p>In 2008, the Observatory for the Protection of Human Rights Defenders, a joint programme of the International Federation for Human Rights (FIDH) and the World Organisation Against Torture (OMCT), took the initiative to gather for the first time all the human rights defenders' institutional mandate-holders (created within the United Nations, the African Commission on Human and Peoples'</p>

		<p>Rights, the Inter-American Commission on Human Rights, Council of Europe, the Organisation for Security and Cooperation in Europe, the European Union) to find ways to enhance coordination and complementarities among themselves and with NGOs.</p> <p>In 2010, a single inter-mechanisms website was created, gathering all relevant public information on the activities of the different human rights defenders' protection mandate-holders aims at increasing the visibility of the documentation produced by the mechanisms – press releases, studies, reports, statements, etc., as well as of their actions (country visits, institutional events, trials observed).</p>
9.	<p>Human Rights and Armed Conflict. Influence of Human Rights Doctrine on International Law. Rights-Based Approach to Peace-Building and Impact of this Concept on International Security</p>	<p><u>Key words:</u> <i>Peace-keeping and Peace building, Evolution of Universal Human Rights, Human Rights and Types of Armed Conflict, Human rights and the transition to peace ,Universal Declaration of Human Rights, Development of Covenants on Civil and Political Rights</i></p> <p><u>Brief summary:</u> The doctrine of human rights has been highly influential within international law, global and regional institutions. Actions by states and non-governmental organizations form a basis of public policy worldwide. The idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights." The strong claims made by the doctrine of human rights continue to provoke considerable skepticism and debates about the content, nature and justifications of human rights to this day. The precise meaning of the term right is controversial and is the subject of continued philosophical debate; while there is consensus that human rights encompasses a wide variety of rights such as the right to a fair trial, protection against enslavement, prohibition of genocide, free speech, or a right to education, there is disagreement about which of these particular rights should be included within the general framework of human rights; some thinkers suggest that human rights should be a minimum requirement to avoid the worst-case abuses, while others see it as a higher standard.</p> <p>Many of the basic ideas that animated the human rights movement developed in the aftermath of the Second World War and the atrocities of The Holocaust, culminating in the adoption of the Universal Declaration of Human Rights in Paris by the United Nations General Assembly in 1948. Ancient peoples did not have the same modern-day</p>

		<p>conception of universal human rights. The true forerunner of human rights discourse was the concept of natural rights which appeared as part of the medieval natural law tradition that became prominent during the Enlightenment with such philosophers as John Locke, Francis Hutcheson, and Jean-Jacques Burlamaqui, and which featured prominently in the political discourse of the American Revolution and the French Revolution. From this foundation, the modern human rights arguments emerged over the latter half of the twentieth century, possibly as a reaction to slavery, torture, genocide, and war crimes, as a realization of inherent human vulnerability and as being a precondition for the possibility of a just society.</p>
<p>10.</p>	<p>Human Security in Global and Regional Perspectives. Human Security as Cornerstone and Key Fundamental of International Law and International Security.</p>	<p>Key words: <i>Human Security as an Issue in World Politics, Global Protection of Human Rights, The Politics of Implementing Rights, Human Rights in the Post Cold War Era, Human Rights in the Contemporary World Society, Bill of Rights for the Twenty-first Century</i></p> <p>Brief summary: In addition to the political bodies whose mandate flows from the UN charter, the UN has set up a number of treaty-based bodies, comprising committees of independent experts who monitor compliance with human rights standards and norms flowing from the core international human rights treaties. They are supported by and are created by the treaty that they monitor, With the exception of the CESCR, which was established under a resolution of the Economic and Social Council to carry out the monitoring functions originally assigned to that body under the Covenant, they are technically autonomous bodies, established by the treaties that they monitor and accountable to the state parties of those treaties - rather than subsidiary to the United Nations. Though in practise they are closely intertwined with the United Nations system and are supported by the UN High Commissioner for Human Rights (UNHCHR) and the UN Center for Human Rights.</p> <p>The Human Rights Committee promotes participation with the standards of the ICCPR. The eighteen members of the committee express opinions on member countries and make judgments on individual complaints against countries which have ratified an Optional Protocol to the treaty. The judgments, termed "views", are not legally binding.</p> <p>The Committee on Economic, Social and Cultural Rights monitors the ICESCR and makes general comments on ratifying countries performance. It will</p>

	<p>have the power to receive complaints against the countries that opted into the Optional Protocol once it has come into force. It is important to note that unlike the other treaty bodies, the economic committee is not an autonomous body responsible to the treaty parties, but directly responsible to the Economic and Social Council and ultimately to the General Assembly. This means that the Economic Committee faces particular difficulties at its disposal only relatively "weak" means of implementation in comparison to other treaty bodies. Particular difficulties noted by commentators include: perceived vagueness of the principles of the treaty, relative lack of legal texts and decisions, ambivalence of many states in addressing economic, social and cultural rights, comparatively few non-governmental organisations focused on the area and problems with obtaining relevant and precise information/</p> <p>The Committee on the Elimination of Racial Discrimination monitors the CERD and conducts regular reviews of countries' performance. It can make judgments on complaints against member states allowing it, but these are not legally binding. It issues warnings to attempt to prevent serious contraventions of the convention.</p> <p>The Committee on the Elimination of Discrimination against Women monitors the CEDAW. It receives states' reports on their performance and comments on them, and can make judgments on complaints against countries which have opted into the 1999 Optional Protocol.</p> <p>The Committee Against Torture monitors the CAT and receives states' reports on their performance every four years and comments on them. Its subcommittee may visit and inspect countries which have opted into the Optional Protocol.</p> <p>The Committee on the Rights of the Child monitors the CRC and makes comments on reports submitted by states every five years. It does not have the power to receive complaints.</p> <p>The Committee on Migrant Workers was established in 2004 and monitors the ICRMW and makes comments on reports submitted by states every five years. It will have the power to receive complaints of specific violations only once ten member states allow it.</p> <p>The Committee on the Rights of Persons with</p>
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		<p>Disabilities was established in 2008 to monitor the Convention on the Rights of Persons with Disabilities. It has the power to receive complaints against the countries which have opted into the Optional Protocol to the Convention on the Rights of Persons with Disabilities.</p>
<p>11.</p>	<p>Humanitarian Intervention Concept and its Interconnection with International Security. Practical Use and Implementation of Humanitarian Intervention Concept. Humanitarian Intervention and the Erosion of International Security System.</p>	<p><u>Key words:</u> <i>Constructing Norms of Humanitarian Intervention, Politics of International Justice, Responsibility to Protect (R2P) Different paradigms, and different priorities. Origins of the problem of military intervention. Current justifications for military intervention.</i></p> <p><u>Brief summary:</u> Humanitarian intervention has been defined as a state's use of "military force against another state when the chief publicly declared aim of that military action is ending human-rights violations being perpetrated by the state against which it is directed." This definition may be too narrow as it precludes non-military forms of intervention such as humanitarian aid and international sanctions. On this broader understanding, "Humanitarian intervention should be understood to encompass... non-forcible methods, namely intervention undertaken without military force to alleviate mass human suffering within sovereign borders."</p> <p>There is no one standard or legal definition of humanitarian intervention; the field of analysis (such as law, ethics or politics) often influences the definition that is chosen. Differences in definition include variations in whether humanitarian intervention is limited to instances where there is an absence of consent from the host state; whether humanitarian intervention is limited to punishment actions; and whether humanitarian intervention is limited to cases where there has been explicit UN Security Council authorization for action. There is, however, a general consensus on some of its essential characteristics:</p> <ul style="list-style-type: none"> • Humanitarian intervention involves the threat and use of military forces as a central feature • It is an intervention in the sense that it entails interfering in the internal affairs of a state by sending military forces into the territory or airspace of a sovereign state that has not committed an act of aggression against another state. • The intervention is in response to situations that do not necessarily pose direct threats to states' strategic interests, but instead is

		<p>motivated by humanitarian objectives.</p> <p>The subject of humanitarian intervention has remained a compelling foreign policy issue, especially since NATO's intervention in Kosovo in 1999, as it highlights the tension between the principle of state sovereignty – a defining pillar of the UN system and international law – and evolving international norms related to human rights and the use of force. Moreover, it has sparked normative and empirical debates over its legality, the ethics of using military force to respond to human rights violations, when it should occur, who should intervene, and whether it is effective.</p>
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5.2 Discipline units and interdisciplinary links with other (following) disciplines

N	The course is a prerequisite for the following disciplines	Unit number of this discipline as a prerequisite of the future disciplines

5.3. Discipline units and types of activities

N	Name of the discipline units	Classroom classes	Independent study	Total hours
1.	Introduction to course. Interconnection between the terms “Human Security” and “International Security”. History of International Human Rights. The UN Human Rights System and Enforcement. Major Human Rights Treaties.	2	4	6
2.	International human rights law. Human Rights Organizations and UN Activities on Human Rights Protection. UN Universal Declaration of Human Rights. Non-governmental Actors and their Impact on International Security.	4	8	12
3.	Human Rights Protection as the Concept Legitimizing the Use of Force. Key Contradictions between Human Right Protection and International Security Concepts. Human Rights Protection and the Territorial Integrity Norm	2	4	6
4.	Principles and Theories of Human Rights. Interconnection between Human Rights Concept and International Security.	4	8	12

5.	Human Security Norms and Principles. Human Rights Protection as Instrument for Foreign Policy Goals Implementation.	4	8	12
6.	Instruments of Human Rights and Covenants. International Humanitarian Law. International Human Rights Treaties as Key Element of International Security	4	8	2
7.	Systems for Protection of Human Rights. International Protection and Promotion of Human Rights and the Impact of this Process on International Security Stability.	2	4	6
8.	Human Security: Current Issues and Contemporary Application. Human Security and Activities of Human Rights Defenders in the Framework of International Security.	4	8	12
9.	Human Rights and Armed Conflict. Influence of Human Rights Doctrine on International Law. Rights-Based Approach to Peace-Building and Impact of this Concept on International Security	4	8	12
10.	Human Security in Global and Regional Perspectives. Human Security as Cornerstone and Key Fundamental of International Law and International Security.	4	8	12
11.	Humanitarian Intervention Concept and its Interconnection with International Security. Practical Use and Implementation of Humanitarian Intervention Concept. Humanitarian Intervention and the Erosion of International Security System.	2	4	6
12.	Total	36	72	108

5.4. Interactive discipline units and types of activities

№	№ of the discipline unit	Name of the discipline units	Type of activity	Total hours
1.	1	Introduction to course. Interconnection between	Project	2

		the terms “Human Security” and “International Security”. History of International Human Rights. The UN Human Rights System and Enforcement. Major Human Rights Treaties.	method	
2.	2	International human rights law. Human Rights Organizations and UN Activities on Human Rights Protection. UN Universal Declaration of Human Rights. Non-governmental Actors and their Impact on International Security.	Group discussion	2
3.	3	Human Rights Protection as the Concept Legitimizing the Use of Force. Key Contradictions between Human Right Protection and International Security Concepts. Human Rights Protection and the Territorial Integrity Norm	Group discussion	4
4.	4	Principles and Theories of Human Rights. Interconnection between Human Rights Concept and International Security.	Group discussion	2
5.	5	Human Security Norms and Principles. Human Rights Protection as Instrument for Foreign Policy Goals Implementation.	Game method	2
6.	6	Instruments of Human Rights and Covenants. International Humanitarian Law. International Human Rights Treaties as Key Element of International Security	Project method	2
7.	7	Systems for Protection of Human Rights. International Protection and Promotion of Human Rights and the Impact of this Process on International Security Stability.	Group discussion	2
8.	8	Human Security: Current Issues and Contemporary Application. Human Security and Activities of Human Rights Defenders in the Framework of International Security.	Group discussion	4
9.	9	Human Rights and Armed Conflict. Influence of Human Rights Doctrine on International Law. Rights-Based Approach to Peace-Building and Impact of this Concept on International Security	Game method	4
10.	10	Human Security in Global and Regional Perspectives. Human Security as Cornerstone	Project	2

		and Key Fundamental of International Law and International Security.	method	
11.	11	Humanitarian Intervention Concept and its Interconnection with International Security. Practical Use and Implementation of Humanitarian Intervention Concept. Humanitarian Intervention and the Erosion of International Security System.	Group discussion	2

6.Texts:

a) required

Sources:

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

b) recommended (additional)

Books:

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.

Key Journals

Alternatives

Ethics and International Affairs

European Journal of International Relations
International Affairs
International Organisation
International Security
Millennium: Journal of International Studies
Review of International Studies
Borderlands: <http://www.borderlandsejournal.adelaide.edu.au>
Foreign Policy: <http://www.foreignpolicy.com>
Global Security: <http://www.globalsecurity.org>
Z-net: <http://www.zmag.org/weluser.htm>

Internet resources:

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.iccnw.org> and
4. <http://web.amnesty.org/web/web.nsf/pages/ICHome>
5. Amnesty International: <http://www.amnesty.org>
6. International War Crimes Tribunal for Rwanda: <http://www.ictt.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.unhcr.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.unhcr.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>

Федеральное государственное автономное образовательное
учреждение высшего образования
«Российский университет дружбы народов»
Факультет гуманитарных и социальных наук
АННОТАЦИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ
Образовательная программа
Международные отношения

Наименование дисциплины	Human Rights and the International Security
Объём дисциплины	2 ЗЕ (72 час.)
Краткое содержание дисциплины	
Название разделов (тем) дисциплины	Краткое содержание разделов (тем) дисциплины
<p>Introduction to course. Interconnection between the terms “Human Security” and “International Security”. History of International Human Rights. The UN Human Rights System and Enforcement. Major Human Rights Treaties.</p>	<p><u>Key words:</u> <i>Human Rights, Introduction, Definition, Historical Background, Bases and Sources, Idea and Ethos; The UN and its Charter, International Bill of Human Rights, Perspectives on Human Rights and Human Duties, Individual and Human Rights, UN Perceptions, Emerging Dimensions in Human Rights.</i></p> <p><u>Brief summary:</u> Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.</p> <p>Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.</p>
<p>International human rights law. Human Rights Organizations and UN Activities on Human Rights Protection. UN Universal Declaration of Human Rights. Non-governmental Actors and their Impact on International Security.</p>	<p><u>Key words:</u> <i>Human Rights Organizations - Structure and Functions, Role of UN and Its Specialized Agencies for the Protection of Human Rights, General Assembly, Security Council, ECOSOC, and UN Commission on Human Rights etc.</i></p> <p><u>Brief summary:</u> The provisions of the United Nations Charter provided a basis for the development of international human rights</p>

protection in the opinion of Brownlie. The preamble of the charter provides that the members "reaffirm faith in fundamental human rights, in the equal rights of men and women" and Article 1(3) of the United Nations charter states that one of the purposes of the UN is: "to achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion". Article 55 provides that:

The United Nations shall promote: a) higher standards of living, full employment, and conditions of economic and social progress and development; b) solutions of international economic, social, health, and related problems; c) international cultural and educational cooperation; d) universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

Of particular importance is Article 56 of the charter: "All Members pledge themselves to take joint and separate action in co-operation with the Organization for the achievement of the purposes set forth in Article 55." This is a binding treaty provision applicable to both the Organisation and its members and has been taken to constitute a legal obligation for the members of the United Nations. Overall, the references to human rights in the Charter are general and vague. The Charter does not contain specific legal rights, nor does it mandate any enforcement procedures to protect these rights. Despite this, the significance of the espousal of human rights within the UN charter must not be understated. The importance of human rights on the global stage can be traced to the importance of human rights within the United Nations framework and the UN Charter can be seen as the starting point for the development of a broad array of declarations, treaties, implementation and enforcement mechanisms, UN organs, committees and reports on the protection of human rights. The rights espoused in the UN charter would be codified and defined in a non-binding context within the International Bill of Human Rights, composing the

Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.

Human Rights and Security

Human rights are generally grounded in moral values and philosophical preferences. These tend to be understood by many in the non-Western world as abstract intellectual endeavors distant from the realities of the world and daily problems of the people. Yet one has to recognize that human rights both as a concept and set of demands address a very fundamental problem, which has to be resolved prior to forming any viable political community. By the provision of human rights, conditions for the political legitimacy of a polity is laid down. This legitimacy lies at the very core of the search for security, since by legitimacy a social-political entity comes into a viable existence. Legitimacy of a polity, in turn, is acquired by the consent of the citizens in return for protection of their individual rights and freedoms by the state. Such a perspective grounds security not on physical capabilities of the nation per se but on domestic peace and harmony.

The strength of the state to resist external threats is at least partly brought about by building legitimacy at home. This constitutes the soft side of state security. To guarantee human rights and set up a legal framework and institutional mechanisms to protect them strengthens national security by building a national consensus and the legitimacy of the state apparatus to carry out security operations. A working human rights regime, therefore, constitutes the prerequisite to national security: domestic peace based on a wide-ranging social consensus concerning the legitimacy of a political regime.

The relationship between human rights and security can also be explored from a security-centric point of view. It can be argued that demands for human rights are, in essence, generated from security concerns of individuals reflecting their search for physical and moral integrity. The idea of the inviolability of basic rights and freedoms aims

	<p>at securing the individual as an independent moral agent. Human rights are protective of individuals; they protect individuals from the threats directed at their physical existence, well-being, and dignity. The right to life protects the individual from threats directed against his or her physical presence, while the right to liberty secures the moral standing and autonomy of the individual. Thus, human rights can be reformulated by a reference to security concerns and objectives, not of the nation, but rather of the individual. This concept of human rights may liberate the notion of security from its national-collective bias. This, in a way, redefines concepts of both human rights and security; human rights, in contrast to the conventional understanding, are grounded not on moral or philosophical arguments but instead on practical and pragmatic concerns. As a result, they can also be conceived of as part of the search for security, not of the nation but of the individual, while that individual security is an indispensable part of national and international security.</p> <p>There thus exists a close link between individual security, put forward as a demand for human rights, and collective security, pursued by a representative government at the national level. It is impossible to reach the objective of national security in countries where systematic and persistent human rights violations take place, leading to the disintegration of the consent needed for domestic peace and security.</p>
<p>Human Rights Protection as the Concept Legitimizing the Use of Force. Key Contradictions between Human Right Protection and International Security Concepts. Human Rights Protection and the Territorial Integrity Norm</p>	<p><u>Key words:</u> <i>The Political Origins of the UNSC's Ability to Legitimize the Use of Force, The Territorial Integrity Norm, Human Rights - Promotion and Protection.</i></p> <p><u>Brief summary:</u> The recent (post-World War II) strict application of territorial integrity has given rise to a number of problems and, when faced with reality "on the ground", can be seen as too artificial a construct.</p> <p>Prince Hans-Adam II of Liechtenstein, speaking to the International Institute for Strategic Studies on 25 January 2001, argued for a more flexible approach to territorial integrity, in line with historical norms, saying, "Let us accept the fact that states have</p>

	<p>lifecycles similar to those of human beings who created them". Hardly any Member State of the United Nations has existed within its present borders for longer than five generations. The attempt to freeze human evolution has in the past been a futile responsibility and has probably brought about more violence, rather than if such a process had been controlled peacefully. Restrictions on self-determination threaten not only democracy itself but the state which seeks its legitimation in democracy."</p> <p>At the 2005 World Summit, the world's nations agreed on a "Responsibility to Protect", allowing a right for humanitarian intervention. It has been argued that this could create a flexible application of concepts of sovereignty and territorial integrity, easing the strict adherence and taking into account the de facto status of the territory and other factors present on a case by case basis. The United Nations Security Council Resolution 1674, adopted by the United Nations Security Council on April 28, 2006, "Reaffirm[ed] the provisions of paragraphs 138 and 139 of the 2005 World Summit Outcome Document regarding the responsibility to protect populations from genocide, war crimes, ethnic cleansing and crimes against humanity".</p>
<p>Principles and Theories of Human Rights. Interconnection between Human Rights Concept and International Security.</p>	<p><u>Key words:</u> <i>Evolution of the Concepts, Theories and Principles, Internationalisation of Human Rights, Theoretical Foundations of Human Rights, Modern Theories of International Human Rights</i></p> <p><u>Brief summary:</u> The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.</p> <p>All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of</p>

	<p>States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.</p> <p>Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.</p>
<p>Human Security Norms and Principles. Human Rights Protection as Instrument for Foreign Policy Goals Implementation.</p>	<p><u>Key words:</u> <i>Human Security Norms: Theory v. Policy. Human Rights Origins and Impact. Human Rights and Cultural Relativism, Religion and Human Rights, Global Pluralism and Diversity</i></p> <p><u>Brief summary:</u> All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.</p> <p>Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.</p> <p>The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of race, color, religion, creed, language, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability, genetic information, military service, or other status. The principle of non-discrimination is complemented by the principle of equality, as</p>

	<p>stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”</p>
<p>Instruments of Human Rights and Covenants. International Humanitarian Law. International Human Rights Treaties as Key Element of International Security</p>	<p><u>Key words:</u> <i>International Human Rights Provisions, Regional Human Rights Provisions, National Human Rights Provisions, International Bill of Human Rights, Covenants on Human Rights, Human Rights Treaties, Human Rights under National Constitutions</i></p> <p><u>Brief summary:</u> International humanitarian law (IHL) is the law that regulates the conduct of armed conflict (jus in bello). It is that branch of international law which seeks to limit the effects of armed conflict by protecting persons who are not participating in hostilities, and by restricting and regulating the means and methods of warfare available to combatants. IHL is inspired by considerations of humanity and the mitigation of human suffering. "It comprises a set of rules, established by treaty or custom, that seeks to protect persons and property/objects that are (or may be) affected by armed conflict and limits the rights of parties to a conflict to use methods and means of warfare of their choice". It includes "the Geneva Conventions and the Hague Conventions, as well as subsequent treaties, case law, and customary international law." It defines the conduct and responsibilities of belligerent nations, neutral nations, and individuals engaged in warfare, in relation to each other and to protected persons, usually meaning non-combatants. It is designed to balance humanitarian concerns and military necessity, and subjects warfare to the rule of law by limiting its destructive effect and mitigating human suffering.</p> <p>Serious violations of international humanitarian law are called war crimes. International humanitarian law, jus in bello, regulates the conduct of forces when engaged in war or armed conflict. It is distinct from jus ad bellum which regulates the conduct of engaging in war or armed conflict and includes crimes against peace and of war of aggression. Together the jus in bello and jus ad bellum comprise the two strands of the laws of war governing all aspects of international armed</p>

	<p>conflicts.</p> <p>The human rights treaty bodies are committees of independent experts that monitor implementation of the core international human rights treaties. Each State party to a treaty has an obligation to take steps to ensure that everyone in the State can enjoy the rights set out in the treaty.</p> <p>There are ten human rights treaty bodies composed of independent experts of recognized competence in human rights, who are nominated and elected for fixed renewable terms of four years by State parties</p> <p>Which treaties do they monitor?</p> <ul style="list-style-type: none"> • Human Rights Committee (CCPR) monitors implementation of the International Covenant on Civil and Political Rights (1966) and its optional protocols; • Committee on Economic, Social and Cultural Rights (CESCR) monitors implementation of the International Covenant on Economic, Social and Cultural Rights (1966); • Committee on the Elimination of Racial Discrimination (CERD) monitors implementation of the International Convention on the Elimination of All Forms of Racial Discrimination (1965); • Committee on the Elimination of Discrimination against Women (CEDAW) monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women (1979) and its optional protocol (1999); • Committee against Torture (CAT) monitors implementation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment (1984); • Committee on the Rights of the Child (CRC) monitors implementation of the Convention on the Rights of the Child (1989) and its optional protocols (2000); • Committee on Migrant Workers (CMW) monitors implementation of the International Convention on the
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	<p>Protection of the Rights of All Migrant Workers and Members of Their Families (1990);</p> <ul style="list-style-type: none"> • Committee on the Rights of Persons with Disabilities (CRPD) monitors implementation of the International Convention on the Rights of Persons with Disabilities (2006); • Committee on Enforced Disappearances (CED) monitors implementation of the International Convention for the Protection of All Persons from Enforced Disappearance (2006); and • The Subcommittee on Prevention of Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (SPT) established pursuant to the Optional Protocol of the Convention against Torture (OPCAT) (2002) visits places of detention in order to prevent torture and other cruel, inhuman or degrading treatment or punishment.
<p>Systems for Protection of Human Rights. International Protection and Promotion of Human Rights and the Impact of this Process on International Security Stability.</p>	<p><u>Key words:</u> <i>Introduction to Global Systems, The UN System, Assessing International Human Rights Reporting Systems, Regional Human Rights Regimes, The European System for Protection of Human Rights, The European Court of Human Rights</i></p> <p><u>Brief summary:</u> Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.</p> <p>In the aftermath of the atrocities of World War II, there was increased concern for the social</p>

	<p>and legal protection of human rights as fundamental freedoms. The foundation of the United Nations and the provisions of the United Nations Charter provided a basis for a comprehensive system of international law and practise for the protection of human rights. Since then, international human rights law has been characterized by a linked system of conventions, treaties, organizations, and political bodies, rather than any single entity or set of laws.</p>
<p>Human Security: Current Issues and Contemporary Application. Human Security and Activities of Human Rights Defenders in the Framework of International Security.</p>	<p><u>Key words:</u> <i>Achievements of human security. Problems with human security. Overcoming the problems of human security. Human Rights and the Theory of International Relations, The Morality of States, International Trusteeship and Decolonization.</i></p> <p><u>Brief summary:</u> Following the adoption of the declaration on human rights defenders in 1998, a number of initiatives were taken, both at the international and regional level, to increase the protection of defenders and contribute to the full implementation of the Declaration. In this context, the following mechanisms were established:</p> <ul style="list-style-type: none"> • The mandate of the United Nations Special Rapporteur on human rights defenders (2000) • The mandate of the Special Rapporteur of the African Commission on Human and Peoples' Rights on human rights defenders (2004) • The Human Rights Defenders Unit of the Inter-American Commission on Human Rights (2001) • The European Union Guidelines on human rights defenders (2004) <p>In 2008, the Observatory for the Protection of Human Rights Defenders, a joint programme of the International Federation for Human Rights (FIDH) and the World Organisation Against Torture (OMCT), took the initiative to gather for the first time all the human rights defenders' institutional mandate-holders (created within the United Nations, the African Commission on Human and Peoples' Rights,</p>

	<p>the Inter-American Commission on Human Rights, Council of Europe, the Organisation for Security and Cooperation in Europe, the European Union) to find ways to enhance coordination and complementarities among themselves and with NGOs.</p> <p>In 2010, a single inter-mechanisms website was created, gathering all relevant public information on the activities of the different human rights defenders' protection mandate-holders aims at increasing the visibility of the documentation produced by the mechanisms – press releases, studies, reports, statements, etc., as well as of their actions (country visits, institutional events, trials observed).</p>
<p>Human Rights and Armed Conflict. Influence of Human Rights Doctrine on International Law. Rights-Based Approach to Peace-Building and Impact of this Concept on International Security</p>	<p><u>Key words:</u> <i>Peace-keeping and Peace building. Evolution of Universal Human Rights, Human Rights and Types of Armed Conflict, Human rights and the transition to peace ,Universal Declaration of Human Rights, Development of Covenants on Civil and Political Rights</i></p> <p><u>Brief summary:</u> The doctrine of human rights has been highly influential within international law, global and regional institutions. Actions by states and non-governmental organizations form a basis of public policy worldwide. The idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights." The strong claims made by the doctrine of human rights continue to provoke considerable skepticism and debates about the content, nature and justifications of human rights to this day. The precise meaning of the term right is controversial and is the subject of continued philosophical debate; while there is consensus that human rights encompasses a wide variety of rights such as the right to a fair trial, protection against enslavement, prohibition of genocide, free speech, or a right to education, there is disagreement about which of these particular rights should be included within the general framework of human rights; some thinkers suggest that human rights should be a minimum requirement to avoid the worst-case abuses, while others see it as a higher standard.</p> <p>Many of the basic ideas that animated the human rights movement developed in the</p>

	<p>aftermath of the Second World War and the atrocities of The Holocaust, culminating in the adoption of the Universal Declaration of Human Rights in Paris by the United Nations General Assembly in 1948. Ancient peoples did not have the same modern-day conception of universal human rights. The true forerunner of human rights discourse was the concept of natural rights which appeared as part of the medieval natural law tradition that became prominent during the Enlightenment with such philosophers as John Locke, Francis Hutcheson, and Jean-Jacques Burlamaqui, and which featured prominently in the political discourse of the American Revolution and the French Revolution. From this foundation, the modern human rights arguments emerged over the latter half of the twentieth century, possibly as a reaction to slavery, torture, genocide, and war crimes, as a realization of inherent human vulnerability and as being a precondition for the possibility of a just society.</p>
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**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО
ОБРАЗОВАНИЯ РОССИЙСКИЙ УНИВЕРСИТЕТ ДРУЖБЫ
НАРОДОВ
(РУДН)**

ФАКУЛЬТЕТ ГУМАНИТАРНЫХ И СОЦИАЛЬНЫХ НАУК

КАФЕДРА ТЕОРИИ И ИСТОРИИ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ

УТВЕРЖДЕН
НА ЗАСЕДАНИИ КАФЕДРЫ
«31» АВГУСТА 2021 Г., ПРОТОКОЛ №1
ЗАВЕДУЮЩИЙ КАФЕДРОЙ
_____ Д.А. ДЕГТЕРЕВ

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
HUMAN RIGHTS AND INTERNATIONAL SECURITY /
ЗАЩИТА ПРАВ ЧЕЛОВЕКА И МЕЖДУНАРОДНАЯ
БЕЗОПАСНОСТЬ**

**41.04.05 «Международные отношения»
специализация
«Мировая политика: концептуальные основы и межкультурное
взаимодействие»**

Квалификация (степень) выпускника — магистр

Москва, 2021

1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Направление: 41.04.05 «Международные отношения»

Дисциплина: Современные теории международных отношений и мировой политики

Код контролируемой компетенции или ее части	Контролируемый раздел дисциплины	Контролируемая тема дисциплины	Э											
			Тест	Контрольная работа	Дискуссия	Эссе								
ОК-2, ОПК-12, ПК-28	Раздел 1: International relations theory as a discipline: its evolution and purposes. Competing theoretical traditions in the study of international relations.	Тема 1: Introduction to IR theory as a field.			1									12
		Тема 2: Classical realism, neorealism, neo-classical realism in IR	3											
		Тема 3: Realism: power and structure.		3										
		Тема 4: Liberalism (idealism), neoliberalism, neo-classical liberalism in IR.												
		Тема 5: Liberal theories of integration, collective security and regimes.	3			2								
ОК-2, ОПК-12, ПК-28	Раздел 2: Debates and new generation theories	Тема 1: The first debate: realism vs. idealism. The classical origins of the debate. The neo-neo debate or synthesis: yesterday and today.		3									23	
		Тема 2: Marxism and critical theory. Marxism after Marx: dependency theory and	12											

		world-system theory.											
		Тема 3: Constructivism: culture, norms, and identity			2	2							
		Тема 4: Is inter-paradigmatic dialogue possible in IR?			2	2							
ОК-2, ОПК-12, ПК-28		Реферат		5	10								15
ОК-2, ОПК-12, ПК-28		Рубежная аттестация (контрольная работа)		10									10
ОК-2, ОПК-12, ПК-28		Промежуточная аттестация (тест)	10										10
		Промежуточная аттестация (экзамен)		20	10								30
		ИТОГО	28	31	30	11							100

Кафедра теории и истории международных отношений

Комплект заданий для контрольной работы

по дисциплине «HUMAN RIGHTS AND INTERNATIONAL SECURITY / ЗАЩИТА ПРАВ ЧЕЛОВЕКА И МЕЖДУНАРОДНАЯ БЕЗОПАСНОСТЬ»

Контрольная работа по дисциплине:

1. International human rights law. Human Rights Organizations and UN Activities on Human Rights Protection. UN Universal Declaration of Human Rights. Non-governmental Actors and their Impact on International Security.
2. Human Rights Protection as the Concept Legitimizing the Use of Force. Key Contradictions between Human Right Protection and International Security Concepts. Human Rights Protection and the Territorial Integrity Norm
3. Principles and Theories of Human Rights. Interconnection between Human Rights Concept and International Security.
4. Human Security Norms and Principles. Human Rights Protection as Instrument for Foreign Policy Goals Implementation.
5. Instruments of Human Rights and Covenants. International Humanitarian Law. International Human Rights Treaties as Key Element of International Security
6. Systems for Protection of Human Rights. International Protection and Promotion of Human Rights and the Impact of this Process on International Security Stability.
7. Human Security: Current Issues and Contemporary Application. Human Security and Activities of Human Rights Defenders in the Framework of International Security.
8. Human Rights and Armed Conflict. Influence of Human Rights Doctrine on International Law. Rights-Based Approach to Peace-Building and Impact of this Concept on International Security

Критерии оценки:

Каждый вопрос оценивается от 0 до 2 баллов. Максимальное количество баллов – 10.

Баллы	Критерий оценки
0	Обучающийся не ответил на вопрос или ответ полностью неверен.
1	Обучающийся дал верный, достаточно полный ответ, раскрывающий основные положения вопроса.
2	Обучающийся дал верный, развернутый, четкий и хорошо

структурированный ответ, полностью раскрывающий вопрос.

Матрица компетенций для контрольной работы:

№ вопроса	Оцениваемые компетенции
1-10	ОК-3, ОК-5, ОПК-2, ОПК-4

II. Right or Wrong

1. Paradigm is an intellectual framework that structures one's thinking about a set of phenomena.
2. Paradigm is a "cognitive map" that helps to organize reality and to make sense out of a multitude of events.
3. Realists argue that in an anarchical system every country is a potential enemy to every other.
4. Anarchy in the realist view means the absence of a true authoritative world government that could enforce global rules or punish bad behavior.
5. Realism emphasizes the role of states as the legitimate, rational, and constitutive actors of international politics.
6. According to realism, power is relative, not absolute.
7. International politics more important than domestic politics.
8. Realists view international relations almost exclusively as a "struggle for power" among competing nation-states, essentially great powers.
9. To deter aggression by others, states balance against each other so no one country becomes too strong.
10. In structural realism international politics is essentially a struggle for power not because of human nature but due to anarchy.
11. For neorealists search for power has limits – states really seek security.
12. In a neo-realist world, the stronger the state, the less vulnerable it is on the international arena.
13. According to neo-realism, the structure of the system is a major determinant of actor behavior. So, state policy is driven by international structure and position in the global balance of power.
14. According to K. Waltz, bipolar world was much safer for international peace than the multi-polar one – balancing more effective and predictable.
15. For political realism, the first interest is power, for neo-realism – security.
16. For political realism, international conflicts and wars are rooted in the imperfect human nature, for neo-realism – in the anarchic international system.
17. According to structural realism, all states possess offensive military capability – this varies over time.
18. For neorealists search for power has limits – states really seek security.
19. Neorealism is more deductive, states that particular observations cannot ever lead to whole theories.

20. Classical realism is more inductive, emphasizing historical approach and confining its analyses to subjective valuations of international relations.

Кафедра теории и истории международных отношений

Дискуссия

по дисциплине «HUMAN RIGHTS AND INTERNATIONAL SECURITY
/ ЗАЩИТА ПРАВ ЧЕЛОВЕКА И МЕЖДУНАРОДНАЯ БЕЗОПАСНОСТЬ»

- Case Study 1. Offensive realists would predict that China and the USA will engage in security competition. They expect a rising China will imitate the USA to become a regional hegemon in Asia, meaning removing all local threats to its security and pushing American military forces out of Asia. This will be resisted by the USA as it does not tolerate peer competitors.
- Case Study 2. Defensive realists argue that it would be smarter for China to consolidate its power (as Bismarck did for Germany) rather than have a run at establishing regional hegemony (as Kaiser Wilhelm did). Nuclear weapons in the hands of rivals such as India ought to restrain China. Also, as the USA is finding out in Iraq, the costs of conquest in an age of nationalism are exorbitantly high.

Критерии оценки	Баллы		
	Ответ не соответствует критерию	Ответ частично соответствует критерию	Ответ полностью соответствует критерию
Ответ в рамках общей дискуссии включает все указанные в задании элементы	0	-	1
Работа оформлена в соответствии с требованиями	0	-	0,5
Работа логично структурирована, комплекс мер достаточно развернут (не три пункта вида Начало – Середина – Конец)	0	-	0,5
Работа содержит указание на использование ранее полученных знаний и компетенции	0	-	0,5
Перечисленные в работе комплексы мер учитывают особенности описанной в задании организации	0	1	2
В работе соблюдены все наложенные ограничения	0	1	2

Представленный комплекс мер реализуем с учетом имеющихся ресурсов	0	1	2
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Federal State Autonomous Educational Institution of Higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA

Faculty of Humanities and Social Sciences

MASTER'S PROGRAM

Discipline: INTERNATIONAL CONFLICT OF NEW GENERATION AND ITS SETTLEMENT

Recommended for the direction

41.04.05 «International Relations»

The focus of the program (profile) - Global Security and Development
Cooperation

1. Цели и задачи дисциплины: Course Description and Goals

This course introduces students to the study of international conflict which has been the focus of international attention for a long period of time. International and regional conflicts have been on the agenda of practically every session of the UN General Assembly and became the item that has been most discussed in the UN Security Council.

The primary *purpose* of this course 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. No doubt, an understanding of current affairs is greatly enhanced by an appreciation of the past. Together past and present events form a logical pattern with important implications for the future direction of modern conflicts and attempts to resolve them. So this course offers comprehensive coverage of conflict management and possible solutions to conflict.

The course also aims to aid the dissemination of new research in a growing academic field. The study of international conflict has become multi-disciplinary, thus benefiting from a variety of different sources and approaches.

2. Место дисциплины в структуре ОП ВО: Place of discipline in the structure of the Educational Program :

The discipline International Conflict of New Generation and its Settlement (name of discipline) refers to the variable (basic or variable) part of the block (block 1, block 2) of the curriculum.

Table 1 shows the previous and subsequent disciplines aimed at the formation of the competencies of the discipline in accordance with the matrix of competencies

Table 1

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
		Regional Subsystems of International Relations in the XX century	
Общепрофессиональные компетенции			
		New Risks in International Relations ;	
Профессиональные компетенции (вид профессиональной деятельности)			
		Modern Foreign Policy Strategy of the Russian Federation and International conflicts	
Профессионально-специализированные компетенции специализации			
			Analysis on Situational Models in World Policy

3. Требования к результатам освоения дисциплины:

general cultural competences:

UK-1. Able to search for, critical analysis of problem situations based on a systematic approach, to develop an action strategy.

general professional competencies:

OPK-4. Able to conduct scientific research in the field of activity, including interdisciplinary fields, independently formulate scientific hypotheses and innovative ideas, and check their reliability.

professional competencies:

PKO-2. Able to independently plan and conduct research in the humanities and social sciences.

4. The general labor input of discipline makes 3 credits.

Format	Hours	Semester			
Class hours (all)	32				
Lectures	16				
<i>Practical classes (PS)</i>					
<i>Seminars (S)</i>	16				
<i>Laboratory research (LR)</i>					
Students' self-guided work (all)	76				
General labor intensity (hours)	108				
General labor intensity (credit points)	3				

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

№	Name of the units	Contents of the units
PART 1	Introduction and Overview	A conflict phenomenon in the international relations. Classical and modern theories of international conflict. Fundamental and applied aspects of international conflict studying.
1		
2	The Essence and Typology of International Conflict.	Politics and conflict. Levels of disputed interaction: political and legal specificity of global, regional and interstate conflicts. Structure and dynamics of international

		<p>conflict.</p> <p>International political crisis. The Cuban Missile Crisis as a classical model for studying a phenomenon of crisis.</p>
3	Global Issues and International Conflict.	<p>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.</p> <p>Danger of nuclear conflicts.</p>
4	Modern Ethnopolitical Conflicts and Their Solution.	<p>Essence, main reasons and classification of ethnopolitical conflicts.</p> <p>The dynamics of ethnopolitical conflicts.</p> <p>Ethnopolitical conflict management.</p> <p>Ethnic conflicts and international security.</p>
5	The Phenomenon of Separatism.	<p>Modern separatism as a political program and action. Separatism initiators and resources.</p> <p>Territorial, political, economic, confessional and ethnocultural origins of separatism. The right of nations to self-determination and separatist processes.</p> <p>Separatist conflicts and their consequences: the USSR, Yugoslavia, etc.</p>
6	Confrontations and wars.	<p>The armed violence, terror and war as a political conflict.</p> <p>World war as a multilevel conflict. Regional military conflicts. Civil wars.</p> <p>Termination and consequences of war.</p>
PART 2	International conflict settlement.	<p>International conflict management: mediation, conflict prevention, implementation of peace agreements, peace enforcement, humanitarian intervention, and refugee crisis management.</p> <p>Negotiating process structure. Strategy and tactics of diplomatic negotiations. Shuttle and crisis diplomacy. National features of negotiating.</p> <p>PR - negotiating process support.</p>
7		
8	The role of international and regional organizations in conflict and crisis settlement.	<p>The United Nations activities: preventive diplomacy initiatives, peacekeeping, peacemaking, peacebuilding.</p> <p>Humanitarian intervention as a means to manage conflict: legal, military and political</p>

		aspects.
9	Case Study: Territorial Disputes in International Relations.	Territorial disputes in Africa: a colonial heritage and struggle for resources. Territorial disputes in Asia: the conflict in the South China Sea, the Indo-Pakistani dispute, frontier incidents in the Chinese-Indian relations. Territorial disputes in the Arabian Peninsula. Territorial disputes in Latin America (Argentina – Uruguay; Chile – Peru, Bolivia; Peru – Ecuador; Venezuela – Colombia, etc.).
10	Case Study: Modern Regional Conflicts.	A conflict internationalisation concept and its realization (Yugoslavia, Afghanistan). Regional conflicts in the Middle East. Disputed potential of Southern and Eastern Asia. Regional and local conflicts in Africa.
11	Case Study: Russia and Modern International Conflicts.	Russia and the «conflict arch»: its participation in conflict settlement in the ex-Soviet territories.

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекц.	Практ. зан.	Лаб. зан. Творч. работа	Семин	СРС	Всего час.
1.	A conflict phenomenon in the international relations	8			8	38	54
2.	International conflict settlement	8			8	38	54
....							

6. Лабораторный практикум (при наличии)

№ п/п	№ раздела дисциплины	Наименование лабораторных работ	Трудо-емкость (час.)
1.			
2.			
...			

7. Практические занятия (семинары) (при наличии)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудо-емкость (час.)
1.	1	The Essence and Typology of International Conflict.	3
2.	1	Global Issues and International Conflict	3
3	2	International conflict settlement.	3
4	2	The role of international and regional organizations in conflict	3

		and crisis settlement	
5	2	Case Studies	4

8. Материально-техническое обеспечение дисциплины:

Ауд. 318, Мультимедийный кабинет: 18 компьютеров, акустическая система, видеомаягнитофон JVC, документ-камера Lumens, комплекс "активный экран" ACTIVboard

9. Информационное обеспечение дисциплины

Global Trends 2025: A Transformed World. – Washington, 2008, November.	http://www.freeworldacademy.com/globalleader/trends.htm	Электронный ресурс
The Global Go to Think Tanks Report 2011.	http://ru.scribd.com/doc/78806053/The-Global-Go-to-Think-Tanks-Report-2011	Электронный ресурс
The Royal Institute for International Affairs (Chatham House)–	http://www.chathamhouse.org	Электр. ресурс
The Carnegie Endowment for International Peace. -	www.carnegieendowment.org	Электр. ресурс
The Rand Corporation –	http://www.rand.org	Электр. ресурс
Russia in Global Affairs/Россия в глобальной политике - /	http://www.globalaffairs.ru	Электр. ресурс
International Affairs/Международная жизнь -	http://www.interaffairs.ru/	Электр. ресурс

10. Учебно-методическое обеспечение дисциплины:

- Savicheva E.. International conflict of new generation and its settlement: Education and Methodical Complex . - М. : RUDN, 2013.
- Viotti Paul R. International Relations and World Politics. Security, Economy, Identity / Viotti Paul R., Kauppi Mark V. New Jersey : Prentice-Hall, 2011.
- Bjørn Mølle. Conflict Theory. Research Center on Development and International Relations (DIR) . Aalborg University Denmark.2013.

Additional literature

Slantchev, Branislav L. Military Threats: The Costs of Coercion and the Price of Peace. Cambridge, UK: Cambridge University Press, 2011. DOI: [10.1017/CBO9780511778940](https://doi.org/10.1017/CBO9780511778940)

11. Методические указания для обучающихся по освоению дисциплины (модуля)

Reminders:

- Everyone is expected to behave with basic politeness, civility, and respect for others. This includes respecting the beginning and ending times for the course.
- Peoples' Friendship University of Russia has a clear Student Academic Integrity policy that I will enforce to the fullest. Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Peoples' Friendship University of Russia is a responsibility that is shared by faculty, students, and administrative staff.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

The grade for this class is composed of several components:

- (1) *Attestation*: two written tests (midterm and final) are required. Each test will be worth 25% of the total course grade.
- (2) *Research Papers*: one 10-15 page research paper (essay) is required. Each student must frame a research question, summarize the relevant literature, frame hypotheses to be tested, and present a research design. This paper will count for 20 % of the grade.
- (3) *Preparation, Attendance, and Participation*: Students are required to complete the assigned readings before class, attend class regularly (10% of the total course grade), and participate actively in class discussion. One oral presentation is required. Each oral presentation should last around 10 minutes, and should include both a summary and critique of the reading at hand. It will count for 10 % of the grade. Class preparation will be measured through approximately four to six (unannounced) quizzes given at the very beginning or ending of class periods, which together will be worth 10% of the total course grade.

Questions on the Course

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.

Table of correspondences of points and estimates:

Points	Traditional estimates of the Russian Federation	ECTS estimates
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX
0-30		F
51 - 100	Passed	Passed

4. Explanation of ratings

5. A Outstanding answer
6. B Very good answer
7. C Good answer
8. D Quite a satisfactory answer
9. E Meets the minimum requirements of a satisfactory answer

FX Score of 2+ (FX) that means, the student can only get points to the minimum satisfactory answer

F Unsatisfactory response (either repetition of the course in the prescribed manner or grounds for expulsion)

The answer is evaluated based on the following criteria:

“*Excellent*” - the content of the answer exhausts the content of the questions. A graduate student demonstrates both knowledge and understanding of questions, and also shows the ability to

apply universal, general professional and professional competences in practice according to the profile of his studies.

“*Good*” - the content of the answer basically reflects the content of the question. The graduate student demonstrates both knowledge and understanding of the issues, but experiences minor problems in demonstrating the ability to apply universal, general professional and professional competences in practice according to the profile of his studies.

“*Satisfactory*” - the content of the answer basically reflects the content of the questions, but mistakes are made. There are actual gaps and incomplete knowledge of the literature. The norms of the philosophical language are violated; there is a vagueness and ambiguity in writing. The application of universal, general professional and professional competences in practice according to the profile of their training is demonstrated uncertainly.

“*Unsatisfactory*” - the content of the answer does not reflect the content of the questions. There are gross errors, as well as ignorance of key definitions and literature. The lack of experience of practical application of universal, general professional and professional competences in practice according to the profile of their training is demonstrated.

Программа составлена в соответствии с требованиями ОС ВО РУДН.

Разработчик:

**к.и.н., доцент кафедры теории и истории
международных отношений**

Е.М. Савичева

**Заведующий кафедрой
теории и истории
международных отношений**

Д.А. Дегтерев

*Federal State Autonomous Educational Institution of Higher Professional Education
"Peoples' Friendship University of Russia"*

*Faculty of Humanities and Social Sciences the Department of Theory and History of
International Relations*

Recommended MCCH/MO

WORKING PROGRAM OF DISCIPLINE

Name of the discipline International Organizations and Peace Process

Recommended for training/ specialty direction

41.04.05 International Relations

Orientation of the program (profile) Master's degree "World politics: conceptual bases and intercultural interaction "

1. Course description and goals

This course will provide you with a basic understanding of two core concepts in International Relations and, more generally, international governance and international government. Governance refers to the processes of decision-making, while government is the formal institutions associated with those processes. These two dynamics are interdependent; it is necessary to study both to fully understand this subfield of international relations.

You will begin studying the fundamental issues of international organization by exploring some conceptual frameworks pertaining to governance dynamics. This will be followed by investigating the three primary ways in which the participants in global affairs, both state and non-state actors, organize themselves: intergovernmental, nongovernmental and transnational organizations.

The United Nations will be given special attention due to the truly global scope of its activities and impact. Your examination of the formal institutions will include questions pertaining to their structures, functions, activities and relevance for global events and issues. Throughout your studies you will compare and contrast political/security, social/humanitarian and economic organizations; global and regional organizations and, finally, single and multipurpose organizations. By the end of the course, you will have a firm understanding of the interplay between international governance and government and how they shape international relations.

2. The place of the discipline in the *General Subjects* structure:

The course belongs to humanities, social and economic sciences cycle.

Upon successful completion of this course, the student will be able to:

- Define and correctly use the core vocabulary and concepts relevant for international organizations and global governance.
- Discuss various theories of international governance as they pertain to regional and global contexts.
- Identify and describe the major intergovernmental, non-governmental and transnational organizations that are participants in global relations.
- Describe and discuss international regimes distinct from international organizations.
- Compare and contrast various IGOs, NGOs and transnational organizations with respect to their structures, functions and activities.
- Discuss the United Nations' effectiveness with respect to addressing global issues such as armed conflict, human rights and environmental crises.
- Evaluate the conceptual material in light of global realities through the exploration of case studies.

3. Comprehensive development requirements:

OK-6, OPK-4, OPK-8, PK-26, PC-35

The educational process of studying the discipline is aimed at the formation of the following set of competencies:

ability to manifest initiative, including in risk situations, take all full responsibility OK-6

possession of knowledge and understanding of the civil meaning of the future professional OPK-4

activities proficiency in professional terminology and conceptual apparatus of the sphere international activities in the state language of the Russian Federation and

foreign languages OPK-8

PK-26 ability to navigate the global economic, environmental, demographic, migration processes, understanding mechanisms of mutual influence of the planetary environment, the global economy and world politics

PC-35 knowledge of key trends in key integration processes of our time

4. Content of the discipline and the main types of activities

It is 3 credits discipline

Types of activities	Total amount of hours	semesters
Activity	30	
Final paper	40	
Including:		
Course papers (essays)	15	
Other kinds of independent study	15	
Total content in hours/credits	100	

5. The content of the discipline

5.1 Content per units

The content of the discipline

Week 1. Introduction to the Course. Overview of Syllabus and Requirements. Introduction to the role and significance of International Organisations in World Politics
Week 2. Introduction to International Organisations
Week 3. The History of International Organizations / The Concept of Global Governance
Week 4. Peacekeeping operations: History, Functions and Legal Dimensions
Week 5. Introduction to Global Justice (incl. International Criminal Court)
Week 6. Peace and Security I – United Nations Peacekeeping and Crisis Management Functions, Roles and Effectiveness of International Organizations
Week 7. Mid-Semester Exam
Week 8. Humanitarian Intervention. Global Policy-Fields and Selected International Organizations
Week 9. Peace and Security II - Military Crisis Management by Regional Organisations

Week 10. African Union (incl. Regional Economic Communities)
Week 11. Arab League, Gulf Cooperation Council and OIC
Week 12. ASEAN, SCO, SAARC
Week 13. Final Paper

Course Requirements

Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Differentiate between global, regional, and sub regional IGOs and between multipurpose and single purpose IGOs.
- Characterize, compare, and contrast the various regional IGOs with respect to functions, mandates and impact on international governance.
- Discuss, compare, and contrast sub regional IGOs within and across regions with respect to their functions, mandates, and impact on international governance.

What Are Global IGOs?

This first subunit introduces and differentiates among the various types of IGOs based on membership and the geopolitical scope of their activities. Global IGOs are those that essentially undertake activities on a world-wide scale, have state membership that is completely inclusive of all states, or nearly so. The UN is currently the only multipurpose global IGO; single purpose global IGOs are exemplified by the International Bank for Reconstruction and Development (IBRD or World Bank) and the International Monetary Fund (IMF).

An Overview of the United Nations (UN)

The material here is meant to provide a somewhat cursory introduction to the UN system. You should gain a general sense of the UN's role as the premier global international governmental institution. In addition, after reviewing the UN webpage and some of its links, you should be familiar with the scope and content of its world-wide activities.

Successor of the League of Nations

“The League of Nations and the United Nations”

Link: The BBC: Charles Townshend's [“The League of Nations and the United Nations”](#) (HTML)

Instructions: Please click on the link above, and read the material on the webpage. You may navigate to various sections of the reading by using the links to the left of the article.

The League of Nations was the precursor – some would say ‘first generation’ – of the United Nations. As such it constitutes the first truly comprehensive effort by the community of states to engage in international government and governance. While ultimately a failed attempt, the League provided valuable lessons for subsequent undertakings of both government and governance. Townshend's article discusses the political tensions within the League of Nations and contrasts it with the emergent UN.

This reading should take approximately 15 minutes to read.

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The Role of the UN in Global Governance

- **Reading: The United Nations’ “UN at a Glance”**

Link: The United Nations’ [“UN at a Glance”](#) (HTML)

Instructions: The ‘UN at a Glance’ link takes you to the homepage of the UN. Once there, click on the preferred language link. Peruse the page noting the various issues (row of buttons just under the banner), topic areas within the UN structure, and resources and services provided by the UN. After familiarizing yourself with the webpage, go to the ‘Your United Nations’ blue box near the top center of the page; click on the ‘UN at a Glance’ link; it’s the first one in the box. Read the material on this page. Finally, return to the previous page, and explore the various links in the ‘In Focus’ box near the top right of the page.

Familiarizing yourself with the UN website should raise your awareness of the extensive scope of activities undertaken by this global IGO. Specific questions begin to emerge:

How have the two pillars of the UN – human rights and collective security – given rise to the myriad of issues currently addressed by the UN? What is the relationship between the various principal actors of the UN? What is the source of UN funding, and what other types of resources does it rely on to further its governance activities?

Finally, the significance of the UN ultimately rests in the fact that it is the only organization that has as its members all but one state in the world (the Vatican). Thus, it is the only truly global organization that undertakes governance to such an extensive breadth and depth.

Studying this resource and considering the questions above should take approximately 30 minutes to complete.

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The United Nations: Joseph Deiss’ “Global Governance at the Beginning of the 21st Century: What Is the Role of the United Nations?”

Link: The United Nations: Joseph Deiss’ [“Global Governance at the Beginning of the 21st Century: What Is the Role of the United Nations?”](#) (HTML)

Instructions: Please click on the link above, and read the entire speech by the President of the UN General Assembly. Mr. Joseph Deiss first provides three reasons why it is appropriate for the UN to focus on global governance at this point in history. He follows this by outlines three specific goals for the UN and its membership to pursue to improve governance as we move further into the 21st century.

This reading should take approximately 15 minutes to complete.

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The Bretton Woods Institutions

- **Reading: The Bretton Woods Project’s “What Are the Bretton Woods Institutions?”; “What Is the World Bank Group?”; “How Does the World Bank Operate?” and “What Are the Main Concerns and Criticism about the World Bank and IMF?”**

Link: The Bretton Woods Project’s [“What Are the Bretton Woods Institutions?”](#) (HTML), [“What Is the World Bank Group?”](#) (HTML), [“How Does the World Bank Operate?”](#) (HTML) and [“What Are the Main Concerns and Criticism about the World Bank and IMF?”](#) (HTML)

Instructions: Please click on the links above, and read each article in its entirety.

This material provides an overview of the Bretton Woods institutions – mechanisms of global government – before we examine each institution itself. The Bretton Woods conference resulted from a meeting in Bretton Woods, New Hampshire, USA in July, 1944. The agreement gave rise to two institutions that were to further international government and governance in the areas of economic development and financial relationships: The International Bank for Reconstruction and Development (IBRD) and the International Monetary Fund (IMF). As “partner” or “sister” organizations of the UN, the IMF’s and IBRD’s activities also are global in scope; and, like the UN, they have been fraught with controversy over the years. While the IBRD and IMF clearly have contributed to various countries’ development, both institutions have been the subject of innumerable charges of unethical and detrimental policies, practices and programs. In general, the criticisms have centered on the dislocation of local communities and environmental degradation in various forms. In addition, many economists have been critical of the economic conditions or ‘strings’ attached to the various programs and aid packages put forth by the two organizations.

This reading should take approximately 30 minutes to complete.

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International Bank for Reconstruction and Development (IBRD): History, Functions, and Policies

- **Reading: The International Bank for Reconstruction and Development’s “About Us – History & Interactive Timeline”**

Link: The International Bank for Reconstruction and Development’s [“About Us – History & Interactive Timeline”](#) (HTML)

Instructions: Please familiarize yourself with the homepage of the IBRD accessed by the above link. Next, click on the ‘History’ link in the blue box of links on the left of the page; it is the 5th one on the list. Read the material on this page. Next, click on the ‘Interactive Timeline’ link in the box to the right of the text. Click on the “1944: International Cooperation’ link and read the brief paragraph; click on the ‘more founding history’ link at the bottom to continue reading. Click on and read the brief paragraph for each of the remaining time periods.

The IBRD is actually one of two financial entities that make up the World Bank. The material accessed above provides an historical overview of the organization’s creation and activities. It is important to note the wide range of projects that the IBRD has funded since its inception. It responds to requests for assistance from various countries around the world. The IBRD also initiates some programs based on the institution’s perceptions of global issues and problems.

This reading should take approximately 1 hour to complete.

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The IMF's "Overview," "History," and "Governance"

Link: The IMF's "[Overview](#)", (HTML and Adobe Flash), "[History](#)", (HTML and Adobe Flash) and "[Governance](#)" (HTML and Adobe Flash)

Instructions: The links above take you to the "Overview," "History," and "Governance" pages of the IMF website. Please click on the links under the highlighted heading on the left hand side of the page and read the material presented. Be sure to click on the videos to access that material. You are not expected to access the material under the 'related links' headings; however, it does provide specific country/case study information if you are interested.

These readings and attached video clips provide a concise initial understanding of the structure and functions of the IMF. Of particular relevance is the extent to which the IMF does, or does not, work with other institutions to promote global governance. In addition, please pay particular attention to commentaries on the evolution of the IMF – how it has changed since its inception in 1944 as global economic and financial conditions have changed. Finally, please note the IMF's institutional structure as well as the processes of decision-making. It is significant to note how the IMF differs from the IBRD with respect to its activities, membership, and scope of governance activities. The short video clips are particularly useful; they highlight and provide examples and evidence to support the analysis in the text.

This reading should take approximately 2 hours to complete.

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Friedrich Ebert Foundation: Jack Boorman's (2008) "An Agenda for Reform of the International Monetary Fund"

Link: Friedrich Ebert Foundation: Jack Boorman's (2008) "[An Agenda for Reform of the International Monetary Fund](#)" (PDF)

Instructions: The above link takes you to the digital library of the Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation). The articles in the database are listed in chronological order with the most recent first. Therefore, please note the year of publication included above; it will guide you to the correct reading. Scroll down the list of articles until you reach the one with the following heading: Boorman, Jack - An agenda for reform of the International Monetary Fund (IMF). Click on the link provided; this will open a PDF version of the reading.

This reading is from a policy report of the Friedrich Ebert Foundation, based in Germany. The New York City office of FES "... serves as a liaison between the United Nations, FES field offices and partners in developing countries to strengthen the voice of the Global South. It contributes to UN debates on economic and social development, and on peace and security issues. ... In addition, it contributes to a dialogue on the work of the World Bank and the International Monetary Fund in Washington D.C." (http://www.fes-globalization.org/new_york/about)

Studying this reading will take approximately 3 hours to complete.

Structures, Mandate & Functions

The World Trade Organization “Understanding the WTO”

Link: The World Trade Organization’s [“Understanding the WTO”](#) (HTML)

Instructions: The above link takes you directly to the WTO’s webpage entitled “Understanding the WTO.” Please read the short introductory paragraph under that heading. Then, click on the five links under the “Basics” heading, and read the material on each page. They are: “What Is the World Trade Organization?,” “Principles of the Trading System,” “The Case for Open Trade,” “The GATT Years: From Havana to Marrakesh,” and “The Uruguay Round.”

The readings for this subunit provide a more detailed overview of the WTO’s operations and underlying philosophy.

The reading should take approximately 30 minutes to complete.

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The Role of the WTO in Global Economic Governance

Friedrich Ebert Foundation: Erfried Adam’s (2004) “The WTO and the Crisis of Multilateralism: A Look at the Present Situation”

Link: Friedrich Ebert Foundation: Erfried Adam’s (2004) [“The WTO and the Crisis of Multilateralism: A Look at the Present Situation”](#) (PDF)

Instructions: The above link takes you to the digital library of the Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation). The articles in the database are listed in chronological order with the most recent first. Therefore, please note the year of publication included above; it will guide you to the correct reading. Scroll down the list of articles until you reach the one with the following heading: Adam, Erfried - The WTO and the crisis of multilateralism: a look at the present situation. Click on the link provided; this will open a PDF version of the reading.

The WTO has garnered much attention and criticism since its inception in 1995 at the Uruguay Round negotiations of GATT (General Agreement on Tariffs and Trade). Its annual meetings are routinely the occurrence of world-wide protests — the focal of which is the on-going debate between free trade and fair trade. This reading, after a brief description of the organization, reviews various substantive areas of WTO activity; for example, agriculture, special or differential treatment, and nonagricultural markets. The analysis then shifts to considering the tensions between the WTO and multilateral, regional, bilateral, and pluryilateral approaches to governance in this issue area.

This reading should take approximately 1 hour to complete.

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How Do Regional IGOs Contribute to International Governance?

This subunit continues our exploration of IGOs by focusing on those of a regional nature. Specifically, the Organization of American States (OAS), European Union (EU), African Union (AU), and League of Arab States (Arab League) provide us with case studies of such organizations. As a set, they provide us with an overview of the historical development and evolution of regional international governmental institutions, as well as the governance processes employed by them.

The readings for this subunit are particular to each organization being studied. As you review the material, it is important to note the similarities and differences among the organizations at each 'level' – regional or subregional. It is equally as important to compare and contrast the organizations from the different geopolitical regions. Pay particular attention to the scope and purposes, structures, and decision-making processes and issues. To what extent do the organizations differ because of differences in the regions and sub-regions themselves – culture, key issues, history, etc.? Finally, Asia does not have a comparable regional organization. Might this be because of the extreme geographic size, or socio-political and economic diversity of the region? Or is there some other reason that might explain this lack?

- **Reading: Friedrich Ebert Foundation: Louise Fawcett's (2006) "Regional Governance Architecture and Security Policy"**

Link: Friedrich Ebert Foundation: Louise Fawcett's (2006) ["Regional Governance Architecture and Security Policy"](#) (PDF)

Instructions: The above link takes you to the digital library of the Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation). The articles in the database are listed in chronological order with the most recent first. Therefore, please note the year of publication included above; it will guide you to the correct reading. Scroll down the list of articles until you reach the one with the following heading: Fawcett, Louise - Regional governance architecture and security policy. Click on the link provided; this will open a PDF version of the reading.

While this reading's central theme is security, the analysis remains relevant for challenges facing regional IGOs that address other issues. In essence, the author observes that people the world over express a growing sense of insecurity despite the fact that the number of armed conflicts, coups, et cetera have decreased. Her explanation for this may be generalized to other issue areas such as human rights, the environment, or economic relations.

This reading should take approximately 1 hour to complete.

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The Americas: Organization of American States (OAS)

Organization of American States' "Charter of the Organization of American States – Part 1"

Link: Organization of American States' ["Charter of the Organization of American States – Part 1"](#) (HTML)

Instructions: This link provides access to the OAS webpage for the Charter. To access the readings, scroll down and click links for Chapters I – VII. The key to this reading lies in understanding how states choose to organize themselves in a regional context. For the Americas one dilemma is the extreme diversity of states in the region with respect to political, economic,

and social characteristics; the region contains arguably the ‘most powerful’ and among the ‘least powerful’ states in the world. How, then, to create an effective institution – in essence a government – for fostering global governance when the member states are at such variance? The tension between the Idealists’ assertion that all states are equal due to sovereignty (see unit 2) and Realists’ claim that power is the determining characteristic of state behavior plays out in the OAS’s structure, functioning and effectiveness.

Members of the OAS: Antigua and Barbuda, Argentina, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, The Bahamas, Trinidad and Tobago, United States, Uruguay, Venezuela

This reading should take approximately 1 hour to complete.

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History, Structure, and Mandate

Organization of American States’ “Charter of the Organization of American States – Part 2”

Link: Organization of American States’ [“Charter of the Organization of American States – Part 2”](#) (HTML)

Instructions: This link provides access to the OAS webpage for the Charter. To access the reading, scroll down and click on the links for Chapters VIII – XVIII.

This reading should take approximately 30 minutes to complete.

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Key Issues Relevant for International Governance

Europe: European Union (EU) The European Union’s “Basic Information”

Link: The European Union’s [“Basic Information”](#) (HTML)

Instructions: Please read the introductory information on this page. There are various links within the text that may be of interest; they provide additional information about the key issues and functions of the EU. Some of these will be explored in subsequent subunits. Somewhat more extensive readings are provided for this regional IGO, because the EU, arguably, has undergone the most complex evolutionary changes since its inception. It remains, along with the UN, one of the ‘grandest experiments’ in international governance and government; it requires setting aside state sovereignty and unprecedented levels of cooperation and coordination of policies among a very diverse groups of countries.

Members of the EU (as of December, 2011): Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden,

United Kingdom

Candidate Countries: Croatia, FYR Macedonia, Iceland, Montenegro, Turkey

This reading should take approximately 15 minutes to complete.

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History & Evolution

The European Union's "History"

Link: The European Union's "[History](#)" (HTML)

Instructions: The link above takes you to a specific section of the EU webpage. On the 'History' page read all of the material under each decade date range (e.g. '1945 – 1959'). You will need to click on the 'read more about the decade ...' link for the full text of the reading. The embedded maps provide an effective visual indication of the evolution of the EU's membership. Beyond this, the reading's focal points revolve around the ways in which regional and global events such as oil crises, the fall of the Berlin Wall, and the attacks of Sept. 11, 2001 have shaped the EU's role in regional and global governance. Finally, the institutional structures of the EU arguably provide a blueprint for more far reaching governmental institutions. This is, of course, assuming it survives the financial crisis of the early part of this century.

This reading should take approximately 30 minutes to complete.

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Structure

The EU's "European Parliament," "European Council," "European Commission," "Court of Justice," and "European Economic and Social Committee"

Link: The EU's "[European Parliament](#)", (HTML) "[European Council](#)", (HTML) "[European Commission](#)", (HTML) "[Court of Justice](#)", (HTML) and "[European Economic and Social Committee](#)" (HTML)

Instructions: Each of the links above provides the reading for that specific institution of the EU. The key thread that runs through all of these readings is the complexity and extensiveness of this particular regional IGO's activities. Among such organizations, the EU has taken the most balanced approach to legislative, judicial, and executive functions, roles, and issues. Beyond this, the highly integrated nature of the formal institutions – government – and processes – governance – is illustrative of the dynamic interplay of each component being studied in this course.

The reading should take approximately 15 minutes to complete.

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Key Issues Relevant for International Governance

Friedrich Ebert Foundation: Sven Grimm's (2006) "EU Development Cooperation: Rebuilding a Tanker at Sea"

Link: Friedrich Ebert Foundation: Sven Grimm's (2006) ["EU Development Cooperation: Rebuilding a Tanker at Sea"](#) (PDF)

Instructions: The above link takes you to the digital library of the Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation). The articles in the database are listed in chronological order with the most recent first. Therefore, please note the year of publication included above; it will guide you to the correct reading. Scroll down the list of articles until you reach the one with the following heading: Sven Grimm, "EU Development Cooperation: Rebuilding a Tanker at Sea."

Click on the link provided; this will open a PDF version of the reading. Grimm's analysis of the EU characterizes that organization's efforts to create, implement, and manage development policies in light of dramatically changing global conditions. Specifically, he asserts that the EU has taken the lead with respect to such efforts through its Economic Partnership Agreements with African, Caribbean, and Asian-Pacific states.

The reading should take approximately 1 hour to complete.

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The EU in Crisis

YouTube: Yale University: Jackson Institute for Global Affairs: Ana Palacio's "What is the EU Crisis About: Just Needing Germans in the South?"

Link: YouTube: Yale University: Jackson Institute for Global Affairs: Ana Palacio's ["What is the EU Crisis About: Just Needing Germans in the South?"](#) (YouTube)

Instructions: Open link and watch the video. This lecture given in January 2012 outlines what Dr Palacio sees as the causes of the current EU crisis. What does she argue are the root causes of the current crisis?

Viewing this video lecture should take approximately 1 hour and 15 minutes to complete.

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Africa: The African Union (AU)

The African Union's "AU in a Nutshell"

Link: The African Union's ["AU in a Nutshell"](#) (HTML)

Instructions: Please read all of the material on the page accessed via the above link. Be sure to scroll all the way to the bottom of the page. This is a brief overview of the African Union. Various aspects of its impact on regional and global governance issues are explored in subsequent readings.

Members of the AU: All African states including Western Sahara but excluding Morocco.

The reading should take approximately 15 minutes to complete.

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History, Structure and Mandate

The African Union's "AU Organs"

Link: The African Union's ["AU Organs"](#) (HTML)

Instructions: The link above takes you to the English language version of the AU's homepage (to access the page in Arabic, French, or Portuguese, click on the appropriate link in the top left corner of the page). Under the "About Us" heading, a drop-down list will appear when you hold your cursor on the heading. Please read the material accessed by clicking on the "Vision and Mission" link. Next, under the "AU Organs" heading, a drop-down list will appear when you hold your cursor on the heading. Please click on each link, except the last two, and read the short entry (about 1 paragraph each). As with the European Union, the significance here is the scope and complexity of what the AU is attempting to achieve. In fact, it is not accidental that the primary organs – institutional structure – and the issues areas reflect those of the EU to significant degree. However, notable differences are AU issues such as rural economy and agriculture, women, gender, and development and civil society and Diaspora.

The reading should take approximately 45 minutes to complete.

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Key Issues Relevant for International Governance

- **Open Society Institute's Africa Governance Monitoring & Advocacy Project: Edward R. McMahon's "The African Charter on Democracy, Elections and Governance: A Positive Step on a Long Path"**

Link: Open Society Institute's Africa Governance Monitoring & Advocacy Project: Edward R. McMahon's ["The African Charter on Democracy, Elections and Governance: A Positive Step on a Long Path"](#) (PDF)

Instructions: The link above takes you to a listing of articles published by the Open Society Institute's Africa Governance Monitoring & Advocacy Project. Scroll down to May 2007; it is the second article listed. You can download the paper in French or English. Please read the entire article.

The democratization efforts of African states and the AU have been adversely affected by complexities of regional and subregional political, economic, and social dynamics (for a full exploration of these see HIS252 and POLSC325). For the purposes of this course, it is sufficient to note that African Union continues with laudable efforts to improve democratic governance and government on a continent-wide basis.

The reading should take approximately 30 minutes to complete.

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The AU and the Global Financial Crisis

Pambazuka News: Moreblessings Chidaushe's "What the Economic Crisis Means for Africa"

Link: Pambazuka News: Moreblessings Chidaushe's ["What the Economic Crisis Means for Africa"](#) (HTML)

Instructions: Read this article.

Terms of Use: This resource is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 Unported License](#). It is attributed to Moreblessings Chidaushe.

Middle East and North Africa (MENA): The League of Arab States

History, Structure, and Mandate

Yale Law School - Lillian Goldman Law Library's "Pact of the League of Arab States, March 22, 1945"

Link: Yale Law School - Lillian Goldman Law Library's ["Pact of the League of Arab States, March 22, 1945"](#) (HTML)

Instructions: Please read the entire document accessed through this link. Articles 2 through 9 are of particular importance for understanding the basic structure and functions of the Arab League. Subsequent articles detail the decision-making processes, in particular the Council's responsibilities and operation. The first Annex addresses the status of Palestine.

Members of the League of Arab States: Algeria, Bahrain, Comoros, Djibouti, Egypt, Emirates, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, Yemen

The reading should take approximately 15 minutes to complete.

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Key Issues Relevant for International Governance

Mideast News: Adel Darwish's "The Next Major Conflict in the Middle East Water Wars"

Link: Mideast News: Adel Darwish's ["The Next Major Conflict in the Middle East Water Wars"](#) (HTML)

Instructions: The above link takes you to the text of a speech delivered at the Geneva Conference of Environment and Quality of Life, June 1994. Please read the entire speech. While oil has seemingly dominated any resource and development discussions about this region, it is, arguably, water that has and will continue to be the basis for the most contentious relationships within the Middle East. We are all familiar with the ongoing, seemingly endless nature of the Middle East conflict with its most recent manifestation being between Israel and the Palestinian people. However, what is often not included in the analysis of this region's tensions is the underlying issue of water scarcity. This article aptly presents the dynamics of this issue and its significance for governance in the region.

The reading should take approximately 45 minutes to complete.

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- **UNESCO-IHP: Munther J. Haddadin's and Uri Shamir's "Water Conflict and Cooperation/Jordan River Basin, Part I"**

Link: [UNESCO-IHP: Munther J. Haddadin's and Uri Shamir's "Water Conflict and Cooperation/Jordan River Basin, Part I"](#) (HTML)

Instructions: Please click on the link above, and read the entire article. The two readings for this subunit, taken together, capture the focal points of the Arab League's involvement in the water crisis in the Middle East. This situation exemplifies the broader dilemmas of resource access and management as a regional governance issue. While the first one is a bit older, its key points, sadly, remain relevant today. This fact, alone, underscores the entrenched nature of the situation in the Middle East and the Arab League's effectiveness.

The reading should take approximately 1 hour to complete.

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How Do Sub Regional IGOs Facilitate Governance and Government?

The purpose of this subunit is to further detail the roles of IGOs with respect to international government and governance. Sub-regional IGOs are key players because they are the 'locals' on the scene in global governance terms. Quite often they can better identify problems and facilitate appropriate solutions because of their proximity to the situation. The converse also has been argued; sub-regional IGOs are too entrenched in 'local' political and economic dynamics to remain effectively impartial. This potentially is the most problematic with respect to conflicts in general and armed conflicts in particular. Therefore, unlike the previous sections of this unit, the focus herein is on the activities of certain subregional IGOs rather than their organizational structures and internal operational procedures. As you review the various materials below, think in comparative terms about the issues or problems faced by each organization and the choices made to address them. Finally, please keep in mind that the organizations herein are merely a sample; each region has a plethora of subregional organizations. Some are quite narrow in scope and activity, while others are rather broad and inclusive regarding the issues being tackled.

Africa: ECOWAS & SADC – The Economic-Conflict Nexus

The readings on African sub-regional IGOs underscore the nexus of armed conflict and economic activity for the states of that continent. While popular culture films such as Blood Diamond and Lord of War dramatize some of these dynamics, the realities for the African people are far more real and horrific. The question remains: can African subregional IGOs build on past successes – however few they may be – and continue to have a positive impact on conflict resolution and sustainable economic development in Africa?

Economic Community of West African States – ECOWAS

Friedrich Ebert Foundation, Titilope Ajayi's (2008) "The UN, the AU and ECOWAS – A Triangle for Peace and Security in West Africa?"

Link: Friedrich Ebert Foundation, Titilope Ajayi's (2008) ["The UN, the AU and ECOWAS – A Triangle for Peace and Security in West Africa?"](#) (PDF)

Instructions: The above link takes you to the digital library of the Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation). The articles in the database are listed in chronological order with

the most recent first. Therefore, please note the year of publication included above; it will guide you to the correct reading. Scroll down the list of articles until you reach the one with the following heading: Ajayi, Titilope - The UN, the AU and ECOWAS: a triangle for peace and security in West Africa? Click on the link provided; this will open a PDF version of the reading.

ECOWAS, originally conceived to focus on economic development and trade issues, has become an integral participant in resolving non-economic disputes and conflicts in western Africa. Examples include the civil wars in Liberia and Cote d'Ivoire.

Members of ECOWAS: Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, Gambia, Ghana, Guinee, Guinee Bissau, Liberia, Mali, Niger, Nigeria, Senegal Sierra Leone, Togolese

The reading should take approximately 1 hour to complete.

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Southern Africa Development Community – SADC

- **Reading: Southern Africa Development Community's "Regional Indicative Strategic Development Plan – Executive Summary"**

The Saylor Foundation does not yet have materials for this portion of the course. If you are interested in contributing your content to fill this gap or aware of a resource that could be used here, please submit it here.

[Submit Materials](#)

Asia: ASEAN & APEC – Economic Development . . . Sustainability Challenges

The Asian region, arguably even more so than Africa, is exceptionally diverse with respect to geographic, sociopolitical, and cultural characteristics. Therefore, numerous sub-regional IGOs have developed in Asia. It is also worth remembering at this juncture that there is no regional IGO in Asia comparable to the OAS, AU, or EU. The two subregional IGOs profiled herein exemplify key governance issues and problems that beset the region and the institutional – government – attempts to address them.

Association of South East Asian Nations – ASEAN

Friedrich Ebert Foundation, Hans J. Gießmann's (2007) "ChIndia' and ASEAN: About National Interests, Regional Legitimacy, and Global Challenges"

Link: Friedrich Ebert Foundation, Hans J. Gießmann's (2007) ["ChIndia' and ASEAN: About National Interests, Regional Legitimacy, and Global Challenges"](#) (PDF)

Instructions: The above link takes you to the digital library of the Friedrich-Ebert-Stiftung (Friedrich Ebert Foundation). The articles in the database are listed in chronological order with the most recent first. Therefore, please note the year of publication included above; it will guide you to the correct reading. Scroll down the list of articles until you reach the one with the following heading: Gießmann, Hans-Joachim - "ChIndia" and ASEAN: about national interests, regional legitimacy, and global challenges. Click on the link provided; this will open a PDF version of the reading.

The reading should take approximately 1 hour to complete.

Terms of Use: Please respect the copyright and terms of use displayed on the webpage above.

International Council on Social Welfare's "Trafficking and Related Labor Exploitation in the ASEAN Region"

Link: International Council on Social Welfare's ["Trafficking and Related Labor Exploitation in the ASEAN Region"](#) (PDF)

Instructions: The above link takes you to the South East Asia and the Pacific regional page of the International Council on Social Welfare. Please scroll down to the "Publications" list (it is arranged in chronological order); continue to scroll to 2007. The reading is the only one listed for that year. Please click on the PDF link, and read the executive summary found on pages 7-17 of the report.

Membership of ASEAN: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam

This reading should take approximately 1 hour to complete.

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d) data basis, informational, reference books and search systems

- IMF Data
- Annual reports of international organizations
- World Statistical Yearbook
- Yandex, Google, Rambler, Mail.ru
- eLibrary.ru, CIAO, Library Press Display, Polpred.com, Palgrave Macmillan, World eBook Library, Springer Reference, Lexis Nexis

7. Material and technical provision

- presentations
- visual aids
- methodic recommendations for teachers and students
- computer tests

Methodical Recommendations for Students

A student learning "New Risks in International Relations" should first of all look through the program of the course. In the program there are the topics with their contents, aims and tasks of the course. It also comprises the system of evaluation and main demands for students.

Special attention should be paid to knowledge, wielding, and abilities, which students must get at the end of learning (they are included in the program).

During his/her studies one should not only get additional knowledge, but develop creative abilities. That is why it is necessary to make the acquaintance of contemporary scientific literature on international relations and their new risks.

Creative attempt is expected to be developed by writing creative works and making reports with common discussions after it.

The course consists mainly of seminars, which include both teacher's information and discussion.

Some questions of a certain topics (according the program) are suggested by the teacher in advance, the others – arise spontaneously during seminars. Practical tasks and business games may be also suggested by the teacher.

Several times a semester “round tables” could be organized following students' demands and their choices of matter for discussions.

The course occupies one semester and gets 4 credits (144 grades). During the semester a student has to pass 2 attestations: the first one – in the middle of the semester, and the second – at the end. Attestations have combined structure. They include test and answering questions in the written form, reflecting the material learnt.

Total result includes not only attestations' grades, but also grades of creative work, presents at the lessons, and activity at the seminars.

It is highly appreciated if a student actively uses his/her knowledge got from other academic courses, logically connected with “New Risks in International Relations”.

It is willingly to use for preparations not only obligatory literature (textbooks), but additional as well, including periodical publications, internet resources, etc. Getting ready for the lesson a student can find some necessary information in the vocabulary added to the textbook.

Main questions for discussions at the seminars are presented in the program.

Кафедра теории и истории международных отношений

Утвержден на заседании кафедры
31 августа 2017 г., протокол №1
Заведующей кафедрой Д.А. Дегтерев

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**
International Organizations and Peace Process
Магистратура

Паспорт фонда оценочных средств по дисциплине Внешняя политика КНР

Код контролируемой компетенции или ее части	Контролируемая тема дисциплины	ФОСы (формы контроля уровня освоения ООП)									Экзамен/ Зачет	Баллы темы
		Аудиторная работа				Самостоятельная работа						
		Диспут	Опрос	Контрольная работа	Работа на занятии	Эссе	Презентация	Доклад	Выполнение дз	Реферат		
ОК-6, ОПК-4, ОПК-8, ПК-26, РС-35	Week 1. Introduction to the Course. Overview of Syllabus and Requirements. Introduction to the role and significance of International Organisations in World Politics	3	3	2	2	10	30	3	3	2	2	10
ОК-6, ОПК-4, ОПК-8, ПК-26, РС-35	Week 2. Introduction to International Organisations	3	3	2	2	10		3	3	2	2	10
ОК-6, ОПК-4, ОПК-8, ПК-26, РС-35	Week 3. The History of International Organizations / The Concept of Global Governance	3	3	2	2	10		3	3	2	2	10

OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 4. Peacekeeping operations: History, Functions and Legal Dimensions	2	2	2	1	7	4 0	2	2	2	1	7
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 5. Introduction to Global Justice (incl. International Criminal Court)	2	2	2	1	7		2	2	2	1	7
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 6. Peace and Security I – United Nations Peacekeeping and Crisis Management Functions, Roles and Effectiveness of International Organisations	2	2	1	2	7		2	2	1	2	7
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 7. Mid-Semester Exam	1	2	1	1	5		1	2	1	1	5
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 8. Humanitarian Intervention. Global Policy-Fields and Selected International Organizations	2	2	1	2	7		2	2	1	2	7
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 9. Peace and Security II - Military Crisis Management by Regional Organizations	2	2	2	1	7		2	2	2	1	7
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 10. African Union (incl. Regional Economic Communities)	1	2	1	1	5	3 0	1	2	1	1	5
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 11. Arab League, Gulf Cooperation Council and OIC	1	2	1	1	5		1	2	1	1	5

OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 12. ASEAN, SCO, SAARC	1	2	1	1	5		1	2	1	1	5
OK-6, OPK-4, OPK-8, PK- 26, PC-35	Week 13. Final Paper	1	2	1	1	5		1	2	1	1	5
		1	2	1	1	5		1	2	1	1	5
		26	3 3	21	2 0	100	1 0 0	2 6	3 3	2 1	20	100

Примерные вопросы к тестам по курсу

Question 1.

The concept of a clash of civilizations belongs to:

1 F. Fukuyame

2. S. Huntington

3. R. Lee

Question 2. The characteristics of modern conflicts are (note the wrong statement)

1. The plurality of participants
2. Their asymmetry

3. Interstate character

Question 3.

In the 2000s number of conflicts compared to the late 1990s

1. is growing
2. Falls.

3. Approximately remains at the same level

Question 4.

Modern terrorism represented by al-Qaeda is called international

(global), primarily because:

- 1. Al Qaeda threatens all countries and peoples, trying to change the political system of the world by the terrorist method.**
2. Al Qaeda has a developed network of international relations with others terrorist organizations.
3. An international coalition against Al Qaeda has been created.

Question 5.

Terrorism as a phenomenon appeared in:

1. XX century

2. There is a long time

3. Arose in connection with the activities of al-Qaida

Question 6.

In the framework of international peacekeeping, Russia stands for:

1. The priority role of the UN and the UN Security Council

2. Abandonment of the practice of peacemaking at the international level

3. Priority of regional organizations

Question 6.

The main means of implementing foreign policy of the state is an:

1. Diplomacy

2. Trade

3. Economics

Question 7.

Under multilevel diplomacy is understood:

1. The participation of states and other actors in the decision international issues;

2. The participation of many states in solving international problems. 3. The participation of various states in the work of international organizations.

Question 8.

The diversity of modern diplomacy is:

1. The need for the same person at the same time deal with different issues.
- 2. Expansion of the international agenda. Inclusion in it many new questions.**
3. The presence of several approaches in solving international problems.

Question 9.

In a wide circulation, the term "global governance" was introduced:

1. W. Wilson.
- 2. V. Brandt.**
3. Zb. Brzezinski.

Question 10.

The book "The Paradoxes of American Power: Why the Only World superpower cannot act alone" is written:

- 1. J. Nye**
2. Art. Krasner.
3. R. Cohan.

Question 11.

Which of the following "new" are "old" members world politics:

a) states, b) IGOs, c) TNA, d) global media.

Question 12. What does the term 'peace' mean?

a) The rejection of weapons of mass destruction.

b) The absence of conflict.

c) The absence of conflict plus the existence of dialogue, understanding and cooperation.

Question 13. What is peace education?

a) To cultivate a culture of peace based on human rights.

b) To teach about negotiation processes in contemporary history.

c) To teach about armed conflict.

Question 14. Is there any role for the youth in the prevention of conflict?

a) Youth is a key actor for an effective prevention of conflict.

b) There might be a role, but minimal.

c) There is no role for the youth on this.

Question 15. What entails the pacific settlement of disputes?

- a) A negotiation between the parties to the dispute.
- b) The outcome of a judicial settlement about the dispute.
- c) A range of possible methods, including negotiation and judicial settlement.**

Question 16. Who are the so called 'blue helmets'?

- a) The security forces at UN Headquarters in New York.
- b) The UN Peacekeeping forces.**
- c) The Armed Forces of the UN.

Question 17

What are the main ways in which the UN became involved in maintaining peace and security in the mid-1990s?

By resisting aggression between states and attempting to resolve disputes within states*

By bettering the living conditions of least developed countries in the global south.

By focusing on conditions within states, including economic, social, and political conditions.

Question 18

What is the basis of the fear of relaxing the principle of non-intervention?

- 1) Because it may lead to military action by individual states without UN approval.*
- 2) Because it may lead to UN intervention in the internal affairs of all states.
- 3) Because some developing countries are suspicious of what appears to be the granting of a license to Western developed states to intervene in their affairs.
- 4) Because individual sovereignty may become more important than national sovereignty.

Question 19

1. What are country strategy notes?

- 1) They are statements about the overall development process tailored to the specific needs of individual countries, setting out targets, roles and priorities.*
- 2) A key feature of the country level reform process in the economic and social arrangements of the United Nations.
- 3) They are country-specific strategies set out by the United Nations General Assembly, later ratified by ECOSOC as part of the reform process to the UN.
- 4) a and b.

Question 20

What is human security?

- 1) It is increased human capabilities in military security.*
- 2) The security of people including their physical safety, their economic and social well-being, respect for their dignity, and the protection of human rights.
- 3) It is a realist approach to the security of the population within a state.
- 4) None of the options given is correct.

Question 21

Why will further UN reform be necessary?

- 1) Because the UN will never work democratically as long as it has vetoes in the Security Council.*
- 2) Because of the heightened concern over terrorism, the pervasiveness of inequality and injustice around the world, and the predominance of United States military power, and the need for regional representation in the UN Security Council.
- 3) Because after Iraq war of 2003 no one believes in the UN any more.
- 4) All of the options given are correct

Question 22

Which of the following is not an example of a nongovernmental organization (NGO)?

- 1) Amnesty International
- 2) United Nations*
- 3) Planned Parenthood
- 4) the International Olympic Committee

Темы творческих работ

New methods for resolving international conflicts. Among them, it is necessary to highlight:

Preventive diplomacy i.e. actions of preventive disputes between the conflicting parties, the adoption of confidence-building measures, the fact-finding process to select the necessary information and clarify the conflict resolution process, early warning to prevent such consequences of the conflict as famine and mass migration of the population, UN preventive deployment and the creation of demilitarized zones, preventing the development of a new conflict (the preventive deployment of peacekeeping forces in order to prevent the growth of the conflict was successful it was applied in December 1992 in Macedonia, the former republic of the SFRY, which gained independence).

Peacekeeping as actions to apply agreements by the warring parties, traditional peacekeeping efforts, multidisciplinary mediation and negotiations, as well as the direct establishment of peace through military measures that do not contradict Article 7 of the UN Charter.

Conflict prevention, defined in accordance with Chapter 6 of the UN Charter as various types of activities - from diplomatic initiatives to the preventive deployment of troops in order to suspend further slipping of the situation into armed conflict and including on-site inspections, consultations, warnings, checks and monitoring of the situation.

Peacekeeping operations, including activities to prevent, deter and cease hostilities within or between a state through third-party intervention; control over the observance of the demarcation line, conclusion and observance of ceasefire agreements, agreement on buffer zones, disarmament of warring parties, monitoring of border compliance, protection of missions for the provision and delivery of humanitarian aid, operations to protect and protect refugees and civilians affected by conflict.

The establishment of peace or actions carried out in accordance with Chapter 7 of the UN Charter and consisting in the use of military means to establish peace in the conflict area, which are carried out for humanitarian purposes in the event of interstate or intrastate conflict or in the event of the destruction of state institutions.

Peace-building or post-conflict activities to identify and maintain structures that can help strengthen and consolidate a political settlement, as well as restore the economy to consolidate peace.

Humanitarian assistance, i.e. activities aimed at implementing actions and a program aimed at alleviating the situation of civilians affected by the conflict, carried out as part of a peacekeeping operation or as part of an independent program.

*Федеральное государственное автономное образовательное учреждение
высшего образования «Российский университет дружбы народов»*

Federal State Autonomous Educational Institution of Higher Education

**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN UNIVERSITY)**

Факультет гуманитарных и социальных наук

Faculty of Humanities and Social Sciences

Рекомендовано МСЧН/МО

MASTER'S PROGRAM

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины/

Discipline: Megatrends and Global Affairs & Development

Рекомендуется для направления подготовки/специальности

Recommended for the direction

41.04.05 «International Relations»

The focus of the program (profile) – Global Security and Development Cooperation

Content

Section I. Main part.

1. Program of discipline.
2. Content of discipline
3. List of the main and additional educational literature.
4. The description of the material and technical resources necessary for implementation of educational process on discipline.
5. Textbook, manual.
6. Abstract of lectures.
7. The list of the information technologies used at implementation of educational process on discipline.
8. Course of video lectures (presentations).

Section II. Independent work of the student.

1. List of homeworks for subjects.
2. Requirements to writing of papers, term papers.
3. The list of information sources on studying of sections of a course.
4. Methodical instructions for the student, the listener with the indication of competences which are received by students in the course of independent work.
5. The dictionary (glossary) of the main terms and concepts (including the index).
6. Collection of tasks and exercises.
7. Questions for self-examination and discussions on subjects.
8. Tasks for independent work on subjects.

Section III. Control of knowledge and competences of the student.

1. Description of mark and rating system.
2. The list of papers and/or term papers on subjects.
3. Fund of estimated means for carrying out intermediate certification of students for discipline; test tasks on subjects (for the current control).
4. Training tasks.
5. List of questions of a final assessment at the rate.
6. Description of indicators, criteria and scale of estimation of competences
7. The methodical materials defining procedures of estimation of results of development of discipline.

Contents of the description and course program

1. The program of the discipline.
2. Guidelines for the organization of the discipline.
3. Gradebook on the subject.

PEOPLES' FRIENDSHIP UNIVERSITY of RUSSIA INSTRUCTION TO Megatrends and Global Problems (MT&GA) FOR MAs Specialising in IR SYLLABUS FOR I. 2013/2014

Room 416, day Wednesday, time 9.00-10.30

Instructor information

Name: D.Sc. (History), Prof. Vladimir I. Belov (Yurtaev)

Phone: +7 (495) 787 38 08 *2526

E-mail: vyou@yandex.ru

Office hours: by appt.

Web Cite: www.web-local.rudn.ru

1. Course description and goals:

Main goal of a course 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.

The following goals will be solved:

To search the Global Problems (GB) and Era of Globalization's Megatrends (MT);

To give the analysis to process of formation and development of Megatrends in world politics and economy;

To familiarize with the main profile concepts (of MT and GB);

To comprehend a phenomenon of Megatrends as element of strategic culture of new society, to study the factors influencing or limiting process of formation of strategic culture of the world;

To reveal the fundamental bases of regional and transregional integration and features of emerging international partnership, interaction and cooperation, to show its role in modern system of the international relations.

The special attention is given to formation of ability of a message author's scientific academic work at modern level and of the skill to prove documentary (textually) the studied positions and creatively to study the research subject.

As a result of course passing the student receives skills of writing of the academic scientific text, including understanding of its features, principles, reviewing and registration procedures.

Innovative filling of a course is provided, first of all, with its aiming at achievement of result in the course of intellectual activities of the trainee for studying of the main directions of transformation of modern system of the international relations in a context of change of a

global paradigm of development of the world that has essentially incomplete character. The innovative component of formed new knowledge arises also as result of use of a technique of a comparative and comparative approach to studied materials and formats of their preparation at high international level.

2. The place of the discipline in the General Subject structure:

The course belongs to the humanities, social cycle. The completion of this course is a prerequisite for the discipline. There are no prerequisite for this course.

3. Competences development requirements:

By the end of the course students will acquire or enhance the following skills:

- will be able to work with theoretical knowledge at the forefront of their discipline;
- will be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
- will have a comprehensive understanding of methods and methodologies in their discipline;
- will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge;
- will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- will be reflective and self-critical in their research work;
- will be able to engage in academic and professional communication orally and in writing;
- will have independent learning ability required for continuing professional study.

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
	ОК-1-8	Introduction to International Studies	
Общепрофессиональные компетенции			
	ОПК-1,2,4,7,13-15	Introduction to International Studies	
Профессиональные компетенции (вид профессиональной деятельности)			
	ПК-1,24-7,10,12,14,15,18-21, 23, 26,29,37	Introduction to International Studies	

4. Content of the discipline and the main types of activities:

It is 3 credits discipline

Types of activities	Total amount of hours	semesters
Classroom classes(total)	40	2
Independent study (total)	68	
Including:		
Course papers (essays)	25	
Other kinds of independent study	43	
Total content in hours/credits	108/3	

5. The content of the discipline:

5.1. Content per unit

N	Name of the unit	Contents of the unit
1.	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.
2.	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.
3.	Globalization and World Integration Process.	Challenges of the Globalization. Changes of the international relations system. Changes of decision-making system in the World.
4.	New Regional Integration level.	The SPACE: SCO / ShOS Shanghai Cooperation Organization & EurAsEC / ЕВРАЗЭС Euroasian Economic Community.
5.	Significance of the New International Communication and Transport Projects.	The Space of International Transport Corridor «North-South». The logistic of international group BRICS.
6.	Traditional Integration Organizations: Problems of Identity in a New World Order.	The characteristic of “Big Europe”; Commonwealth of Independent States; East Asia.
7.	New Global Integration Level: search for Open Partnership.	The Space of BRICS: Brasilia, Russia, India, China, South Africa. Description of the BRICS Mission.
8.	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.
9.	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.
10.	The Sustainable Development.	Interdependence between Society, Economy, Environment: ELF-Environment, Local People, Future. The basic agreements on the Sustainable Development.
11.	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.
12.	The comparative studies on the Sustainable Development.	Concept of the triple bottom line. Human Being, Society, Nature: The Development Problem.

13.	The 2025 Global Landscape.	Main principles of cooperation and partnership evolution in 21st century. The way for global multipolar system emerging. Alternative development models. Development and cooperation prospects in the Globalization Epoch.
14.	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.

5.2. Discipline units and interdisciplinary links with other (following) disciplines

- Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy Strategy of the Russian Federation and International Conflicts;
- Conceptual Bases of Common Foreign and Security Policy (CFSP) for the EU;
- Conceptual Bases of Global Security;
- Foreign Policy Process and The Russian Federation Foreign Policy Formulation;
- Non-State Participants of International Relations and World Politics;
- New Risks in International Relations;
- International Conflict of New Generation and its Settlement.

5.3. Discipline units and types of activities

N	Name of the discipline units	Classroom classes	Independent study	Total hours
1.	Significance of Globalization Era	2	5	7
2.	Megatrends and Problems of the International Development during the 1991-2012.	2	5	7
3.	Globalization and World Integration Process.	2	5	7
4.	New Regional Integration level.	2	5	7
5.	Significance of the New International Communication and Transport Projects.	2	3	5
6.	Traditional Integration Organizations: Problems of Identity in a New World Order.	4	5	9
7.	New Global Integration Level: search for Open Partnership.	2	5	7
8.	Discourse within the BRICS on development and cooperation.	4	5	9
9.	The Club of Rome concepts and policy for Transformed World.	4	5	9
10.	The Sustainable Development.	4	5	9

11.	Role of the Sustainable Development Concept in Formation of the New World Order.	2	5	7
12.	The comparative studies on the Sustainable Development.	2	5	7
13.	The 2025 Global Landscape.	4	5	9
14.	The New Hegemony Problem.	4	5	9
15.	Total	40	68	108

6. Texts:

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 электронной библиотеки системы	Количество бумажных экземпляров	Число обучающихся, одновременно изучающих предмет, дисциплину (модуль)
2	3	4	5	6	
Literatura: required					
1.	Megatrends and Global Affairs	<i>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</i>	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=404247&idb=0	5	21
2.	Megatrends and Global Affairs	<i>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.</i>	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476149&idb=0	1	21

3.	Megatrends and Global Affairs	<p><i>Gosovic B.</i> <i>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 / В. Gosovic // Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 459 - 478.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476117&idb=0</p>	1	21
4.	Megatrends and Global Affairs	<p><i>Almezaini K.</i> <i>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 / К. Almezaini // Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 579 - 594.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470159&idb=0</p>	1	21
5.	Megatrends and Global Affairs	<p><i>Stephen Matthew D.</i> <i>India and the BRICS: Global Bandwagoning and Regional Balancing (Индия и БРИКС: "глобальный концерт" и региональный баланс) [Текст] : статья на английском языке / М.Д. Stephen // Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 4. - С. 595-602.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466786&idb=0</p>	1	21
6.	Megatrends and Global Affairs	<p><i>Savicheva Elena Mikhailovna.</i> <i>Conflicts in the XXI century [Текст] : Интервью с профессором Йоханом Галтунгом (Норвегия) на английском языке / Е.М. Savicheva // Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 3. - С. 563-566.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466814&idb=0</p>	1	21
7.	Megatrends and Global Affairs	<p><i>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.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470159&idb=0</p>	1	21
Literatura: additional					

8.	Megatrends and Global Affairs	<p><i>Eremin A.A.</i> <i>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 / А.А. Eremin, А.В. Tsvyk, V.I. Yurtaev</i> <i>// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 716-726.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476153&idb=0</p>	1	21
9.	Megatrends and Global Affairs	<p><i>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.]</i> <i>// Вестник Российского университета дружбы народов: Социология. - 2018. - № т. 18 (2). - С. 271 - 283.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=468406&idb=0</p>	1	21
10.	Megatrends and Global Affairs	<p><i>Bond P.</i> <i>The BRICS' Centrifugal Geopolitical Economy (Центробежная геэкономика БРИКС) [Текст/электронный ресурс] : статья на английском языке / P. Bond</i> <i>// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 517 - 534.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476126&idb=0</p>	1	21
11.	Megatrends and Global Affairs	<p><i>Larionova Marina Vladimirovna.</i> <i>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. Sheleпов</i> <i>// Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 4. - С. 700-716.</i></p>	<p>http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466806&idb=0</p>	1	21
12.	Megatrends and Global Affairs	<p><i>Дипломатический словарь / Под ред. Громько А.А., Ковалева А.Г., Севостьянова П.П., Тихвинского С.Л. В 3-х тт. М.: Наука, 1984 – 1986.</i></p>	-	8	21

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2. European Perspectives on the New American Foreign Policy Agenda: the EU and the World in 2009 / Ed. by A. de Vasconcelos. – Paris: EU Institute for Security Studies, 2009.
3. Global Trends 2025: A Transformed World. – Washington, 2008, November.
4. Global Trends 2030: The World in 2030 // URL: <http://www.freeworldacademy.com/globalleader/trends.htm>
5. Mapping the Global Future: Report of the National Intelligence Council's 2020 Project, National Intelligence Council, December 2004 // URL: http://www.dni.gov/nic/NIC_2020_project.html
6. Mayer H. The EU's rhetoric and action as a responsible global institution // International Affairs. – 2008, January.
7. Naisbitt John. Ten New Directions Transforming Our Lives. A Road Map to the 21st Century. – 1990, May.
8. Naisbitt John, Naisbitt Doris. China's Megatrends. The 8 Pillars of a New Society. – Warner Books, 1982.
9. Partners and neighbours: a CFSP for a wider Europe. – Paris: EU Institute for Security Studies, Chailiot Paper, 2005, September.
10. Subacchi P. New power centers and new power brokers // International Affairs. – 2008, May.
11. Who does UK National Strategy? First report of Seccion 2012-11 // House of Commons, 18 October 2010 // URL: <http://www.publications.parliament.uk/pa/cm201011/cmselect/cmpubadm/435/435.pdf>
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b) recommended (additional)

Books:

1. What ambitions for European defense in 2020 / Ed. by A. de Vasconcelos. – Paris: EU Institute for Security Studies. 2009.
2. Europe's new security challenges/ Ed. By H. Gartner, A. Hyde-Price, E. Reiter. – London, 2001.
3. Fukuyama F. Samuel Huntington (Obituary) // The American Interest. –2008, December // URL: <http://www.the-american-interest.com/contd/?p=688>
4. Gordon P.H., Shapiro J. Allies at War. America, Europe and the Crisis Over Iraq. – New York, 2004.
5. Quinlan M. European Defense Cooperation. Asset or Threat to NATO? – Washington, 2001.
6. Sloan S.R. NATO, the European Union, and the Atlantic Community. The Transatlantic Bargain Reconsidered. – New York, 2003.
7. White B. Understanding European Foreign Policy. – New York, 2001.
8. Winn N., Lord C. EU Foreign Policy Beyond the Nation-State. Joint Actions and institutional Analysis of the Common Foreign and Security Policy. – Chippenham, 2001.

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3. EU Common foreign and security policy. Core documents. EU Institute for Security Studies. Paris 2007.

4. EU Security and Defense Policy. The first ten years (1999-2009). – Paris: EU Institute for Security Studies, 2009.
5. Global limits, a systemic crisis and its root causes // URL: <http://www.clubofrome.org/?p=2110>
6. Global Strategic Trends – Out 2040. Strategic Trends Programme // Development, Concepts and Doctrine Centre / Ministry of Defence, 12 January 2010 // URL: http://www.mod.uk/NR/rdonlyres/6AAFA4FA-C1D3-4343-B46F-05EE80314382/0/GST4_v9_Feb10.pdf
7. NATO Report “Environment and Security in an International Context” (Editors Kurt M. Lietzmann and Gary D. Vest. North Atlantic Treaty Organization. Committee on the Challenges of Modern Society. Final Report, March 1999. – Bruxelles. Report No 232.).
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9. Report of the OECD Workshop on Risk Assessment and Risk Communication in the Context of Chemical Accident Prevention, Preparedness and Response. // OECD Environmental Health and Safety Publications. Series on Chemical Accidents No. 1. Environment Directorate. Organization for Economic Co-operation and Development. – Paris 1997.
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13. Shaping the future: Six Global Goals // URL: <http://clubofrome.org/cms/?p=2118>
14. The count-up to 2052: An overarching framework for action // URL: <http://www.clubofrome.org/?p=703>
15. The World in 2052 // URL: <http://clubofrome.org/cms/?p=2107>
16. World Resources 1996-97. – New York, 1996.

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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.
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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.
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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: <http://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.
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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/>
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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/>)
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5. G-World and Significance of Globalization Era.

The methodology of research is based on system approach to history of the international relations and studying of foreign policy of the state. Globalization making a context of this process is considered in three measurements: as objective historical process, as idea and as project. At the end of 20 – the beginning of the 21st centuries in the world two main projects of globalization – the monopolar and multipolar world competed. Growth of activity of the certain ‘second line’ states in the sphere of foreign policy integrates new concepts into world historical process.

Definitions:

Globalization – is an objective process of transition of human community in new universal quality as a result of joint implementation of the projects having planetary value.

G-world – Globalizing World (World of Globalization)

G-Era – Era/Epoch/Civilization of the globalized world.

Spiritual production and global consciousness, and a strategic resource of a civilization in the G-World – creative ability of the person, becomes a dominant of global community. At entry into an Era of Globalization (G-Era) the mankind should solve two main problems: correlation between tradition and modernization; and resistance to cultural aggression on national and religious values.

The sources of Globalization:

- Global problems;
- Complex world interdependency;
- Significance of the multilateral international negotiations;
- New technology.

The new context:

3 levels of globalization and 3 tracks of diplomacy. As it is represented, the phenomenon ‘globalization’ can be comprehended and is at the same time realized in three measurements: as objective historical process, as idea and as project. That is, entering globalization, the mankind formulates certain concepts of development and realizes them through participation in these or those projects.

At the beginning of the XXI century in the world two main projects of globalization – the monopolar and multipolar world competed. Activization of foreign policy activity of the states of ‘the second line’, including Iran, introduces new projects in world historical process.

Implementation of such large-scale projects demands association of efforts of the majority of the states and has universal value, creates conditions for transition of mankind in new quality through change of the presence in environment, the life that naturally puts the person in the globalization center. Track III Diplomacy – governmental, official and non-governmental, multilateral.

The new stage of World political-economy and cultural integration

Globalization has become one of the most talked about debates of the past 10 years and has been the subject of numerous books and videos and the cause of many major global demonstrations in most of the major cities of Europe and North America.

Some of the critics of globalization have stated that the process of globalization has exploited hundreds of thousands of people in developing countries all around the world. It has caused great disruption to lives and produced very few noticeable benefits in return.

The supporters of globalization point to the huge reductions in the numbers of poverty achieved by some countries which have embraced globalization with the leading world economies such as India, China, Vietnam, and Uganda. One amazing thing about globalization is that there does not appear to be a definition that could be called widely used and agreed by most people.

The depth of meanings associated with the term seems to be getting bigger rather than narrowing over the years, taking into account, political, cultural and other intonations in addition to the economic ones. However, in the past few years a rapidly rising share of activity economically in the world does seem to be happening between population that live in different countries instead of just one, you might call it a global nation. This development in cross-border activities can take shape in various forms.

Globalization attracts increasing interest and importance in contemporary world affairs. It also inspires passionate supporters and critics. These in depth reports explore different facets of the complex, evolving phenomenon of globalization.

Globalization and Modernization

Within five hundred years catching-up modernization was the main form of development of not western countries. Strengthening of world-wide and historical communication between the people which didn't call globalization but which today it is possible to call so was its consequence. Pre-Globalization of the 21st century was marked by development of free trade in which England most of all succeeded. But serious system resistance in the form of communism, fascism and nationalism were shown to this round of globalization. And pre-globalization which was a consequence of modernization, was interrupted.

The last decade is carried out process which not only on – to a being is globalization, but also is called so. It includes the free world market, the world information communication (Internet) participating in acceleration and virtualization of economic processes, break on the global market of goods unique, knowledge-intensive and surpassing others which move ahead by means of advertising. Disintegration of communism didn't leave the zones closed for global trade and information.

Though the first and second globalization are similar among themselves and have the difference at first sight connected only with new technologies both engineering, and social, actually these are different processes. **Modernity** – a consequence of such megatrend, as progress and modernization. **Globalization** – the new megatrend doing modernization by local process.

The term 'globalization' arose for the characteristic of transnational functioning of economy and information which, sharply accruing in the last decade, made transparent for financial and information systems national frontiers and provided advantage to those who entered technological and information revolution. So, by definition of one of experts, 'globalization – process of the avalanche formation of uniform universal financial information space on the basis of new, mainly computer technologies'. Other characteristic of this process: 'Globalization is a merge of national economies in uniform universal system. It is based on the ease which has arisen in the last decade of the 21st century of movement of the capital, on new information openness of the world, technological revolution, commitment of the developed industrial countries of liberalization of movement of goods and the capital'.

Globalization is likely to continue, underpinned by the rapid development of global telecommunications, and resulting in a pervasive information environment in which much of the global population will be capable of being online all the time.

Main Global Problems and Challenges

- Assessing the progress to date and the remaining gaps in the implementation of the outcomes of the major summits on sustainable development and addressing new and emerging challenges (Integration, Implementation, Coherence)
- Food security and water
- Energy
- Green jobs-social inclusion
- Oceans and Seas, SIDS
- Natural disasters
- Climate change
- Forests and biodiversity
- Land degradation and desertification
- Mountains
- Chemicals and waste
- Education
- Gender equality
- Green economy in the context of sustainable development and poverty eradication.

Definitions:

Trend – A trend is a discernible pattern of change.

Driver – A driver is a factor that directly influences or causes change.

Megatrend – 1) The global, universal large-scale, long-term tendency mentioning both the West, and not western countries; 2) The characteristic of softer (without destruction of bases) transition to the modified present connecting lines of traditional and modern societies.

Global megatrend – The process of change of a paradigm of life reproduction and development of the G-World.

Global strategic trends – trends in the social, science and technology, economic, resource and environment, geopolitical, international order dimensions. Within each of these dimensions, key trends have been determined through detailed analysis with subject matter experts. A crossdimensional analysis then considers how these trends are likely to develop and interact, in order to establish the key themes: The Human Environment; The Dynamics of Global Power; and Evolving Defence and Security Challenges.

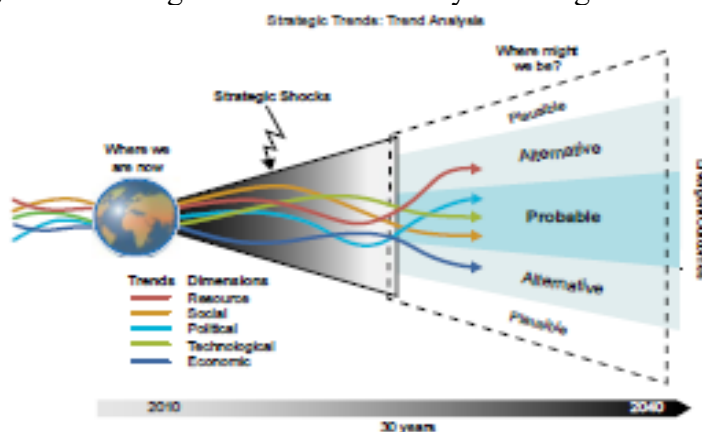


Figure 1 – Global Strategic Trends: Outcome Assessment

Strategy – Strategy is about dealing with uncertainty, complexity and the dynamic. It is not a plan or a paper. In modern politics it is about ensuring that the whole of government identifies and acts effectively upon the national interest. Strategy is not policy, but is the means of effecting it.

It derives from *strategia*, the function of a *strategos*, the Greek for general. As the term ‘strategy’ has moved out of its narrow military meaning and into general use, it has lost precision. The idea of strategy as ‘strategic thinking’ (i.e. a process) is confused with ‘a strategy’, which has come to mean more often than not, a plan or merely a document. Although,

inevitably it might be necessary to document current strategy, the overwhelming view from our witnesses was that strategy was a concept not a plan or a list. 'Strategy is a culture of thinking'.

Grand Strategy – a strategy which determines how the policy for war and peace will be accomplished at global and local levels.

Кафедра теории и истории международных отношений ФГСН РУДН

УТВЕРЖДЕН

На заседании кафедры

«___» _____ 201_ г.,

протокол № _____

Заведующий кафедрой

_____ Д.А. Дегтерев

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ¹

ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Megatrends and Global Affairs and Development

код и наименование направлений подготовки

Мировая политика, глобальная безопасность и содействие развитию международных отношений

наименование профиля подготовки

международные отношения (на англ. яз.)

квалификация (степень) выпускника магистратура

¹ В соответствии с Приказом Ректора от 05 мая 2016 г., № 420 «Об утверждении Регламента формирования фондов оценочных средств (ФОС).

Код контролируемой компетенции или ее раздел	Контролируемый раздел дисциплины	Контролируемая тема дисциплины	ФОСы (формы контроля уровня освоения ООП) показан пример						Итоговая	Баллы темы	Баллы раздела
			Аудиторная работа			Самостоятельная работа					
			опрос	тест	Контрольная работа	Работа на занятии	Выполнение ДЗ	Творческая работа/ Презентации			
	Раздел 1.	Significance of Globalization Era.	1			1	1		3	14	
		Megatrends and Problems of the International Development during the 1991-2012.	1			1	1		3		
		Globalization and World Integration Process.	1			1	1		4		
		New Regional Integration level.	1			1	1		4		
		Рубежная аттестация			20				20	20	
	Раздел 2.	Significance of the New International Communication and Transport Projects.		1		1	1		3	24	
		Traditional Integration Organizations: Problems of Identity in a New World Order.		1		1	1		3		
		New Global Integration Level: search for Open Partnership.	1			1	1		3		
		Discourse within the BRICS on development and cooperation.	1			1	1		3		
		The Club of Rome concepts and policy for Transformed World.	1			1	1		3		
		The Sustainable Development.	1			1	1		3		
		Role of the Sustainable Development Concept in Formation of the New World Order.	1			1	1		3		
		The comparative studies on the Sustainable Development.	1			1	1		3		
	Раздел 3.	The 2025 Global Landscape.	1			1	1		3	15	
		The 2030 Global Landscape.	1			1	1		3		
		The 2035 Global Landscape.	1			1	1		3		
		The 2040 Global Landscape.	1			1	1		3		
		The New Hegemony Problem.	1			1	1		3		
		Final attestation						27	27	27	
		ИТОГО	15	2	20	17	5	12	27	100	100

Questions for discussion:

1. Globalization as qualitatively new phenomenon of the international life.
2. Main features and sources of the process of Globalization.
3. Global Problems and Challenges: the way of understanding Future.
4. Difference between Globalization and Modernization.
5. The new stage of World political-economy and cultural integration
6. Track III Diplomacy and its role in Globalization.
7. Globalization: levels of implementation.

6. Local and total certification are carried out in the form of tests or in the form of the questions offered by the teacher (at the discretion of the teacher). Questions for repetition appear the teacher not less, than in two weeks prior to certification date. The analytical note is written by the student during a semester out of audience and assumes the independent creative answer (volume to 7 p., the 12th Times New Roman font, an one-and-a-half interval, page setup: at the left – 3 cm, on the right – 1,5 cm, from above and from below – 2 cm) on one of the subjects chosen in the course of studying of a course. The material of work has to have generalizing character with use of scientific literature of predecessors and sources. The subject can be chosen on modern, and on historical plots. The special attention is paid by the teacher on the correct registration of the list of sources and literature on a subject, on correctness of the use and registration of footnotes. At the indication of the sources found in the Internet, it is necessary to specify the full address of a site. The creative essay is written by students on subjects of seminar occupations out of audience (volume to 5 p.).

Academic ethics: respect for works of predecessors and opinions of fellow students, argumentativeness of judgments, tolerance in group work, careful and in essence performance of tasks of the teacher.

Mark structure of an assessment:

Intra semestrial certification – 23 points

Total test – 23 points

Visit of lecture and seminar occupations – 10 points

Active work at a seminar – 17 points

Paper preparation – 10 points

Preparation of creative essays (5 pieces) – 3 points everyone = 15 points of all

Preparation of abstracts of articles or monographs – 10 points

In total – 108 points

Questions for discussion:

1. Globalization as qualitatively new phenomenon of the international life.
2. Interrelation and distinctions of Internationalization and Globalization.
3. Main features and sources of the process of Globalization.
4. Global Problems and Challenges: the way of understanding Future.
5. Difference between Globalization and Modernization.
6. The new stage of World political-economy and cultural integration
7. Track III Diplomacy and its role in Globalization.
8. Globalization: the levels of implementation.
9. Interrelation and distinctions of Internationalization and Globalization.
10. Impact of the end of the Cold War on the world's development.
11. Emergence of system of the international relations and its change.
12. Concept of the World politics and international relations.
13. Components of world politics and the factors influencing it.
14. Processes of democratization and problem of the international stability – Eastern Europe. North Africa, Asia, Latin America, CIS.

15. Plurality of participants on a modern world political scene as a factor of change of political structure of the world.
16. The role of multinational corporations and NGO in world politics: positive and negative tendencies.
17. Disintegration of the bipolar world and its results.
18. Discussions among foreign and Russian authors about multipolar/polycentric and bipolar structures of the world. Modern concepts of polarity.
19. Trends of globalization international relations system's transformation.
20. Influence of globalization on formation of the new bases of world integration.
21. Global problems and international relations.
22. China as the global economic center and new leader of Eurasia.
23. New actors of the international relations in world politics.
24. SCO and EurAsEC: the general and special.
25. SCO as a new international organization of global type.
26. The role of EurAsEC in integration of CIS.
27. Main problems and challenges of integration on the postsoviet space.
28. Scale of the MTK 'North-South' project and its strategic principles.
29. State – members and levels of decision-making within MTK 'North-South'.
30. MTK 'North-South' – the bridge between Northern Europe and the Southern Asia in Globalization Era.
31. International situation around the MTK 'North-South'.
32. EU and identification of the global strategic trends.
33. The future of democracy and the ethno-national structures existing already of century.
34. The problem of global culture to offer instead of national culture.
35. The problem of international security guarantees on national and regional levels.
36. The prospect of transformation of various integration models in uniform world integration consortium and the future of the national states.
37. Common challenges in a polycentric world.
38. CIS: challenges of globalization and new 'integration cells'.
39. The ASEAN way: fundamental principles and potential.
40. BRICS as a largest continental markets BRICS
41. BRICS: answers to main challenges of the beginning of the 21st century.
42. BRICS: new priorities and principles of the international interaction.
43. BRICS as an open 'terminal' ('Gate') to Africa, Asia, Europe and Latin America.
44. BRICS as an interregional allied group of 'big economies'.
45. BRICS and its possible role in formation of the new international relations system. Agenda for BRICS development.
46. Preconditions of emergence of the concept of a sustainable development and concept 'Sustainable Development' definition.
47. Conferences of the UN on environment.
48. What international documents laid down in a basis of the concept of a sustainable development.
49. Report of the Minister of environment of Norway of Gro Harlem Brundtland 'Our general future and its value'.
50. Role of the international research center 'Club of Rome' in creation of the concept of a sustainable development.
51. Definition of Sustainable Development. The basic characteristics of Sustainable Development Concept. Factors of a sustainable development.
52. The Sustainable development triad: economic, ecological and social factors.
53. Stages of Discussion round stability and Sustainable Development.
54. Megatrends and 8 pillars as the foundation and drivers of China's new society.

55. The priority spheres in modeling of new architecture of the international relations.
56. The role and a place of the 'big economics' of Asia, Africa, the CIS and Latin America, other participating countries and regions in formation of a new world order.
57. The ways to maintain the exchange of knowledge in every sphere of life.
58. The role of 'generational consciousness' in the world (youth masses of people in aged structured world).
59. The new processes of growing impact on character and dynamics of world politics and the international relations.

Subjects of papers:

1. Actual models of political system of the world.
2. Globalization as the phenomenon in world history.
3. Changes in political system of the world at the end of 20 – the beginning of the 21st century.
4. Formation of new system of the international relations at the end of 20 – the beginning of the 21st centuries.
5. The states in modern system of the international relations.
6. Plurality of participants as factor of change of political structure of the world.
7. New measurements of safety at the beginning of the 21st century.
8. Features of the conflicts in the 21st century and possibility of their settlement.
9. Modernization and Globalization.
10. Regional and Global in international relations.
11. Russia and the European Union in G-world.
12. Problems of energy security in international relations.
13. Problems of ecological safety. Green Economy in foreign policy.
14. Illegal migration – new calls of the 21st century.
15. Post-industrial world and international relations.
16. Preconditions of emergence of the concept of 'Sustainable Development'.
17. Role of the international research center 'Club of Rome' in creation of the concept of a sustainable development.
18. Activities of international organizations for implementation of the program of 'Sustainable development'.
19. Characteristics of developing world system.
20. Global problems in dynamics.
21. Ratio of global and regional in integration processes and aspiration to national uniqueness.
22. Leadership in the G-world.
23. Formation of new system of the international relations.
24. Globalization as a factor of the decision and intensification of global problems.
25. New actors of world politics in 21st century.
26. States and Globalization.

Discipline

“Megatrends and Global Affairs and Development”

Test for Postgraduate Students

1 question

Globalization as a new phenomenon is...

Answer 1. process of the avalanche formation of uniform universal financial information space on the basis of new, mainly computer technologies.

Answer 2*. an objective process of transition of human community in new universal quality as a result of joint implementation of the projects having planetary value.

Answer 3. a merge of national economies in uniform universal system.

2 question

Globalization: the levels of implementation...

Answer 1*: as objective historical process

Answer 2*: as idea

Answer 3*: as project

3 question

Global megatrend is...

Answer 1*: the process of change of a paradigm of life reproduction and development of the G-World.

Answer 2. trends in the social, science and technology, economic, resource and environment, geopolitical, international order dimensions.

4 question

Main features of globalization are...

Answer 1*. world transnationalization

Answer 2*. world regionalization

Answer 3*. internationalization

5 question

New actors of the international relations in world politics ...

Answer 1*. multinational corporations

Answer 2. the main cooperation blocks

Answer 3*. non-governmental organizations

Answer 4*. inter-governmental organizations

6 question

The collapse of the Soviet Union in 1991 had led to...

Answer 1*. Unipolarity

Answer 2. Multipolarity

Answer 3. Bipolarity

7 question

The international system prior to 1945 can be described as ...

Answer 1. one-polar

Answer 2*. multi-polar

Answer 3. bi-polar

8 question

SCO and EurAsEC are similar in...

Answer 1*. sharp asymmetry in distribution of economic activity

Answer 2. clusters on scales

Answer 3. leading countries

9 question

The most significant factors defining for Russia the importance of MTK 'North-South' are...

Answer 1*. Scale

Answer 2*. Time

Answer 3*. Strategic importance

10 question

Main models of integration international organizations include...

Answer 1*. models of political and economic integration

Answer 2*. models of trade and economic cooperation

Answer 3*. models of the international economic nongovernmental organizations regulating trade, developing economic strategy, etc.

Answer 4*. models of the political unions and military blocks

11 question

The 'threat multiplier' to present European Union is...

Answer 1. energy dependence

Answer 2*. climate change

Answer 3. infrastructure

12 question

The joint EU-US statement on the Asia-Pacific region focuses on three areas...

Answer 1*. Security. Sustainable development. Trade

Answer 2. Sustainable development. Green economy. Peace

Answer 3. Globalization. Democracy. Modernization

13 question

The world in 2030 probably will be divided into areas:

Answer 1*. A Globalizing area

Answer 2*. A backward area dominated by Islamism

Answer 3*. A declining area

14 question

Essential challenges for the EU are...

Answer 1*. climate change

Answer 2*. green growth

Answer 3* sustainability

15 question

Megatrends identified by EU are...

Answer 1*. a polycentric world

Answer 2*. common humanity in the information age

Answer 3*. climate change in the age of scarcity

16 question

ASEAN AEC main objectives are ...

Answer 1*. single market and production base

Answer 2*. highly competitive economic region

Answer 3*. region of equitable economic development

Answer 4*. region fully integrated into the global economy

17 question

BRICS should find answers to two main challenges...

Answer 1*. how to pass to global economy

Answer 2*. how to ensure global safety

Answer 3. how to lead the world

18 question

The basic strategic resource of a global civilization is likely to be...

Answer 1*. creative ability of the individual

Answer 2. information

Answer 3. new technology

19 question

The New Working Program of the Club of Rome consists of...

Answer 1*. Values

Answer 2*. Towards a new economy

Answer 3*. The future of work

Answer 4*. The future of governance

20 question

Sustainable development triangle:

Answer 1*. development

Answer 2*. economic

Answer 3*. environment

7. Guidelines for the organization of the discipline:

The final grades

Students are required:

- class attendance, participation in proficiency testing, writing a synopsis on the monograph, the knowledge of vocabulary minimum, address the message, verbal responses and participate in the discussion.
- The student should make the notebook on the subject.
- For each next class must repeat the previous lecture topic.

- In the preparation of an oral or written response must include all of the information sources.
- If the oral examination is required presentation, it is sent to e-mail of the teacher.

The rating scale for each of the disciplines **in a single form:**

Points БРС	Traditional grades (Russian Federation)	Grades (ECTS)
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX
0-30		F
51 - 100	Credit	Passed

Explanation of ratings:

- A Outstanding response
 B Very good answer
 C Good answer
 D Sufficiently satisfactory answer
 E Meets the minimum requirements of a satisfactory response
 Score 2 + (FX) means that the student can get points only to the minimum
 FX Satisfactory answer
 Unsatisfactory response (either repeat the course in the prescribed manner, or the basis for the charges)
 F

The teacher fills an electronic gradebook (in the form prescribed by the faculty), which is updated at least once a month.

Описание оценок ECTS

A	“Отлично” - теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному.
B	“Очень хорошо” - теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному.
C	“Хорошо” - теоретическое содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками.

D	“Удовлетворительно” - теоретическое содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, возможно, содержат ошибки.
E	“Посредственно” - теоретическое содержание курса освоено частично, некоторые практические навыки работы не сформированы, многие предусмотренные программой обучения учебные задания не выполнены либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному.
FX	“Условно неудовлетворительно” - теоретическое содержание курса освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.
F	“Безусловно неудовлетворительно” - теоретическое содержание курса не освоено, необходимые практические навыки работы не сформированы, все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий.

Gradebook on the subject:

№ student ID	Part I				Part II				TOTAL
	Work in the classroom	Work in the interactive classroom	Current control	In Total	Work in the classroom	Work in the interactive classroom	Current control	In Total	

Разработчик:

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Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины:

Non-State Participants of International Relations and World Politics

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

Образовательная программа

Global Security and Development Cooperation

1. Цели и задачи дисциплины:

The central objective of this course is to explore the role of non-state actors in shaping the institutions and processes of global politics and governance. The focus is on theoretical work and empirical studies that comprehend and analyses global processes beyond the traditional state-centered understanding of the international order. We are concerned in exploring the way in which non-state actors are reconfiguring the relationship between 'private and public' that have been prevalent in international and domestic public law and institutions. Our analysis will examine the relationship between states, social movements, and the construction of new regulatory global institutions. We focus on several issues and actors which could include social movements, certification organization such as fair trade, standards organizations, movements struggling for water and land resources, terrorist movements and transnational corporations. The distinctive emphasis of this course is on how non-state actors shape new terrains and practices of governance both inside and outside of the national state.

2. Место дисциплины в структуре ОП ВО:

Дисциплина *Non-State Participants of International Relations and World Politics* относится к *вариативной компоненте* Блока 1 «Дисциплины (модули)» учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины *Non-State Participants of International Relations and World Politics* в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Универсальные компетенции			
1	УК-1	Analysis of international situations	
2	УК-5		
3	УК-6		
Общепрофессиональные компетенции			
1	ОПК-1		
2	ОПК-6		
3	ОПК-7		

3. Требования к результатам освоения дисциплины:

Процесс изучения дисциплины направлен на формирование следующих компетенций:

УК-1: ability to search, critically analyse problematic situations with a systematic approach, to develop a strategy of action;

УК-5: ability to analyse and take into account the diversity of cultures in the process of intercultural interaction;

УК-6: ability to identify and implement priorities of own activity and ways of its improvement on the basis of self-assessment;

ОПК-1: ability to communicate professionally in the official language of the Russian Federation and foreign language(s) in a multicultural environment on the basis of application of different communicative technologies, taking into account the specific business and spiritual culture of Russia and foreign countries;

ОПК-6: ability to develop and implement organisational and managerial decisions related to business profile;

ОПК-7: ability to independently develop strategies for presenting the results of professional activities, including in a public format, based on the selection of appropriate information and communication technologies and information distribution channels.

В результате изучения дисциплины студент должен:

Знать:

- Basic concepts characterising the actors of international relations;
- The main classifications of actors in international relations;
- The origin, essence and basic forms of the state;
- Forms and methods of interaction of non-state actors with each other and with the state;
- Approaches to understanding global governance;
- The international legal basis for regulating the activities of non-state actors

Уметь:

- Apply the approaches studied to understand contemporary political theories and issues;
- Classify the main actors of international relations;
- Justify the role and place of non-state actors of international relations in international political processes;
- Predict the future models of the world order, based on current trends on the world stage;
- Identify the problems of coordination between state and non-state actors.

Владеть:

- The basic skills of the quantitative analysis of the activities of international organisations and associations;
- Follow the dynamics of the main characteristics of the international security environment;
- Analyse the participation of non-state actors in international and regional processes;
- Skills in applying the studied approaches to the analysis of international situations;
- The basics of using computer technology and information technology in the learning process.

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет 2 зачетных единицы

Вид учебной работы	Всего часов	Семестры (модули)			
				3	
Аудиторные занятия (всего)	72				
В том числе:					
<i>Лекции</i>	18			2	
<i>Практические занятия</i>	18				
<i>Семинары</i>				2	
<i>Лабораторные работы</i>					
Самостоятельная работа (всего)	36				
Общая трудоемкость	2 з.е.				
	72 ак.час.				

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (темы)
1.	Introduction	Introduction to the Course: The Goals, Intentions and Purposes of IGO's Terms and Definitions
2.	Non-state actors in global affairs	Global Governance and the Role of Non-State Actors
3.	What are transnational NGOs?	NGOs, civil society and accountability Agents, Fields, and Networks
4.	Studying	Advocacy Networks in International Politics
5.	Non-State Actors, Domestic Structures and International Institutions	Types of non-state actors Greenpeace Bureau International des Medecines sans frontieres Association for the Taxation of Financial Transactions for the Aid of Citizens Centro Interuniversitario de Desarrollo Centre for International Research on Economic Tendency Surveys
6.	Multinational corporations.	Multinational Corporations and Transnational Capital Public-Private Partnerships as a Tools of Transnational Governance Transnational Corporate Networks The Kimberley Process Certification Scheme
7.	Transnational Social Movements	Informal Networks, Multinational Corporations, Labor, and the Anti-Globalization Movement Public Opinion, and other Non-State Actors Transnational Environmental Politics
8.	NGOs	Global Civil Society, Democracy, Accountability and Non-State Actors
9.	Violent Non-State Actors	Violent transnational networks Transnational Organized Crime Mercenaries & Private Armies When State and Nation Do Not Coincide: Ethnic Groups and Conflicts
10.	Non-state Responses to Violence and Insecurity	the Press ICC, conflict diamonds, landmines, debt relief: agenda-setting power of NGOs
11.	Nations and Secessionist Groups	Religious Groups as Transnational Political Actors
12.	Social Media	Cultural and Social Factors in Development

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекции	Практические занятия	Лабораторные занятия	Семинары	Самостоятельная работа студента	Всего часов

1.	Introduction	2					
2.	Non-state actors in global affairs	2					
3.	What are transnational NGOs?	2					
4.	Studying	2					
5.	Non-State Actors, Domestic Structures and International Institutions	2					
6.	Multinational corporations.	2					
7.	Transnational Social Movements	2					
8.	NGOs	2					
9.	Violent Non-State Actors	2					
10.	Non-state Responses to Violence and Insecurity						
11.	Nations and Secessionist Groups						
12.	Social Media						

6. Лабораторный практикум: не предусмотрено

7. Практические занятия (семинары)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	1.	Introduction	2
2.	2.	Non-state actors in global affairs	2
3.	3.	What are transnational NGOs?	2
4.	4.	Studying	2
5.	5.	Non-State Actors, Domestic Structures and International Institutions	2
6.	6.	Multinational corporations.	2
7.	7.	Transnational Social Movements	2
8.	8.	NGOs	2
9.	9.	Violent Non-State Actors	2
10.	10.	Non-state Responses to Violence and Insecurity	2
11.	11.	Nations and Secessionist Groups	2
12.	12.	Social Media	2

8. Материально-техническое обеспечение дисциплины: компьютер, проектор, разработано мультимедийное сопровождение дисциплины.

9. Информационное обеспечение дисциплины

а) программное обеспечение

- MS Windows 10

10. Учебно-методическое обеспечение дисциплины:

а) основная литература

- Allison, Graham. (2012). "The Cuban Missile Crisis", in Smith, Hadfield & Dunne (eds.), Foreign Policy: Theories, Actors, Cases. Oxford: Oxford University Press.
- Aron, Leon. (2013). "The Putin Doctrine", Foreign Affairs. 8 Mar. 2013. Web. 10 Apr. 2014.
- Beyond Borders: Advocacy Networks in International Politics, Cornell University.

- Buzan, Barry. (2010). "China in International Society: Is 'Peaceful Rise' Possible?". *The Chinese Journal of International Politics*, 3(1).
- de Carvalho, Benjamin, Halvard Leira, and John M. Hobson. (2011). "The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919". *Millennium Journal of International Studies*
- Gray, Colin S. (2005), "Conclusions: A Warlike Future: The Long Running Story" *Another Bloody Century*. London: Weidenfeld & Nicolson
- Hoffman, Bruce (2006) "Ch. 1: Defining terrorism" in *Inside Terrorism*. New York: Columbia University Press.
- John Baylis. Steve Smith & Patricia Owens (eds.) (2011), *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press.
- Kagan, Robert (2012). "Not fade away". *New Republic*, January 11.
- Keck, Margaret E. and Kathryn Sikkink (1998), Chapter 1 "Introduction", in *Activists*

б) дополнительная литература

- "Non-state Actors and the New Global Reality," The Stanley Foundation, URL: <http://risingpowers.stanleyfoundation.org/crosscuttingthemes.cfm?crosscuttingthemeid=3>
- Dalacoura, Katerina "Islamist Movements as Non-State Actors and their Relevance to International Relations," TEXTBOOK, p. 236.
- Fred Halliday, "The Romance of Non-State Actors," TEXT pp. 21 – 40
- Geeraerts, Gustav "Analyzing Non-State Actors in World Politics" see: <http://asrudiancenter.wordpress.com/2009/02/09/analyzing-non-state-actors-in-world-politics/>
- Gemmell and Bamidele-Izu, "The Role of NGOs and Civil Society in Global Environmental Governance,"
- Josselin, Daphne and William Wallace, "Non-state Actors in World Politics: A Framework," TEXTBOOK, pp. 1 – 20
- Kaplan, Jonathan "Religion and State," JAFI, URL: [http://www.jewishagency.org/JewishAgency/English/Jewish+Education/Compelling+Content/Eye+on+Israel/Society/5\)+Religion+and+State.htm](http://www.jewishagency.org/JewishAgency/English/Jewish+Education/Compelling+Content/Eye+on+Israel/Society/5)+Religion+and+State.htm)
- Mearsheimer, John J. "The False Promise of International Institutions." *International Security* vol.19 no.3 (Winter 1994/95): 5-49.
- Ryall, David "The Catholic Church as a Transnational Actor," TEXTBOOK, p. 41– 59
- Sheffer, Gabriel "A Nation and Its Diaspora: A Reexamination of Israeli-Jewish Diaspora Relations," *Diaspora*, Vol 11:3, Winter 2002, pp. 331-358

11. Методические указания для обучающихся по освоению дисциплины (модуля)

A paper is one of an independent work types, reflecting a level of training material knowledge, also a self-expression, creativity of a student. An author of work, as a rule, would like to be beyond a textbook. There is a desire to study and understand why scientists, political scientists, analysts differently look at the same political, international events, the phenomena, processes who from them is right? As a result a student has a issue of a creative choice, definitions of his position, desires to come up with ideas.

Creative work on a paper has some steps:

1. An initial acquaintance with a literature. It is entry into a subject (issue), an accumulation and opinion of knowledge. It comes to the end with a paper scheduling.

2. A search – an author, studying an additional literature, looks for answers to questions of a plan. A necessary, realized extracts, being accompanied comments and the opinions become. This step is a preparation of a material and completion of a paper.

3. A work writing. Its volume about one printed page (40 thousand signs, including gaps). Editing a text, an author obtains valuable quality: it is competently, logically to write, «by his own words», to try to create a text style, a logic of thinking.

A paper should correspond to the following requirements: at the beginning of a paper – a plan; to each quote a source is specified; paragraphs; at the end –a bibliography (a list of literature).

Interview with a teacher is completion of work on a paper, its main points can be sounded at a seminar.

Plagiarism:

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.

During an independent work of student always there are management and self- government elements. Listeners independence is shown differently: simple reproduction of information; task performance on a certain algorithm; creative approach.

Possession of skills of such work is inherent not in everyone. It is necessary to teach a student to examine independently a discipline and to look for sources of knowledge, organizing his practical activities.

Self-examination can look as various home works. Homework purpose - creation, reproduction, fixing and increasing knowledge.

Depending on a target, there are following types of home-works: reading educational literature (main, additional, reference book); scheduling of a text, comparative tables, solution of tasks, making an abstract; writing of a paper, a report; preparation for participation at conference, to competition, business game; material studying to offset, examination, examination, other.

Reminders:

Everyone is expected to behave with basic politeness, civility, and respect for others. This includes respecting the beginning and ending times for the course.

Peoples' Friendship University of Russia has a clear Student Academic Integrity policy that I will enforce to the fullest. Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Peoples' Friendship University of Russia is a responsibility that is shared by faculty, students, and administrative staff.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Primary learning (learning new material)

Reading textbook, primary source, additional literature; text scheduling, making an abstract; extract of main theses; work with dictionaries and directories; acquaintance with normative, legal documents; supervision.

Knowledge consolidation and systematization

Repeated studying of the abstract of lectures, textbook, primary source, additional literature; writing of the plan of an answer to the prepared questions; drawing up of tables, schedules, schemes; studying of normative documents; answers to control questions; preparation for performance at a seminar; writing of a paper, report, bibliography drawing up.

Creation of knowledge and skills using • Solution of tasks and exercises on a sample; performance of comparative-analytical, situational tasks; preparation for business games, writing of academic year, degree projects; scheduling of application of knowledge in practice.

Students need to know how to perform these tasks, can use methods of independent work. On lesson appropriate demonstration of completed samples.

True learning of knowledge, skills and contributes to the development of a teacher of didactic materials on the organization of independent work of students. Didactic materials are in addition to the basic training manual. They include: a system of tasks; specific guidance on the implementation of intellectual or practical actions; observation of phenomena and facts, play already familiar phenomena; an identification of essential features, the formulation of rules, drafting of structures schemes, analysis tables, etc.

During a semester students passes the following types of control: a preliminary, a current, amid-term (a periodic) and a final assessment.

The preliminary is necessary for successful planning and the management of educational process in advance. He allows to define an initial level of knowledge and skills of trainees. Based on these data a professor introduces amendments in working programs of disciplines.

The current is carried out in all organizational forms of education and is continuation of a teaching activity. He allows to receive continuous information on a course and quality of assimilation of a training material students.

Targets of such check are continuous encouragement of learn of students; activation of their informative activity. It is impossible to allow big intervals in control over each student, differently they cease to prepare for lessons regularly. The combination of various forms of the current examination excludes an element of chance in their assessment.

The mid-term determines quality of learning by students of a training material by sections. It holds a several times to a semester. Examinations, computer testing, etc. can be examples.

The total is directed on check of the end results of training, extent of possession of system of knowledge, the skills received in the course of studying of separate or several disciplines. Total control is carried out at semestrial, end-of-year assessments. By results of control marks are put down.

Knowledge checking forms

In higher educational institutes the main forms of knowledge control and students skills are an oral poll (individual and face-to-face), the written and a practical check, the standardized control, other.

Tests

The individual - the most widespread method of check. At an oral test an attention concentrates on reproduction of the facts, their explanation and the proof.

The oral it is necessary to carry out regularly. It is an important method of training and education. Its questions to be in advance prepared, thought over, exact, unambiguous, and also to

demand a detailed statement and an explanation. This test demands big expenses of time. It is not recommended to test all students of group one question.

The face-to-face is carried out in the form of conversation of a teacher with group. All listeners of group are involved in active mental work. The given control form can't be the main type of check. During it the fact of a speech of a task is checked, but it is difficult to establish depth of assimilation of a material. It is expedient to combine individual and face-to-face tests.

For the rational use of lesson hours carry out combined test, combining an oral tests with other forms (written tests by cards, tasks at a blackboard, other).

Written check is the most important form of knowledge control of students. Its use gives the chance to check the acquired material all students of group. Written works on the contents and a form can be the most various: dictations, compositions, solution of tasks, exercises, calculations, answers to questions.

After check and an assessment of the written works control the analysis of results of their performance is carried out, typical mistakes and the reasons which have caused unsatisfactory estimates are established.

Practical check takes a special place in check system. She allows to understand, how students are able to put the received knowledge into practice as far as they seized skills. In the course of training to professional knowledge students proves the made decisions that allows to establish level of assimilation of theoretical provisions.

Professional tasks, the management games which have been picked up according to requirements of qualification of the expert are widely used.

The training course comes to the end with an examination. In preparation for it students can receive individual and group consultations at the examiner.

A mark is «excellently» give, when a student knows not only theoretical questions, freely in them is guided, but also shows communication of a theory of political science with practice, expressing his opinion according to the international situation of today.

A student shows knowledge of historical issues of the considered political phenomenon, successfully owns political science concepts, categories, is capable of historical analogies and comparisons, was able and in details answers to additional questions, shows a high culture of his speech.

On the answer at which there are all above-stated components is «good» estimated, but is insufficiently full. A mark «satisfactory» gives to a listener who discipline questions acquired insufficiently clearly and accurately receives; there are shortcomings of knowledge of a number of questions of a training course; has some difficulties with a answer to additional questions; can't accurately connect a theory with practice, however knows the main subjects.

A student answer is lower than level of the above described requirements, speaks about serious gaps in knowledge: bad knowing of terminology, misunderstanding of practical sense of theoretical questions; the difficulty in distinctions of the most essential political science theories, at examination is estimated «unsatisfactorily».

A preparation for a final assessment, most active point of a student independent work, seminars presence.

All weekly assignments, midterms and finals will be graded with numbers ranging from 51 to 100. The numbers will be converted into the final grade according to the following rule:

Numbers	ECTS
95-100	A
86-94	B
69-85	C

61-68	D
51-60	E
31-50	FX
0-30	F
51 - 100	Passed

A point-rating structure for assessment:

Midterm assessment - 20 points

Final assessment - 30 points

Active work on lectures and seminars (OIK-1, OIK-7) - 15 points

Preparation of monograph notes (OIK-6) - 11 points

Creative work (YK-1, YK-5, YK-6) - 24 points

Total: 100 points

List of questions for the final assessment of the course:

1. What is a Non-Governmental Organization?
2. The International Charitable Nonprofit Subsector
3. What are transnational NGOs?
4. NGO research program
5. NGOs, civil society and accountability
6. INGOs and World Culture
7. Transnationalism and non-state actors
8. Transnational Relations and World Politics
9. Transnationalism
10. Campaigns and global governance
11. Framing Issues and Seizing Opportunities
12. The Romance of Non-State Actors?
13. Human rights/domestic change
14. Transnational Advocacy Networks
15. The Socialization of Human Rights Norms
16. Transnational Human Rights Networks
17. Transnational and Domestic Relations
18. Multinational corporations
19. Transnational Corporate Ties
20. Transnational Corporate Networks
21. Primer on MNCs
22. Violent non-state actors
23. Transnational Terrorism
24. Suicide Terrorism
25. Design, Inference
26. Humanitarian aid

27. Humanitarian Action Under Attack
28. Politicized Humanitarianism
29. NGO Scramble
30. International and Regional Organizations
31. The False Promise of International Institutions." International Security
32. Transnational Social Movements

Training tasks:

1. What is a group of people called who recognize each other as sharing a common identity with a focus on homeland?
 - a. State
 - b. Country
 - c. Civil society
 - d. Nation

 2. Amnesty International is an example of what kind of transnational actor?
 - a. Transnational company (TNC)
 - b. International non-governmental organization (INGO)
 - c. Intergovernmental organization (IGO)
 - d. Non-governmental organization (NGO)

 3. What term describes a set of political questions that have to be decided together because they are linked by the political processes in an international organization?
 - a. Issue
 - b. Policy domain
 - c. Agenda
 - d. Organizational item

 4. To which realm of politics does the orthodox view of international relations assign NGOs, INGOs, TNCs, and other non-state actors?
 - a. High politics
 - b. Low politics
 - c. International politics
 - d. Global politics
4. Тренинговые задания.
- What is the term given to any actor that is not a government
- a. international artificer
 - b. non-state actor
 - c. uber-state actor
 - d. global actor

The Kyoto Protocol was established in

- a) 2005 in Botswana
- b) 1997 in Japan
- c) 1992 in Brazil
- d) 1997 in Sweden

The Rio Earth Summit (1992) led to the establishment of which program/convention?

- a) Principle 21
- b) The UN Environment Program (UNEP)
- c) The Framework Convention on Climate Change (FCCC)

d) Agenda 21

What organization promotes development in medium- and low-income countries with project loans, structural adjustment programs, and various advisory services?

- a) Grameen Bank
- b) Gramsci Bank
- c) World Bank Group
- d) Global Bank Group

The term Al Qaeda means

- a) The Base
- b) The Chosen
- c) The Rooftop
- d) The Believer

Программа составлена в соответствии с требованиями ОС ВО РУДН.

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Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины ANALYSIS OF SITUATIONAL MODELS IN WORLD POLITICY

Рекомендуется для направления подготовки/специальности

031900. 68 «МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ»

(указываются код и наименование направления подготовки/специальности)

Направленность программы (профиль)

Global Security and Development Cooperation

(наименование образовательной программы в соответствии с направленностью (профилем))

1. Цели и задачи дисциплины: 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. Место дисциплины в структуре ОП ВО:

Дисциплина ANALYSIS OF SITUATIONAL MODELS IN WORLD POLITICY относится к базовой части блока 1 учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
	ОК-1, ОК-6, ОК-8	-	-
Общепрофессиональные компетенции			
	-	-	-
Профессиональные компетенции (вид профессиональной деятельности)			
	ПК-1, ПК-7, ПК-8	-	-
Профессионально-специализированные компетенции специализации			
	ПДК-1, ПДК-2, ПДК-3	-	-

3. Требования к результатам освоения дисциплины:

Процесс изучения дисциплины направлен на формирование следующих компетенций:

By the end of the course students will acquire or enhance the following skills:

- *will be able to work with theoretical knowledge at the forefront of their discipline;*
- *will be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;*
- *will have a comprehensive understanding of methods and methodologies in their discipline;*
- *will be able to undertake analysis of complex, incomplete or contradictory areas of international relations;*

- *will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;*
- *will be reflective and self-critical in their research work;*
- *will be able to engage in academic and professional communication orally and in writing;*
- *will have independent learning ability required for continuing professional study.*

В результате изучения дисциплины студент должен:

Знать:

- Место и роль мировых религий в системе современных международных отношений на глобальном, региональном и страновом уровнях,
- Основные характеристики взаимодействия между основными мировыми религиями в мировой политике,
- Миссию, цели, задачи и основные направления деятельности основных конфессиональных организаций,
- Основные профильные источники и литературу

Уметь:

- Расширять общий кругозор и поле своего сознания,
- Проявлять терпимость к инаковости и к ближнему, толерантность в общении, искреннее стремление к пониманию,
- Ориентироваться в международной ситуации и во внешнеполитических процессах,
- Уважительно относиться к работам предшественников, корректно использовать имеющуюся информацию.

Владеть:

- Ключом к анализу и обработке знаний в области внешней политики и международных отношений,
- Приемами ориентации в условиях множественности информации и субъектов международных отношений,
- Навыками и инструментами поиска информации и использования полученных знаний в профессиональной деятельности.

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет _____ зачетных единиц.

Вид учебной работы	Всего часов	Семестры			
Аудиторные занятия (всего)	36				
В том числе:	36	-	-	-	-
<i>Лекции</i>					
<i>Практические занятия (ПЗ)</i>	24				
<i>Семинары (С)</i>	12				
<i>Лабораторные работы (ЛР)</i>	72/2				
Самостоятельная работа (всего)	36				
Общая трудоемкость	час				
	зач. ед.				

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

Name of the unit	Contents of the unit
Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms	<p><u>Key words:</u> <i>Introduction, Definition, , Idea and Ethos, methodology, analysis, prognosis, credibility, expert group, social sciences.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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.</p>
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.	<p><u>Key words:</u> <i>Situational analysis - structure and functions, Role of Situational Analysis in the methodological framework, Korean War.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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</p>

	<p>between these respective fields and help understand the peculiarities they are to encounter in the current sphere of application.</p> <p>In order to gain a better understanding of the framework of situational analysis the lecturer is to present several case-studies on the topics well-known to students. This will allow students to evaluate the results from conducting such an analysis and better understand its structure.</p>
<p>Preparation of the situational analysis scenario. Creation and presentation of various types of situational scenarios based on the contemporary issues. Conducted by students.</p>	<p><u>Key words:</u> <i>methodological structure, methodology, situational analysis, contemporary issues, evaluation, scenario.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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.</p> <p>Scenarios presented by students have to be evaluated both by the lecturer and fellow students with further recommendations and comments on its structure, integrity, language and methodology.</p>
<p>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.</p>	<p><u>Key words:</u> <i>Ethics, methodology, analysis, expert group, organization, interdisciplinary approach.</i></p> <p><u>Brief summary:</u> 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.</p> <p>It is essential for the expert group to be based on the interdisciplinary principle with 1\3 being represented by the specialists in the field of current analysis; another</p>

	<p>1\3 having an adjacent specialization and the rest being represented by the specialists on the certain specific sub-problems that are incorporated in the analyzed issue.</p> <p>Students are to learn the basics of organizing such an expert group, the basic ethical minimum and ways to effectively set out the groups framework.</p>
<p>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.</p>	<p><u>Key words:</u> <i>results, ethics, publishing, conclusion, expert group, secretariat, final document.</i></p> <p><u>Brief summary:</u> 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.</p> <p>Students are to practice the role of the secretariat in conducting these activities and forming a final document on a certain case-study. This will allow them to understand the basics of evaluating the expert opinions they might receive on various issues and be more effective in comparing and contemplating ideologically different positions. Moreover, this give necessary practice and understanding of the interdisciplinary approach in action, since most of the experts have specializations from different fields of study.</p>
<p>Case-study. Iraqi war of 2003. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.</p>	<p><u>Key words:</u> <i>NATO coalition, USA, military troops, intervention, nuclear weapons, Kurd population, war on terrorism.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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.</p>

	<p>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.</p>
<p>Case-study. North Korea nuclear issue. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.</p>	<p><u>Key words:</u> <i>UN Security council, Nuclear Weapons, Nuclear terrorism, dictatorship, North Korea, Sanctions, mutually assured destruction.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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.</p> <p>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.</p>
<p>Case-study. Nagorny Karabah problem. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.</p>	<p><u>Key words:</u> <i>Azerbaidzhan, Armenia, Nagorny Karabah, ethnic and political conflict, USSR, unresolved border issues, autonomy.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>Up until now Unite Nations cannot work out a viable solution to the problem of Kharabah region that would satisfy both sides.</p>
<p>Case study. Civil war in Ukraine. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.</p>	<p><u>Key words:</u> <i>Maidan, coup-d'état, legitimacy of power, sovereignty, foreign intervention, revolt, civil war, humanitarian envoy.</i></p> <p><u>Brief summary:</u> students are to take on an independent situational analysis on the case-study of the problem of epy Civil War in Ukraine. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue.</p> <p>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.</p> <p>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.</p> <p>Such separatism has led to the bloody asymmetric conflict between eastern Ukrainian new-born republics and the official Ukrainian newly organized government.</p>
<p>Case study. Libya war of 2011. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.</p>	<p><u>Key words:</u> <i>Human Security, Humanitarian intervention, UN resolution, coalition forces, Arab spring</i></p> <p><u>Brief summary:</u> 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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Case-study. Syrian conflict. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.</p>	<p><u>Key words:</u> <i>humanitarian intervention, coalition, UN security council, Islamic radicalism.</i></p> <p><u>Brief summary:</u> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

(Содержание указывается в дидактических единицах. По усмотрению разработчиков материал может излагаться не в форме таблицы)

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекц.	Практ. зан.	Лаб. зан.	Семина	СРС	Всего час.
	Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms	1	2				3
	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.	1	2				3
	Preparation of the situational analysis scenario. Creation and presentation of various types of situational scenarios based on the contemporary issues. Conducted by students.	1	2				3
	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.	1	2				3
	Drawing a conclusion., publishing of the results. Issues and peculiarities of drawing a	1	2				3

	conclusion and composing a final document on the basis of the situational analysis.						
	Case-study. Iraqi war of 2003. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	1	2				3
	Case-study. North Korea nuclear issue. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	1	2				3
	Case-study. Nagorny Karabakh problem. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	1	2				3
	Case study. Civil war in Ukraine. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	1	2				3
	Case study. Libya war of 2011. Practical work on applying situational analysis methods.	1	2				3

	Economic, social, military, political aspects of the problem. Estimates and prognosis.						
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Лабораторный практикум

№ п/п	№ раздела дисциплины	Наименование лабораторных работ	Трудоемкость (час.)
1.			
2.			
.....			

7. Практические занятия (семинары)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1		Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms	3
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.	3
3		Preparation of the situational analysis scenario. Creation and presentation of various types of situational scenarios based on the contemporary issues. Conducted by students.	3
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.	3
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.	3
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.	3
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.	3
8		Case-study. Nagorny Karabakh problem. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	3
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.	3
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.	3
11		Case-study. Syrian conflict. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	3

8. Материально-техническое обеспечение дисциплины:

Для освоения дисциплины необходим компьютер с программным пакетом Microsoft Office, проектор или плазменный телевизор для осуществления показа презентаций и докладов, выход в сеть интернет

9. Информационное обеспечение дисциплины

а) программное обеспечение: пакет программ Microsoft Office

б) базы данных, информационно-справочные и поисковые системы: ir.rudn.ru, google.com

10. Учебно-методическое обеспечение дисциплины:

а) основная литература

- 1) Policy World // Policy Studies Journal (<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1541-0072.2009.00808.x>)
- 2) Policy World: Policy Studies Organization Proceedings // Review of Policy Research , 2009 (https://onlinelibrary.wiley.com/doi/full/10.1111/j.1541-1338.2009.00342_2.x)
- 3) Neymark. M. In the Face of the Strategic Choice: New Imperatives of World Policy // Problemy Postsovetskogo Prostranstva , 2017

б) дополнительная литература

- 1) Clinton J.A. Innovation as energy policy for the world [Policy Perspectives] // IEEE Technology and Society 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 // Acta Regionalia 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 // Global Finance Journal , 2017

11. Методические указания для обучающихся по освоению дисциплины (модуля)

Обучающимся рекомендовано изучение сопровождающей документации по курсу. Обязательным для обучающегося является освоение обязательных позиций по литературе, а также рекомендовано частичное или полное освоение дополнительной литературы по списку. Обучающийся обязан предоставить одну письменную работу аналитического характера по темам, предложенным ниже. В случае согласия преподавателя, выбранная тема для письменной работы может меняться.

Обучающиеся должны выполнить все виды работ, предусмотренный учебной программой в сроки, указанные преподавателем. В случае невыполнения каких-либо видов работ в указанные сроки, предусмотренные за данные виды работ, баллы теряются без возможности их конвертации в другие виды работ, не указанные в учебной программе. В структуре курса отсутствует возможность получить дополнительные виды работ или же способы получить дополнительные баллы, не предусмотренные рабочей программой дисциплины.

Обучающимся рекомендовано ознакомиться с научными работами кафедры, в особенности их научных руководителей, а также ознакомиться с актуальными научными статьями в научном журнале Вестник РУДН. Серия: Международные отношения.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Направление 41.04.05 Международные отношения

Дисциплина *Анализ международных ситуаций*

Код контролируемой компетенции или ее части	Контролируемый раздел дисциплины	Контролируемая тема дисциплины	ФОСы (формы контроля уровня освоения ООП)						Итоговая	Баллы темы	Баллы раздела
			Аудиторная работа				Самостоятельная работа				
			опрос	тест	Контрольная работа	Работа на занятии	Выполнение ДЗ	Творческая работа/ Презентации			
ОПК 1,2,7,12; ППК 1-2;	Раздел 1.	Тема 1. Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms	1			2	2			5	20
		Тема 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.	1			2	2			5	
		Тема 3. Preparation of the situational analysis scenario. Creation and presentation of various types of situational scenarios based on the contemporary issues. Conducted by students.	1			2		2		5	

ОП К 1,2, 7, 12, 15; ПП К 5- 8;		Тема 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.	1			2		2		5	
		Рубежная аттестация			20					20	20
ОП К 1,2, 7, 12; ПП К 1- 2;	Раздел 2.	Тема 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.				2		3		5	35
ОП К 1,2, 7; ПП К 1,2, 5- 8;		Тема 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.				3		2		5	
ОП К 7, 12, 15; ПП К 1,2, 7,8;		Тема 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.	1			2		2		5	
ОП К 7, 12, 15; ПП К 1,2, 7,8;		Тема 8. Case-study. Nagorny Karabakh problem. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	1			2	2			5	
ОП К 7, 12, 15; ПП К 1,2, 7,8;		Тема 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.	1			2	2			5	

ОП К 7, 12, 15; ПП К 1,2, 5,6 7,8;	Тема 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.	1			2	2			5	
ОП К 7, 12, 15; ПП К 1,2, 5,6 7,8;	Тема 11. Case-study. Syrian conflict. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	1			2		2		5	
	Итоговая аттестация							25	25	25
	ИТОГО	15		20	35			25	100	100

Программа составлена в соответствии с требованиями ОС ВО РУДН.

Разработчик:

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высшего образования «Российский университет дружбы народов»*

Federal State Autonomous Educational Institution of Higher Education

**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN UNIVERSITY)**

Факультет гуманитарных и социальных наук

Faculty of Humanities and Social Sciences

Рекомендовано МСЧН/МО

MASTER'S PROGRAM

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины/

Discipline: Security challenges in Africa

Рекомендуется для направления подготовки/специальности

Recommended for the direction

41.04.05 «International Relations»

**The focus of the program (profile) – Security and Development Cooperation in
Africa**

1. Course description and goals:

Main goal of a course 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.

The central objectives of the course are:

- to teach students to appreciate the importance of security and peace studies;
- to introduce students to the methods and mechanisms for supporting conflict prevention and resolution in Africa;
- to develop and improve their ability to read and interpret conflict arguments, to analyze, compare and evaluate the texts on conflictology;
- to introduce students to specific conflictology problematic which is connected with their future profession;
- to develop in students a critical attitude and critical thinking skills in relation to their own beliefs and commitments, as well as to various sources of information and authorities;
- to enlarge general horizon and field of its consciousness, to manifest tolerance to others and to the neighbor, tolerance in the contact, sincere tendency toward the understanding;
- to teach the students the methods of analyses in the international situation and in the foreign policy processes, to see the place and the role of Africa in the system of contemporary international relations on the global, the regional and by state levels;
- to show the reasons for appearance and contemporary state of conflict situation in Africa (ethnic, religion, territorial, political, geopolitical, social and economic) in the wide context of the activity of the third countries on the continent.

The following goals will be solved:

- to search the Global Problems in Africa;
- to give the analysis to process of peacekeeping in Africa;
- to familiarize with the main profile concepts on security in Africa;
- to reveal the fundamental bases of regional and subregional integration in Africa and features of emerging interregional partnership, interaction and cooperation, to show its role in peacekeeping efforts in Africa.

The special attention is given to formation of ability of a message author's scientific academic work at modern level and of the skill to prove documentary (textually) the studied positions and creatively to study the research subject.

As a result of course passing the student receives skills of writing of the academic scientific text, including understanding of its features, principles, reviewing and registration procedures.

Innovative filling of a course is provided, first of all, with its aiming at achievement of result in the course of intellectual activities of the trainee for studying of the main directions of transformation of modern Security system in a context of change of a global paradigm of development of the world that has essentially incomplete character. The innovative component of formed new knowledge arises also as result of use of a technique of a comparative and comparative approach to studied materials and formats of their preparation at high international level.

The student must

be able to:

- Increase the overall scope and field of consciousness,
- Demonstrate tolerance of otherness and of one's neighbor and tolerance in communication, sincere desire to understand,
- Navigate the international situation and the foreign policy process,
- To respect the work of predecessors, the correct use of available information.

should know:

- The place and role of Africa in the system of international relations at the global, regional and country levels,
- The causes and current state of conflict prone situation in Africa (ethnic, religious, territorial, political, geopolitical, social and economic) in the broad context of third countries on the continent.
- Current concepts of conflict resolution and peacemaking,
- Basic Shapes and practical content to the African Union peacekeeping, ECOMOG, and others;
- Basic profile sources and literature.

to own:

- The key to the analysis and processing of knowledge in the field of conflict resolution as part of the science of foreign policy,
- Receive guidance in terms of information and a multiplicity of actors, relationship conflicts,
- The skills and tools to find information and knowledge gained in their professional activities.

2. The place of the discipline in the General Subject structure:

The course belongs to the humanities, social cycle. The completion of this course is a prerequisite for the discipline. There are no prerequisite for this course.

3. Competences development requirements:

By the end of the course students will acquire or increase the following **skills**:

- Know and understand the main conflict problems in Africa in historical and cultural context as well as the nature of contemporary philosophic discussions on the questions of security and peace.
- Learn how to articulate and successfully defend their position in various areas of security and peace philosophical inquiry; how apply security and peace categories and notions.

Acquire:

- the skills necessary for understanding and analyzing the conflict situations and problems and methods necessary for successful discussion, polemics and public speaking, as well as persuasive written discourse;
- the ability of correctly use of the existing information and the basic profile sources and literature.

Demonstrate their ability and readiness to a dialogue and their tolerance and openness to alternative vie points in various ideological and general world view discussions.

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
	ОК-1-8	Introduction to International Studies	New Risks in International Relations
Общепрофессиональные компетенции			
	ОПК-1,2,4,7,13-15	Introduction to International Studies	New Risks in International Relations
Профессиональные компетенции (вид профессиональной деятельности)			
	ПК-1,24-7,10,12,14,15,18-21, 23, 26,29,37	Introduction to International Studies	New Risks in International Relations

4. Content of the discipline and the main types of activities:

It is 3 credits discipline

Types of activities	Total amount of hours	
Semesters		6
Including:	-	
Classroom classes (lectures)	12	
<i>Seminars</i>	24	
Independent study (total)	72	
Total content in hours	108	
credits	3	

5. The content of the discipline:

5.1. Content per unit

N	Name of the unit	Contents of the unit (themes)
1.	Chapter 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.
5.	Chapter 2.	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. Frame work 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. Conflicts in North Africa.
13.	Chapter 3.	The role of natural resource exploitation in fuelling conflict across Africa. Perspectives and problems.
14.		Conflicts and Conflict Diamonds. Kimberley Process in action.
15.		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.
16.		Globalization and Africa. The spread of global terrorism. New ideas for more safer Africa.
17.		Mapping the future Africa: priorities for conflict resolution.

18.	Conclusion	The main conclusions of the training course. Return expectations.
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5.2. Sections of disciplines and types of classes.

№	Name of the unit	lecture	practice	labor.	seminars	exams	Total/hours
1	Chapter 1.	4			4	20	28
2	Chapter 2.	8			8	48	64
3	Chapter 3.	8			8	28	44

6. Laboratory workshop (if available)

№	Name of the unit	Themes of the Laboratory workshop	Total/hours
1.			
2.			

7. Practical classes (seminars).

№	№ of the unit	Themes of the Practical classes (seminars)	Total/hours
1.	1.	Introducing websites on Africa online	2
		«5 minutes about the security problems of Fafrica»	2
2.	2.	Causes of conflicts in Africa	2
		UN and peacekeeping in Africa: theory and practice	2
		Role-playing game “Africa - a continent of the Peace - 1”	2
		Role-playing game “Africa - a continent of the Peace – 2 (continued)”	2
3.	3.	Strategies for resources: the interests of the state and the logic of multinational corporations.	2
		Ideas for conceptual base of common security Policy in Africa	2
		International migration from Africa: challenges and approaches.	2
		Global Agenda for Security in Africa."	2

8. Texts:

a) required

№ п/ п	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	Number of paper copies	Number of students at the same time studying the subject, discipline (module)
2		3	4	5	6

Literatura: required					
1.	Security challenges in Africa	<i>Boko Haram: a new paradigm to West Africa security challenges [Текст] : статья на английском языке / S.A. Bokeriya, O.D. Omo-Ogbebor</i> // Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 2. - С. 274-284.	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466778&idb=0	1	21
2.	Security challenges in Africa	<i>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</i> // Вестник Российского университета дружбы народов: Всеобщая история. - 2018. - № т. 10 (2). - С. 201 - 206.	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=473278&idb=0	1	21
3.	Security challenges in Africa	<i>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</i> // Вестник Российского университета дружбы народов: Социология. - 2017. - № т. 17 (4). - С. 513 - 523.	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=467452&idb=0	1	21
4.	Security challenges in Africa	<i>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</i> // 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
5.	Security challenges in Africa	<i>Conflicts in the XXI centure [Текст] : Интервью с профессором Йоханом Галтунгом (Норвегия) на английском языке / Е.М. Savicheva</i> // 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
Literatura: additional					
6.	Security challenges in Africa	<i>Cameroon fighting Boko Haram (Камерун в борьбе с "Бoko Харам") [Текст] : статья на английском языке / Kouma Jean Cottin Gelin</i> // Вестник Российского университета дружбы народов: Международные отношения. - 2017. - № т. 17 (4). - С. 727-737.	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466820&idb=0	1	21

7.	Security challenges in Africa	<i>Megatrends and Global Problems (MT&GP)</i> [Текст/электронный ресурс] = <i>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</i>	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=404247&idb=0	5	21
8.	Security challenges in Africa	<i>Некоторые последствия изменений в распределении населения мира: насколько глобализованным останется мир?</i> [Текст] = <i>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.</i>	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=468406&idb=0	1	21
9.	Security challenges in Africa	<i>Bond P. The BRICS' Centrifugal Geopolitical Economy (Центробежная геэкономика БРИКС)</i> [Текст/электронный ресурс] : <i>статья на английском языке / P. Bond // Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 517 - 534.</i>	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476126&idb=0	1	21
10.	Security challenges in Africa	<i>Африка: поиск идентичности и диалог с миром: Ежегодник - 2018</i> [Электронный ресурс] = <i>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.</i>	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470249&idb=0	2	21
11.	Security challenges in Africa	<i>Африка: вызов постколониального будущего: Ежегодник - 2016</i> [Текст] = <i>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.</i>		2	21

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- 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-Saharan Africa. – UK: Department for International Development, 2004, September.
- 7) The Africa Conflict Prevention Pool. The UK Sub-Saharan 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.
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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.berkeley.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: <http://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 Diplomatically 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 strategicheskikh issledovaniy // URL: <http://www.riss.ru/>
29. Site Russian association of international researches // URL: <http://www.rami.ru/> (<http://www.risa.ru/>)
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31. URL: <http://www.ceps.be> – an official site of the Centre for European Policy studies, Brussels.
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34. URL: <http://www.economist.com/> Electronic resources over the countries of the world of the The Economist magazine.
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36. URL: <http://www.iss.europa.eu> – an official site of the EU Institute for Security Studies, Paris.
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38. URL: <http://loc.gov/> Electronic resources of Library of the Congress of the USA.
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40. URL: <http://www.lib.berkeley.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.
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46. Site Diplomaticheskyy messenger of the Ministry of Foreign Affairs of the Russian Federation // URL: http://www.in.mid.ru/dip_vest.nsf
47. Site Instituta Afriki RAN // URL: <http://www.inafr.ru/>
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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 gosudarstvennogo instituta 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/>
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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>

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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>

Кафедра теории и истории международных отношений ФГСН РУДН

УТВЕРЖДЕН

На заседании кафедры

«___» _____ 201_ г.,

протокол № _____

Заведующий кафедрой

_____ Д.А. Дегтерев

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ¹

ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Security challenges in Africa

код и наименование направлений подготовки

Мировая политика, глобальная безопасность и содействие развитию международных отношений

наименование профиля подготовки

международные отношения (на англ. яз.)

квалификация (степень) выпускника магистратура

¹ В соответствии с Приказом Ректора от 05 мая 2016 г., № 420 «Об утверждении Регламента формирования фондов оценочных средств (ФОС).

Код контролируемой компетенции или ее части	Контролируемый раздел дисциплины	Контролируемая тема дисциплины	ФОСы (формы контроля уровня освоения ООП) показан пример						Итоговая	Баллы темы	Баллы раздела
			Аудиторная работа			Самостоятельная работа					
			опрос	тест	Контрольная работа	Работа на занятии	Выполнение ДЗ	Творческая работа/ Презентации			
ОК-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37	Chapter 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.	1			1	1			3	14
ОК-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		African Peace and Security Architecture.	1			1	1			3	
ОК-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		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.	1			1		1		4	
ОК-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		Sub-regional Security. Sub-regional mechanisms for conflict management. ECOWAS. SADC. IGAD.	1			1		1		4	
					20					20	20

OK-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37	Chapter 2.	Engagement with Civil Society on Peace and Security. Organic Agriculture and Food security in Africa.		1		1		1		3	24
OK-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		New threats (terrorism, narcotics trafficking, maritime safety and security).		1		1		1		3	
OK-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		International Security and African regional security: perspectives from South Africa. Frame work for defining South Africa`s security. Regional security agenda. Internal and external threats. Responsibility to Protect doctrine (R2P, 2005). New challenges for BRICS.	1			1		1		3	
OK-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		South Africa and BRICS security vision. New challenges for BRICS.	1			1	1			3	
OK-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		West and Central Africa security problems. Conflict regions and international migration challenge.	1			1	1			3	
OK-1-8 ОПК-1,2,4,7,13-15 ПК-1,24-7,10,12,14,15,18-21,23,26,29,37		East Africa security problems. Conflict regions and international migration challenge.	1			1	1			3	

OK-1-8 ОПК- 1,2,4,7,13- 15 ПК-1,24- 7,10,12,14, 15,18- 21,23, 26,29,37		Mapping the future Africa: priorities for conflict resolution.	1			1		1		3	
		Conclusion The main conclusions of the training course. Return expectations.							27	27	27
		TOTAL	15	2	20	17	5	12	27	100	100

9. Local and total certification are carried out in the form of tests or in the form of the questions offered by the teacher (at the discretion of the teacher). Questions for repetition appear the teacher not less, than in two weeks prior to certification date. The analytical note is written by the student during a semester out of audience and assumes the independent creative answer (volume to 7 p., the 12th Times New Roman font, an one-and-a-half interval, page setup: at the left – 3 cm, on the right – 1,5 cm, from above and from below – 2 cm) on one of the subjects chosen in the course of studying of a course. The material of work has to have generalizing character with use of scientific literature of predecessors and sources. The subject can be chosen on modern, and on historical plots. The special attention is paid by the teacher on the correct registration of the list of sources and literature on a subject, on correctness of the use and registration of footnotes. At the indication of the sources found in the Internet, it is necessary to specify the full address of a site. The creative essay is written by students on subjects of seminar occupations out of audience (volume to 5 p.).

Academic ethics: respect for works of predecessors and opinions of fellow students, argumentativeness of judgments, tolerance in group work, careful and in essence performance of tasks of the teacher.

Questions for discussion:

1. Globalization as qualitatively new phenomenon of the international life.
2. Interrelation and distinctions of Internationalization and Globalization.
3. Main features and sources of the process of Globalization.
4. Global Problems and Challenges: the way of understanding Future in Africa.
5. Emergence of system of the international relations and its change.
6. Concept of the World politics and international relations.
7. Components of world politics and the factors influencing it.
8. The role of multinational corporations and NGO in world politics: positive and negative tendencies.
9. Disintegration of the bipolar world and its results.
10. Discussions among foreign and Russian authors about multipolar/polycentric and bipolar structures of the world. Modern concepts of polarity.
11. Trends of globalization international relations and security system's transformation.
12. Global problems and international relations.
13. China as the new leader of Africa.
14. Scale of the IPATK 'North-South' project and its strategic principles.
15. IPAK 'North-South' – the bridge between Northern and the Southern Africa in Globalization Era.
16. International situation around the IPATK 'North-South'.

17. EU and identification of the global strategic trends in the field of security.
18. The impact of demography and the ethno-religion factors on security situation in Africa.
19. The problem of international security guarantees on national and regional levels.
20. Common challenges in a polycentric world and security.
21. BRICS: answers to main challenges of the beginning of the 21st century.
22. BRICS: new priorities and principles of the international interaction.
23. BRICS as an open 'terminal' ('Gate') to Africa.
24. BRICS and its possible role in formation of the new international relations and security system. Agenda for BRICS.
25. Preconditions of emergence of the concept of a sustainable development and concept 'Sustainable Development' definition.
26. Conferences of the UN on security.
27. What international documents laid down in a basis of the concept of a sustainable development.
28. Definition of Sustainable Development. The basic characteristics of Sustainable Development Concept. Factors of a sustainable development.
29. The Sustainable development triad: economic, ecological and social factors.
30. Stages of Discussion round stability and Sustainable Development.
31. The priority spheres in modeling of new architecture of the international relations.
32. The role and a place of the 'big economics' of Asia and Latin America in Africa.

Subjects of papers:

1. Actual models of political system of the world.
2. Globalization as the phenomenon in world history.
3. Changes in political system of the world at the end of 20 – the beginning of the 21st century.
4. Formation of new system of the international relations at the end of 20 – the beginning of the 21st centuries.
5. The states in modern system of the international relations.
6. Plurality of participants as factor of change of political structure of the world.
7. New measurements of safety at the beginning of the 21st century.
8. Features of the conflicts in the 21st century and possibility of their settlement.
9. Modernization and Globalization.
10. Regional and Global in international relations.
11. Russia and the European Union in Africa.
12. Problems of energy and water security in international relations in Africa.
13. Problems of ecological safety. Green Economy in foreign policy.
14. Illegal migration – new calls of the 21st century.
15. Post-industrial world and Africa.
16. Preconditions of emergence of the concept of 'Sustainable Development'.
17. Role of the international research center 'Club of Rome' in creation of the concept of a sustainable development.
18. Activities of international organizations for implementation of the program of 'Sustainable development' in Africa.
19. Characteristics of developing world system.
20. Global problems in Africa in dynamics.
21. Leadership in the G-world.
22. Formation of new system of the international relations.
23. New actors of world politics and security in 21st century.

24. States and Globalization.

Test “Security challenges in Africa”**Discipline
‘Security Challenges in Africa’****1 question***Globalization as a new phenomenon is...*

Answer 1. process of the avalanche formation of uniform universal financial information space on the basis of new, mainly computer technologies.

Answer 2*. an objective process of transition of human community in new universal quality as a result of joint implementation of the projects having planetary value.

Answer 3. a merge of national economies in uniform universal system.

2 question*Globalization: the levels of implementation...*

Answer 1*. as objective historical process

Answer 2*. as idea

Answer 3*. as project

3 question*The main source of conflicts in Africa is ...*

Answer 1*. borders

Answer 2. struggle for power

Answer 3. foreign involvement

Answer 4. poverty

4 question*Main features of peacekeeping are...*

Answer 1*. international participation

Answer 2*. peacebuilding

Answer 3*. Preventive diplomacy

5 question*New actors of the international relations in Africa ...*

Answer 1. multinational corporations

Answer 3*. non-governmental organizations

Answer 4*. inter-regional groups

6 question*US guided forces for security in Africa are named...*

Answer 1*. Africom

Answer 2. Rapid reaction force

Answer 3. AU army

7 question*The international system prior in 1960 can be described as ...*

Answer 1. one-polar

Answer 2. multi-polar

Answer 3*. bi-polar

8 question*AU and UE are similar in...*

Answer 1. sharp asymmetry in distribution of economic activity

Answer 2. clusters on scales

Answer 3*. leading countries

9 question*The most significant factors defining the importance of IAK ‘North-South’ are...*

Answer 1*. Scale

Answer 2*. Time

Answer 3*. Strategic importance

10 question

Main models of integration international organizations include...

Answer 1*. models of political and economic integration

Answer 2*. models of trade and economic cooperation

Answer 3*. Models of the international economic nongovernmental organizations regulating trade, developing economic strategy, etc.

Answer 4*. Models of the political unions and military blocks

11 question

The 'threat multiplier' to present European Union is...

Answer 1. energy dependence

Answer 2*. climate change

Answer 3. infrastructure

12 question

The joint EU-US strategy on the Africa region focuses on three areas...

Answer 1*. Security. Sustainable development. Trade

Answer 2. Sustainable development. Green economy. Peace

Answer 3. Globalization. Democracy. Modernization

13 question

The Africa in 2030 probably will be divided into areas:

Answer 1. South Africa and North Africa

Answer 2*. South, West and Islamic Africa

Answer 3. Christian and Islamic Africa

14 question

Essential challenges for the EU are...

Answer 1*. climate change

Answer 2*. green growth

Answer 3* sustainability

15 question

Unsecurity trends in Africa are ...

Answer 1*. clash of civilizations

Answer 2*. world terrorism

Answer 3*. islamic extremism

16 question

AU main objectives are ...

Answer 1*. single market and production base

Answer 2*. highly competitive economic region

Answer 3*. region of equitable economic development

Answer 4*. region fully integrated into the global economy

17 question

BRICS should find answers to two main challenges...

Answer 1*. how to pass to global economy

Answer 2*. how to ensure global safety

Answer 3. how to lead the world

18 question

The basic strategic resource of a global civilization is likely to be...

Answer 1*. creative ability of the individual

Answer 2. information

Answer 3. new technology

19 question

The New Working Program of the Club of Rome consists of...

Answer 1*. Values

Answer 2*. Towards a new economy

Answer 3*. The future of work

Answer 4*. The future of governance

20 question

Sustainable development triangle:

Answer 1*. development

Answer 2*. economic

Answer 3*. environment

Guidelines for the organization of the discipline:

The final grades

Students are required:

- class attendance, participation in proficiency testing, writing a synopsis on the monograph, the knowledge of vocabulary minimum, address the message, verbal responses and participate in the discussion.
- The student should make the notebook on the subject.
- For each next class must repeat the previous lecture topic.
- In the preparation of an oral or written response must include all of the information sources.
- If the oral examination is required presentation, it is sent to e-mail of the teacher.

Mark structure of an assessment:

Intra semestrial certification – 23 points

Total test – 23 points

Visit of lecture and seminar occupations – 10 points

Active work at a seminar – 17 points

Paper preparation – 10 points

Preparation of creative essays (5 pieces) – 3 points everyone = 15 points of all

Preparation of abstracts of articles or monographs – 10 points

In total – 108 points

The rating scale for each of the disciplines **in a single form:**

Points БPC	Traditional grades (Russian Federation)	Grades (ECTS)
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX
0-30		F
51 - 100	Credit	Passed

Explanation of ratings:

A Outstanding response

- B Very good answer
 C Good answer
 D Sufficiently satisfactory answer
 E Meets the minimum requirements of a satisfactory response
 Score 2 + (FX) means that the student can get points only to the minimum
 FX Satisfactory answer
 Unsatisfactory response (either repeat the course in the prescribed manner, or
 F the basis for the charges)

The teacher fills an electronic gradebook (in the form prescribed by the faculty), which is updated at least once a month.

Описание оценок ECTS

A	“Отлично” - теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному.
B	“Очень хорошо” - теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному.
C	“Хорошо” - теоретическое содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками.
D	“Удовлетворительно” - теоретическое содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, возможно, содержат ошибки.
E	“Посредственно” - теоретическое содержание курса освоено частично, некоторые практические навыки работы не сформированы, многие предусмотренные программой обучения учебные задания не выполнены либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному.
FX	“Условно неудовлетворительно” - теоретическое содержание курса освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.
F	“Безусловно неудовлетворительно” - теоретическое содержание курса не освоено, необходимые практические навыки работы не сформированы, все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий.

Gradebook on the subject:

№ student ID	Part I				Part II				TOTAL
	Work in the classroom	Work in the interactive classroom	Current control	In Total	Work in the classroom	Work in the interactive classroom	Current control	In Total	

Разработчик:

д.и.н., профессор

(должность)

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_____ В.И. Белов

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_____ Д.А. Дегтерев
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Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины Security issues in Latin America

Рекомендуется для направления подготовки/специальности

031900. 68 «МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ»

(указываются код и наименование направления подготовки/специальности)

Направленность программы (профиль)

Global Security and Development Cooperation

(наименование образовательной программы в соответствии с направленностью (профилем))

1. Цели и задачи дисциплины: 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. Место дисциплины в структуре ОП ВО:

Дисциплина ANALYSIS OF SITUATIONAL MODELS IN WORLD POLITICY относится к базовой части блока 1 учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
	ОК-1, ОК-6, ОК-8	-	-
Общепрофессиональные компетенции			
	-	-	-
Профессиональные компетенции (вид профессиональной деятельности)			
	ПК-1, ПК-7, ПК-8	-	-
Профессионально-специализированные компетенции специализации			
	ПДК-1, ПДК-2, ПДК-3	-	-

3. Требования к результатам освоения дисциплины:

Процесс изучения дисциплины направлен на формирование следующих компетенций:

By the end of the course students will acquire or enhance the following skills:

- *will be able to work with theoretical knowledge at the forefront of their discipline;*
- *will be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;*
- *will have a comprehensive understanding of methods and methodologies in their discipline;*
- *will be able to undertake analysis of complex, incomplete or contradictory areas of international relations;*

- *will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;*
- *will be reflective and self-critical in their research work;*
- *will be able to engage in academic and professional communication orally and in writing;*
- *will have independent learning ability required for continuing professional study.*

В результате изучения дисциплины студент должен:

Знать:

- Место и роль мировых религий в системе современных международных отношений на глобальном, региональном и страновом уровнях,
- Основные характеристики взаимодействия между основными мировыми религиями в мировой политике,
- Миссию, цели, задачи и основные направления деятельности основных конфессиональных организаций,
- Основные профильные источники и литературу

Уметь:

- Расширять общий кругозор и поле своего сознания,
- Проявлять терпимость к инаковости и к ближнему, толерантность в общении, искреннее стремление к пониманию,
- Ориентироваться в международной ситуации и во внешнеполитических процессах,
- Уважительно относиться к работам предшественников, корректно использовать имеющуюся информацию.

Владеть:

- Ключом к анализу и обработке знаний в области внешней политики и международных отношений,
- Приемами ориентации в условиях множественности информации и субъектов международных отношений,
- Навыками и инструментами поиска информации и использования полученных знаний в профессиональной деятельности.

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет _____ зачетных единиц.

Вид учебной работы	Всего часов	Семестры			
Аудиторные занятия (всего)	36				
В том числе:	36	-	-	-	-
<i>Лекции</i>					
<i>Практические занятия (ПЗ)</i>	24				
<i>Семинары (С)</i>	12				
<i>Лабораторные работы (ЛР)</i>	72/2				
Самостоятельная работа (всего)	36				
Общая трудоемкость	час				
	зач. ед.				

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

Name of the unit	Contents of the unit
Introduction to course	Introduction to course. The definition of the global security. The basic distinctions between the global security and the national security. The purposes and principles of the global security and its regional perspective.
Traditional approaches to the study of security	Traditional approaches to the study of security: realism and liberalism. The conventional understanding of global security. The obsolescence of the traditional understanding of security. The comparison and difference between the realist, liberal and Marxist approaches to security. Structural realism after the Cold war.
Constructivist perspectives, securitization	Constructivist perspectives, securitization. The comparison and the main distinctions between constructivism and Marxism. Post-Copenhagen security studies. The dangers of securitization. The possibility of desecuritization of international relations. Individual and society dimensions of global security.
Critical security studies in Latin America.	Critical security studies in Latin America. The definition of the Critical security studies. The postcolonial moment in security studies of Latin America. Poststructuralist conceptualization of security. The "War on Terrorism" and its impact on the critical security studies. The convergence of national and

	human security.
Human security in the countries of Latin America.	Human security in the countries of Latin America. The advantages and disadvantages of the concept of human security. The conceptual and practical compatibility of human security and state-centered security.
Regions and security in the region of Latin America.	Regions and security in the region of Latin America. The role and relevance of various regional institutions. The future alternative architectures for regional security.
International organizations and regional Latin American security	International organizations and regional Latin American security. The role of international organizations in global security and international relations. The evolution of international organizations.
Migration and security in Latin America	Migration and security in Latin America. The international migration and National security. The securitization of the issue of migration. The legal foundation of the regulation of migratory movement.
Asymmetrical threats and security (terrorism in Latin America)	Asymmetrical threats and security (terrorism in Latin America) The definition, role and relevance of asymmetrical threats in global security. The response of the international community and the state to asymmetrical threats. Globalization and international terrorism. Possible solutions to ethnic civil wars. Global insurgency and the future of armed conflict.
Asymmetrical threats and security (insurgency, ethnic civil wars in Latin America).	Asymmetrical threats and security (insurgency, ethnic civil wars in Latin America). The evolution insurgency, ethnic civil wars. Possible solutions to ethnic civil wars. Global insurgency and the future of armed conflict.

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекц.	Практ. зан.	Лаб. зан.	Семина	СРС	Всего час.
	Introduction to course	1	2				3
	Traditional approaches to the study of security	1	2				3
	Constructivist perspectives, securitization	1	2				3
	Critical security studies in Latin America.	1	2				3
	Human security in the countries of Latin America.	1	2				3
	Regions and security in the region of Latin America.	1	2				3
	International organizations and regional Latin American security	1	2				3
	Migration and security in Latin America	1	2				3
	Asymmetrical threats and security (terrorism in Latin America)	1	2				3
	Asymmetrical threats and security (insurgency, ethnic civil wars in Latin America).	1	2				3

Лабораторный практикум

№ п/п	№ раздела дисциплины	Наименование лабораторных работ	Трудоемкость (час.)
1.			
2.			
.....			

7. Практические занятия (семинары)

№	№ раздела	Тематика практических занятий (семинаров)	Трудоемкость
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п/п	дисциплины	(час.)
1	Introduction to course	3
2	Traditional approaches to the study of security	3
3	Constructivist perspectives, securitization	3
4	Critical security studies in Latin America.	3
5	Human security in the countries of Latin America.	3
6	Regions and security in the region of Latin America.	3
7	International organizations and regional Latin American security	3
8	Migration and security in Latin America	3
9	Asymmetrical threats and security (terrorism in Latin America)	3
10	Asymmetrical threats and security (insurgency, ethnic civil wars in Latin America).	3
11	Introduction to course	3

8. Материально-техническое обеспечение дисциплины:

Для освоения дисциплины необходим компьютер с программным пакетом Microsoft Office, проектор или плазменный телевизор для осуществления показа презентаций и докладов, выход в сеть интернет

9. Информационное обеспечение дисциплины

- а) программное обеспечение: пакет программ Microsoft Office
б) базы данных, информационно-справочные и поисковые системы: ir.rudn.ru, google.com

10. Учебно-методическое обеспечение дисциплины:

- а) основная литература

- Villa R. D. Security Community or Balance of Power? Hybrid Security Governance in Latin America [Электронный ресурс] // Power Dynamics and Regional Security in Latin America. 2017. ISSN 978-1-137-57382-7 DOI: http://dx.doi.org/10.1057/978-1-137-57382-7_4
- Nordin LAZREG. Security sector reform in Latin America. Mapping citizen security through social network analysis / Université de Montréal. // América Latina Hoy. 2019. №80.0. С. 29-50. ISSN 1130-2887 DOI: 10.14201/alh2018802950
- Katherine Aguirre, Robert Muggah . Multilateral agencies and “citizen security” approach in Latin America / Investigadora asociada, Instituto Igarapé (Rio de Janeiro). // Revista CIDOB d'Afers Internacionals. 2017. №116. С. 25-52. ISSN 1133-6595 DOI: doi:10.24241/rcai.2017.116.2.25

- б) дополнительная литература

- WILLIS G. D. Before the Body Count: Homicide Statistics and Everyday Security in Latin America [Электронный ресурс] // Journal of Latin American Studies. 2016. №49.01. С. 29-54. ISSN 0022-216X DOI: 10.1017/s0022216x16000407
- Gonzalez Y. Varieties of Participatory Security: Assessing Community Participation in Policing in Latin America Community Participation in Policing in Latin America / Harvard Kennedy School; USA

3. Moritz Schuberth. Beyond Gang Truces and Mano Dura Policies: Towards Substitutive Security Governance in Latin America / University of Bradford. // Stability: International Journal of Security and Development. 2016. №5.1. ISSN 2165-2627 DOI: 10.5334/sta.450

11. Методические указания для обучающихся по освоению дисциплины (модуля)

Обучающимся рекомендовано изучение сопровождающей документации по курсу. Обязательным для обучающегося является освоение обязательных позиций по литературе, а также рекомендовано частичное или полное освоение дополнительной литературы по списку. Обучающийся обязан предоставить одну письменную работу аналитического характера по темам, предложенным ниже. В случае согласия преподавателя, выбранная тема для письменной работы может меняться.

Обучающиеся должны выполнить все виды работ, предусмотренный учебной программой в сроки, указанные преподавателем. В случае невыполнения каких-либо видов работ в указанные сроки, предусмотренные за данные виды работ, баллы теряются без возможности их конвертации в другие виды работ, не указанные в учебной программе. В структуре курса отсутствует возможность получить дополнительные виды работ или же способы получить дополнительные баллы, не предусмотренные рабочей программой дисциплины.

Обучающимся рекомендовано ознакомиться с научными работами кафедры, в особенности их научных руководителей, а также ознакомиться с актуальными научными статьями в научном журнале Вестник РУДН. Серия: Международные отношения.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Направление 41.04.05 Международные отношения

Дисциплина Анализ международных ситуаций

Код контролируемой компетенции или ее Контролируемый раздел дисциплины	Контролируемая тема дисциплины	ФОСы (формы контроля уровня освоения ООП)						Итоговая	Баллы темы	Баллы раздела
		Аудиторная работа			Самостоятельная работа					
		опрос	тест	Контрольная работа	Работа на занятии	Выполнение ДЗ	Творческая работа/ Презентации			

ОП К 1,2, 7, 12; ПП К 1- 2;	Раздел 1.	Introduction to course	1			2	2			5	20
ОП К 1, 2, 7, 12, 15; ПП К 5- 8;		Traditional approaches to the study of security	1			2	2			5	
ОП К 7, 12, 15; ПП К 1,2, 7,8;		Constructivist perspectives, securitization	1			2		2		5	
ОП К 1,2, 7, 12, 15; ПП К 5- 8;		Critical security studies in Latin America.	1			2		2		5	
		Рубежная аттестация			20					20	20
ОП К 1,2, 7, 12; ПП К 1- 2;	Раздел 2.	Human security in the countries of Latin America.				2		3		5	35
ОП К 1,2, 7; ПП К 1,2, 5- 8;		Regions and security in the region of Latin America.				3		2		5	

ОП К 7, 12, 15; ПП К 1,2, 7,8;	International organizations and regional Latin American security	1			2		2		5	
ОП К 7, 12, 15; ПП К 1,2, 7,8;	Migration and security in Latin America	1			2	2			5	
ОП К 7, 12, 15; ПП К 1,2, 7,8;	Asymmetrical threats and security (terrorism in Latin America)	1			2	2			5	
ОП К 7, 12, 15; ПП К 1,2, 5,6 7,8;	Asymmetrical threats and security (insurgency, ethnic civil wars in Latin America).	1			2	2			5	
ОП К 7, 12, 15; ПП К 1,2, 5,6 7,8;	Introduction to course	1			2		2		5	
	Итоговая аттестация							25	25	25
	ИТОГО	15		20	35			25	100	100

Программа составлена в соответствии с требованиями ОС ВО РУДН.

Разработчик:

Ст. преп, кин, каф. ТИМО

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Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины Security and Development Challenges in the Middle
East

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

(указываются код и наименование направления подготовки/специальности)

Направленность программы (профиль)

Global Security and Development Cooperation

(наименование образовательной программы в соответствии с направленностью (профилем))

1. Цели и задачи дисциплины

The primary **purpose** of this course is to examine security problems in the Middle East in the context of global processes and specific features of the region's geopolitical situation.

The course seeks:

- to give multi-disciplinary analysis of security problem in the Middle East in global, regional and national context;
- to teach the students to understand new challenges and threats in the region;
- to study military and political crises and conflicts in the region;
- to estimate the modern development and prospects for the international cooperation in security sphere in the Middle East;
- to impart to the students skills and aptitude for independent comprehension of the key processes in security field.

2. Место дисциплины в структуре ОП ВО:

The discipline “Security Challenges in the Middle East” refers to the financial part of block 1 of the curriculum.

In table number 1 there are preliminary and subsequent disciplines.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

No	Code and title of competence	Prior disciplines	Subsequent disciplines (groups of disciplines)
Universal competences:			
1.	Ability to search, critically analyze problematic actions based on a systematic approach, develop an action strategy (UC-1)	Human Rights and the International Security	Contemporary Foreign Policy of Russia and International Conflicts New Risks and Challenges in World Politics Security Challenges in the CIS
2.	Ability to use digital technologies and methods of searching, processing, analyzing, storing and presenting information in the field of international relations in the context of the digital economy and modern corporate information culture (UC-7)	Foreign Policy Process and Decision-Making in Russia World Politics	Contemporary Foreign Policy of Russia and International Conflicts Political Stability, International Conflicts and State Failure
General professional competences:			
3.	Ability to master the tools for working with large arrays of structured and unstructured information, to use modern digital methods of processing, analysis,	Development Cooperation	Security Challenges in Asian-Pacific Region Security Challenges in Africa

	interpretation and visualization of data in order to solve the assigned tasks of professional and research activities in the field of international relations (GPC-10)		
Professional competences:			
4.	Ability to independently develop and prepare analytical materials (PC-1)	Development Cooperation	Security Challenges in Asian-Pacific Region Security Challenges in Africa

3. Требования к результатам освоения дисциплины:

The course is expected to contribute to the following generic and professional competences development as required by the Federal State Educational Standard of Higher Professional Education (International Relations).

Universal competences :

- Ability to search, critically analyze problematic actions based on a systematic approach, develop an action strategy (UC-1).
- Ability to use digital technologies and methods of searching, processing, analyzing, storing and presenting information in the field of international relations in the context of the digital economy and modern corporate information culture (UC-7).

General professional competences:

- Ability to master the tools for working with large arrays of structured and unstructured information, to use modern digital methods of processing, analysis, interpretation and visualization of data in order to solve the assigned tasks of professional and research activities in the field of international relations (GPC-10).

Professional competences:

- Ability to independently develop and prepare analytical materials (PC-1).
As a result of studying the discipline, the student must:

To know:

- the main security issues facing the states of the Middle East;
- Historical features of the formation of a regional security system in the Middle East;
- causes of conflicts in the region.

To be able to:

- use the conceptual and categorical apparatus of the specialty;
- apply qualitative and quantitative methods for analyzing political processes in the region.

To own:

- special terminology and concepts binding for international affairs;
- skills to collect and analyze information on the security situation in selected countries of the region using sources in Russian and foreign languages.

4. Объем дисциплины и виды учебной работы

The course total workload is equal to 2 credits.

Вид учебной работы	Всего часов	Семестры			
		1			
Аудиторные занятия (всего)					
В том числе:	-	-	-	-	-
<i>Лекции</i>	18	18	-	-	-
<i>Практические занятия (ПЗ)</i>	-	-	-	-	-
<i>Семинары (С)</i>	18	18	-	-	-
<i>Лабораторные работы (ЛР)</i>	-	-	-	-	-
Самостоятельная работа (всего)	36	36	-	-	-
Общая трудоемкость	час	72	-	-	-
	зач. ед.	2	-	-	-

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

No	The name of the section discipline	Section content (topics)
1.	Security factor in International Relations and World Politics	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.
2.	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.	
3.	Security Problem in the Middle East	The role and place of the Middle East in world politics. The impact of global factors on the regional security. The main conflicts and contradictions in international relations in the Middle East. Arab states’ attempts to create a regional security system (The Damascus Declaration, 1990). The problem of regional security after the events of September 11, 2001 in the USA.
4.	Military and Political Realities in the Modern Middle East	The military potential of the Middle Eastern states and the balance of power in the region. The problem of military-political integration in the region. Peculiarities of the arms race. The problem of non-proliferation of nuclear weapons and technology.
5.	Conflicts and Crises in the Middle East and North Africa and their Impact on the Regional Security	The Logic of Violence, Conflict and War. Evolution of the Arab-Israeli dimension of security in the region. The Palestinian problem. The Lebanese crises. Overthrow of some Arab regimes as a result of social protests in 2011–2012. “Arab Spring” as new challenges and threats to the regional security.

6.	The Problem of Security in the Persian Gulf	Armed conflicts in the Persian Gulf and their impact on the political situation in the region. Territorial disputes between the Arabian Peninsula countries. The invasion of the U.S. and their allies in Iraq (2003) and its consequences for the regional security. The Iranian factor.
7.	The Problem of Security in the Region of Maghreb	The Western Sahara conflict and its impact on the international relations. Maghreb states' relations with the West in the military and political sphere. The "Islamic factor".
8.	The Problem of Terrorism and Islamic Fundamentalism	The emergence of radical movements in Islam. The historical roots of political, economic and cultural opposition of Islamic and Christian worlds. Radicalization of some Islamic movements in the 21st century. The position of "traditional" Islam and radical groups in the "Arab Spring". The problem of financing international Islamic terrorist groups.
9.	Food Security and Food Sovereignty in the Middle East	Lack of adequate food self-sufficiency, and as a result dependence on the import of food items and changes in food prices. Developing food security strategies (attempts to address market instability and inflation, investment in domestic agricultural programs using innovative technologies, and potentially controversial initiatives to develop overseas agricultural investments).

5.2. Разделы дисциплин и виды занятий

No	The name of the section discipline	Lectures	Practical lessons	Lab.	Semin.	Ind.	Sum
1.	Security factor in International Relations and World Politics	2	-	-	2	4	8
2.	Security Problem in the Middle East	2	-	-	2	4	8
3.	Military and Political Realities in the Modern Middle East	2	-	-	2	4	8
4.	Conflicts and Crises in the Middle East and North Africa and their Impact on the Regional Security	2	-	-	2	4	8
5.	The Problem of Security in the Persian Gulf	2	-	-	2	4	8
6.	The Problem of Security in the Region of Maghreb	2	-	-	2	4	8
7.	The Problem of Terrorism and Islamic Fundamentalism	2	-	-	2	4	8
8.	Food Security and Food Sovereignty in the Middle East	2	-	-	2	4	8
9.	External Factor and Security in the Middle East	2	-	-	2	4	8

6. Лабораторный практикум (при наличии)

-

7. Практические занятия (семинары) (при наличии)

1. The security factor in international relations and world politics
2. Security concerns in the Middle East
3. Military-political realities in the modern Middle East

4. Conflicts and crises in the Middle East and North Africa and their impact on regional security
5. The problem of security in the Persian Gulf
6. The security problem in the Maghreb region
7. The problem of terrorism and Islamist fundamentalism
8. Food Security and Food Sovereignty in the Middle East
9. External Factor and Security in the Middle East

8. Материально-техническое обеспечение дисциплины:

- wall maps (physical, political, etc.)
- flash card
- media projector
- screen
- plasma panel (from 50 inches)
- board

9. Информационное обеспечение дисциплины

- a) software: MS Word, Power Point, Windows Media Player
- b) databases, information and reference and search engines: RUDN University Library

10. Учебно-методическое обеспечение дисциплины:

a) main readings:

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.

b) additional readings:

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: Schocken 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?id=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?id=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?id=429>
9. Askari H. Conflicts in the Persian Gulf: Origins and Evolution. Palgrave Macmillan, 2013. URL: <http://esystem.pfur.ru/mod/data/view.php?id=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?id=431&rid=699>

11. Методические указания для обучающихся по освоению дисциплины (модуля)

Preparation and active seminar work.

The ability to lead a discussion is evaluated on the following criteria:

- The degree of correctness with respect to the opponent, respect of scientific ethics;
- The ability to clearly and successfully express thoughts in writing and by oral response;
- Justified representation of the proper position, the ability to analyze, compare, generalize, make own conclusions;
- Creativity, originality of thought;
- Material ownership level, the volume and depth of knowledge of the problems that go beyond their own research concerning patterns of world history, the characteristics of the evolution of the modern system of international relations, topical issues of world politics.

Independent work of students

One of the urgent problems of modern methods of teaching undergraduate and graduate students

- the orientation of the entire educational process on an active independent work of students, creation of conditions for their self-expression and self-development.

The purpose of individual work is to develop the capacity for self-training and raising the professional level of a graduate student.

With the development of the discipline used combinations of various types of educational work with the methods and forms of activation of digital activity of graduate students to achieve the learning outcomes and form respective competences. It is assumed independent study of graduate students theoretical material discipline using Internet resources, information databases, teaching materials, special educational and scientific literature. Independent work of a graduate student, aimed at deepening and reinforcement of knowledge and the development of practical skills, suggests:

- Post-graduate work with historical and historiographical material, search and analysis of literature and electronic sources of information on a given issue;
- Homework, involving materials of thematic information resources;
- The study made by an independent elaboration;
- Study of theoretical material to prepare for the competition.

Basic requirements for creative work or an abstract:

Contemporary theme, its scientific novelty, consistency, coherence and consistency of presentation, scientific style and language, self-study material (validation of the electronic version of the work in the system "Anti-plagiarism").

Abstract structure:

- Theme of the essay and its choice. The subject should be properly formulated, it is necessary to determine the chronological framework of the study, which should not be too wide or too narrow in the abstract title. It should, if possible, refrain from using the title in controversial from a scientific point of view, the terms of value judgment.
- Table of Contents. Immediately after the title page table of contents should proceed. The abstract shall consist of four parts: introduction, main body (it can consist of several chapters), conclusions, list of sources and literature.
- Essential requirements for the introduction. The introduction should include a brief justification for the relevance of the essay topics that can be related to the underdevelopment of the question in science, as well as numerous discussions and debates on the issues under consideration. In this part of the work must include an assessment of the degree of scrutiny and the problems of development are highlighted object and subject of research, set goals and objectives that characterize the state of the sources and historiographical research base. The volume of administration is typically 2-3 pages of text.
- Requirements for the main body of the essay. The main part of the essay contains material disclosing the subject of the study. It is necessary to pay attention to the validity of the

distribution of the material into chapters and paragraphs, the ability to formulate their names, by observing the logic of the material. The author should reflect his own opinion on the issues studied and formulate their own conclusions,

- Requirements for the conclusion. Conclusion – part of the work, where general conclusions are formed, attention is drawn to the fulfillment of the introduction goals and objectives, here it is appropriate to give a forecast for the studied problem. Total volume for the conclusion - 2-3 pages.

- The main requirements to the list of sources and literature. It is advised to divide it into 2 parts: the sources and literature. The list is built in alphabetical order, are separate publications in foreign languages. You must specify the place of publication, publisher name, year of publication, number of pages.

The abstract should contain a sufficient number of footnotes. The text of the abstract should be typed font Times New Roman, 14, single or one and a half line spacing. A4 page settings should be standard. The total volume of the abstract shall not be less than 20 or more than 30 pages.

Academic honesty

Plagiarism and copy right violation are not permitted. It is necessary to provide all references for all quotations used in the course paper and presentation. This also includes all internet sources which should be cited.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

Паспорт фонда оценочных средств по дисциплине

Код контролируемой компетенции или ее части	Контролируемый раздел дисциплины	Контролируемая тема дисциплины	ФОСы (формы контроля уровня усвоения ООП)									Unit scores	Section score		
			Аудиторная работа				Самостоятельная работа				Attestation 1			Final attestation	
			Colloquiums	Class work	Discussion	Polls	Analytical Paper	Homeworks	Abstract	Presentation					
UC-1, UC-7, GPS-10, PC-1		Unit 1. Security factor in International Relations and World Politics		2							20		22	100	
UC-1, UC-7, GPS-10, PC-1		Unit 2. 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.				2							2		
UC-1, UC-7, GPS-10, PC-1		Unit 3. Security Problem in the Middle East						2							2
UC-1, UC-7, GPS-10, PC-1		Unit 4. Military and Political Realities in the Modern Middle East			2										2
UC-1, UC-7, GPS-10, PC-1		Unit 5. Conflicts and Crises in the Middle East and North Africa and their Impact on the Regional Security					18								18
UC-1, UC-7, GPS-10, PC-1		Unit 6. The Problem of Security in the Persian Gulf								10					10

UC-1, UC-7, GPS-10, PC-1		Unit 7. The Problem of Security in the Region of Maghreb							10				10	
UC-1, UC-7, GPS-10, PC-1		Unit 8. The Problem of Terrorism and Islamic Fundamentalism	2										2	
UC-1, UC-7, GPS-10, PC-1		Unit 9. Food Security and Food Sovereignty in the Middle East				2							2	
	Итого		2	2	2	4	18	2	10	10	20	30	100	100

ИТОГОВАЯ АТТЕСТАЦИЯ

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?

Marks criteria:

Scores	Russian marks	ECTS
27 – 30	5	A
23 – 26		B
14 – 22	4	C
10 – 13	3	D
6 – 9		E
3 – 5	2	FX
0 – 2		F

Explanation of ratings

- A Outstanding answer
- B Very good answer
- C Good answer
- D Satisfactory enough answer
- E Meets the minimum requirements of a satisfactory answer
- FX A grade of 2+ (FX) means that a student can only get points to the minimum satisfactory answer.
- F Unsatisfactory answer (or a repetition of the course in the prescribed manner, or a reason for deduction)

ВОПРОСЫ ДЛЯ КОЛЛОКВИУМОВ, СОБЕСЕДОВАНИЯ

1. The security factor in international relations and world politics
2. Security concerns in the Middle East
3. Military-political realities in the modern Middle East
4. Conflicts and crises in the Middle East and North Africa and their impact on regional security
5. The problem of security in the Persian Gulf
6. The security problem in the Maghreb region
7. The problem of terrorism and Islamist fundamentalism
8. Food Security and Food Sovereignty in the Middle East
9. External Factor and Security in the Middle East

Marks criteria:

- "5" Excellent answer
- "4" Good answer
- "3" Satisfactory
- "2" Incomplete answer
- "1" Supplement

ПЕРЕЧЕНЬ ДИСКУССИОННЫХ ТЕМ ДЛЯ ДИСКУССИЙ

1. The security factor in international relations and world politics
2. Security concerns in the Middle East
3. Military-political realities in the modern Middle East
4. Conflicts and crises in the Middle East and North Africa and their impact on regional security
5. The problem of security in the Persian Gulf
6. The security problem in the Maghreb region
7. The problem of terrorism and Islamist fundamentalism
8. Food Security and Food Sovereignty in the Middle East
9. External Factor and Security in the Middle East

Marks criteria:

- "5" Excellent answer
- "4" Good answer
- "3" Satisfactory
- "2" Incomplete answer
- "1" Supplement

ТЕМЫ АНАЛИТИЧЕСКИХ ЗАПИСОК

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?

Marks criteria:

Scores	Russian marks	ECTS
19 – 20	5	A
16 – 18		B
13 – 15	4	C
10 – 12	3	D
6 – 9		E
3 – 5	2	FX
0 – 2		F

Explanation of ratings

- A Outstanding work, performed in full compliance with the requirements put forward to the analytical note. A wide range of sources and literature, including in foreign languages, was used to prepare the work. All page footnotes are placed. The originality of the text – from 100 to 85%.
- B Very good work. For the preparation of the work used sources and literature, including in foreign languages. All page footnotes are placed. The originality of the text – from 85 to 75%.
- C Good job. For the preparation of the work used sources and literature, but mainly in Russian. All page footnotes are placed. The originality of the text – from 75 to 65%.

- D Satisfactory enough work. For the preparation of the work used sources and literature, but mainly in Russian. Not all page footnotes or footnotes are placed incorrectly. The originality of the text – from 65 to 55%.
- E Meets the minimum requirements for analytical notes. For preparation of the work, sources are not used, literature is mainly in Russian and / or outdated. Not all page footnotes or footnotes are placed incorrectly. The originality of the text – less than 55%.
- FX Work does not meet the minimum requirements. The originality of the text - from 50 to 20%. The student can only get points to the minimum satisfactory answer.
- F Unsatisfactory work. The originality of the text – less than 20%.

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Факультет гуманитарных и социальных наук

Рекомендовано МССН

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины:

Негосударственные участники мировой политики

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

Направленность программы (профиль)

Global Security and Development Cooperation

1. Цели и задачи дисциплины:

Представленная дисциплина призвана дать целостное представление о негосударственных участниках, их роли в развитии мировой политики и международных отношений, а также охарактеризовать современные теоретические концепции и подходы, ключевые проблемы, существующие в международных отношениях и мировой политике, связанные с взаимодействием участников на мировой арене. Данная дисциплина направлена на формирование навыков аналитической работы в сфере международных отношений и критического анализе при изучении теоретических школ и подходов, существующих в современных международных отношениях.

2. Место дисциплины в структуре ОП ВО:

Дисциплина Негосударственные участники международных отношений относится к вариативной компоненте Блока 1 «Дисциплины (модули)» учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины Негосударственные участники международных отношений в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Универсальные компетенции			
1	УК-1	Анализ международных ситуаций	Проблема международного терроризма
2	УК-5	Анализ международных ситуаций	Проблема международного терроризма
3	УК-6	Анализ международных ситуаций	Проблема международного терроризма
Общепрофессиональные компетенции			
1	ОПК-1	Проблема идентичности в мировых политических процессах	Проблема международного терроризма
2	ОПК-6	Современная внешнеполитическая стратегия России и международные конфликты	Современные теории международных отношений и мировой политики
3	ОПК-7	Анализ международных ситуаций	Современные теории международных отношений и мировой политики

3. Требования к результатам освоения дисциплины:

Процесс изучения дисциплины направлен на формирование следующих компетенций:

УК-1: способность осуществлять поиск, критический анализ проблемных ситуаций на основе системного подхода, выработать стратегию действий;

УК-5: способность анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия;

УК-6: способность определить и реализовать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки;

ОПК-1: способность выстраивать профессиональную коммуникацию на государственном языке Российской Федерации и иностранном(ых) языке(ах) по профилю деятельности в мультикультурной среде на основе применения различных коммуникативных технологий с учетом специфики деловой и духовной культуры России и зарубежных стран;

ОПК-6: способность разрабатывать и реализовывать организационно-управленческие решения по профилю деятельности;

ОПК-7: способность самостоятельно выстраивать стратегии представления результатов своей профессиональной деятельности, в том числе в публичном формате, на основе подбора соответствующих информационно-коммуникативных технологий и каналов распространения информации.

В результате изучения дисциплины студент должен:

Знать:

- Основные понятия, характеризующие участников международных отношений;
- Главные классификации участников международных отношений;
- Происхождение, сущность и основные формы государства;
- Формы и методы взаимодействия негосударственных участников друг с другом и с государством;
- Подходы к пониманию глобального управления;
- Международно-правовую основу регулирования деятельности негосударственных участников.

Уметь:

- Применяя изученные подходы, понимать современные политические теории и проблемы;
- Классифицировать основных участников международных отношений;
- Обосновывать роль и место негосударственного актора международных отношений в международно-политических процессах;
- Прогнозировать будущие модели мирового порядка, основываясь на современных тенденциях на мировой арене;
- Выделять проблемы координации деятельности государственных и негосударственных участников.

Владеть:

- Основами и базовыми навыками прикладного анализа деятельности международных организаций и объединений;
- Навыками слежения за динамикой основных характеристик среды международной безопасности;
- Навыками анализа участия негосударственных акторов в международных и региональных процессах;
- Навыками применения изученных подходов к анализу международных ситуаций;
- Основами применения компьютерной техники и информационных технологий в учебном процессе.

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет 2 зачетных единицы

Вид учебной работы	Всего часов	Семестры (модули)			
				3	
Аудиторные занятия (всего)					
В том числе:					

Лекции	18			2	
Практические занятия					
Семинары	18			2	
Лабораторные работы					
Самостоятельная работа (всего)	70				
Общая трудоемкость	3 з.е.				
	108 ак.час.				

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (темы)
1.	Основные понятия, характеризующие участников международных отношений.	Процесс взаимодействия участников международных отношений и их характер. Основные типы участников (государственные и негосударственные) и их роль на мировой арене.
2.	Сущность и роль государства как участника международных отношений.	Происхождение, функции, исторические формы государства. Надгосударственные институты и типологии МПО.
3.	Негосударственные участники международных отношений.	Типология межправительственных организаций (МПО), неправительственных организаций (НПО), транснациональных корпораций (ТНК)).
4.	Радикальные движения и их роль на мировой арене.	Изучение деятельности движения глобалистов и антиглобалистов, организаций радикального характера. Национально-освободительные движения и проблемы сепаратизма в современном мире.
5.	Взаимодействие негосударственных акторов на мировой арене.	Изучение форм и методов взаимодействия негосударственных акторов на мировой арене. Проблема координации деятельности государственных и негосударственных участников. Формирование “мульти-направленной” дипломатии. Политико-правовое регулирование. Международные режимы.
6.	Глобальное управление.	Подходы к пониманию глобального управления. Перераспределение управленческих функций от государства к другим акторам в XX в. Глобальное управление или глобальное сотрудничество? Проблемы и перспективы глобального управления. Россия в глобальном управлении.
7.	Проблема «международного сообщества» как единого социума.	Понятие «международный порядок» и проблема порядка в сфере международных отношений. Стремление к регулированию международных отношений как естественная потребность человечества. Исторические типы международного порядка. Послевоенный международный порядок, его горизонтальное и

		вертикальное измерения. Национально-региональные взгляды на мировой порядок. Мировой порядок в эпоху глобализации.
8.	Проблема «устойчиво-безопасного развития».	Глобальные проблемы современности и управляемость процессами развития. Футурологические модели: алармистские, «пессимистические» и «оптимистические». Раскол мира по линии Север – Юг. Державная конструкция миропорядка. «Кодекс поведения» стран и народов: уменьшение разрыва в уровне социального-экономического развития; реализация права на развитие с учетом интересов будущих поколений; охрана окружающей среды как важнейший компонент процесса развития; право людей на здоровую и плодотворную жизнь в гармонии с природой как исходный момент устойчиво- безопасного развития человечества. Международные политико-правовые нормы концепции устойчивого развития.
9.	Возможные модели будущего мирового порядка.	Тенденции становления нового мирового порядка. Совершенствование деятельности ООН. Основные программы ООН. Концепция глобального развития. Международные года, посвященные важным социальным проблемам, и практика их проведения. Кризис ООН и пути его преодоления на современном этапе, модели реформирования ООН.

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекции	Практические занятия	Лабораторные занятия	Семинары	Самостоятельная работа студента	Всего часов
1.	Основные понятия, характеризующие участников международных отношений.						
2.	Сущность и роль государства как участника международных отношений.						
3.	Негосударственные участники международных отношений.						
4.	Радикальные движения и их роль на мировой арене.						
5.	Взаимодействие негосударственных акторов на мировой арене.						
6.	Глобальное управление.						

7.	Проблема «международного сообщества» как единого социума.						
8.	Проблема «устойчиво-безопасного развития».						
9.	Возможные модели будущего мирового порядка.						

6. Лабораторный практикум: не предусмотрен

7. Практические занятия (семинары)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	1	Основные понятия, характеризующие участников международных отношений.	
2.	2	Сущность и роль государства как участника международных отношений.	
3.	3	Негосударственные участники международных отношений.	
4.	4	Радикальные движения и их роль на мировой арене.	
5.	5	Взаимодействие негосударственных акторов на мировой арене.	
6.	6	Глобальное управление.	
7.	7	Проблема «международного сообщества» как единого социума.	
8.	8	Проблема «устойчиво-безопасного развития».	
9.	9	Возможные модели будущего мирового порядка.	

8. Материально-техническое обеспечение дисциплины: компьютер, проектор, разработано мультимедийное сопровождение дисциплины.

9. Информационное обеспечение дисциплины

а) программное обеспечение

- MS Windows 10

10. Учебно-методическое обеспечение дисциплины:

а) основная литература

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б) дополнительная литература

- Бернар Жакье. Международные отношения. Т.1. Субъекты международной системы. Н. Новгород, 1997
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- Косолапов Н.А. Явление международных отношений: современное состояние объекта исследования // Мировая экономика и международные отношения. 1998. № 5
- Костин А. И. Планетарная парадигма политики в век глобализации // Вестник московского университета. Серия 12 Политические науки. 2001 № 5.
- Лебедева М.М. Мировая политика: проблемы и тенденции развития // Мировая политика и международные отношения на пороге третьего тысячелетия. М., 2000. С. 10 – 28.
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11. Методические указания для обучающихся по освоению дисциплины (модуля)

При работе с литературой необходимо ориентировать студентов на изучение как официальных документов ООН и других международных организаций, так и программ неправительственных организаций и транснациональных корпораций и банков. Кроме того, соответствующих учебников, учебных пособий, монографий и коллективных трудов.

Междисциплинарный подход к изучению проблематики негосударственных акторов потребует от студентов наличия или восстановления знаний по отдельным разделам ряда учебных дисциплин (истории, экономики, политологии, социологии, правоведения).

Письменные аттестации проводятся в форме ответов на два вопроса, поставленных преподавателем, или в форме теста (по усмотрению преподавателя). Вопросы для повторения объявляются преподавателем не менее, чем за две недели до намеченной даты аттестации, и включают итоги выполнения студентами заданий для самостоятельной работы. **Аналитическая записка** пишется студентом вне аудитории и предполагает самостоятельный творческий ответ (объем до 7 стр., 12 шрифт Times New Roman, полуторный интервал, параметры страницы: слева – 3 см., справа – 1,5 см., сверху и снизу – 2 см) на один из вопросов о роли негосударственных акторов в современных политических процессах, представляющий, по мнению студента, интерес для него, аудитории и преподавателя. Тема должна содержать в себе проблему и охватывать небольшой временной отрезок. Ответ должен представлять собой анализ проблемы. Творческая работа не должна быть реферативного, описательного характера, большое место в ней должно быть уделено аргументированному представлению своей точки зрения студентами, критической оценке рассматриваемого материала и проблематики, что должно выявить их аналитические способности. Те же требования предъявляются и к устным ответам на практическом занятии (семинаре). Все имеющиеся в творческой работе (эссе) сноски тщательно выверяются и оформляются в соответствии с требованиями ГОСТ. Недопустимо включать в свою работу выдержки из работ других авторов без указания на это, пересказывать чужую работу близко к тексту без отсылки к ней и использовать чужие идеи без указания первоисточника. При указании Интернет- источников необходимо тщательно сверять полный адрес сайта. Все случаи плагиата должны быть исключены. В конце работы дается исчерпывающий список всех использованных источников и научной литературы. **Устный ответ** должен являться анализом проблематизации и концептуализации определенной, достаточно узкой и конкретной темы, связанной с той или иной категорией дисциплины. **Конспекты** для отечественных студентов пишутся по двум монографиям, для иностранных студентов – по одной. Конспекты пишутся от руки (объем каждого конспекта составляет 12 листовую тетрадь).

Академическая этика: уважительное отношение к работам предшественников и мнениям сокурсников, аргументированность суждений, толерантность в групповой работе, тщательное и по существу выполнение заданий преподавателя.

12. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

От студентов требуется посещение лекций и семинарских занятий, подготовка к семинарским занятиям и активное участие в них, успешное прохождение аттестационного контроля, выполнение в срок творческих эссе и конспектов монографий, а также других заданий преподавателя. Особо ценится активная работа в аудитории (умение вести дискуссию, творческий подход к анализу текстов, способность четко и емко формулировать свои мысли), а также качество подготовки самостоятельных творческих работ.

Шкала оценок для каждой дисциплины в единой форме:

Баллы БРС	Традиционные оценки РФ	Оценки ECTS
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX
0-30		F
51 - 100	Зачет	Passed

Пояснение оценок

A Выдающийся ответ

B Очень хороший ответ

C Хороший ответ

D Достаточно удовлетворительный ответ

E Отвечает минимальным требованиям удовлетворительного ответа

FX Оценка 2+ (FX) означает, что студент может добрать баллы только до минимального удовлетворительного ответа

F Неудовлетворительный ответ (либо повтор курса в установленном порядке, либо основание для отчисления)

Балльно-рейтинговая структура оценки:

Рубежная аттестация – 20 баллов

Итоговая аттестация – 30 баллов

Активная работа на лекциях и семинарских занятиях (ОПК-1, ОПК-7) – 15 баллов

Подготовка конспектов монографий (ОПК-6) – 11 баллов

Аналитическая записка (УК-1, УК-5, УК-6) – 24 балла

Всего: 100 баллов

Перечень вопросов итоговой аттестации:

1. Что такое неправительственная организация?
2. Международный благотворительный некоммерческий подсектор
3. Что такое транснациональные НПО?
4. Программа исследования НПО
5. НПО, гражданское общество и подотчетность
6. МНПО и мировая культура
7. Транснационализм и негосударственные акторы
8. Транснациональные отношения и мировая политика
9. Транснационализм
10. Кампании и глобальное управление
11. Формулирование проблем и использование возможностей
12. Романтика негосударственных акторов?
13. Права человека/внутренние изменения
14. Транснациональные сети адвокации
15. Социализация норм в области прав человека
16. Транснациональные сети по правам человека
17. Транснациональные и внутригосударственные отношения
18. Транснациональные корпорации
19. Транснациональные корпоративные связи
20. Транснациональные корпоративные сети
21. Букварь по ТНК
22. Насильственные негосударственные акторы
23. Транснациональный терроризм
24. Терроризм смертников

25. Дизайн, выводы
26. Гуманитарная помощь
27. Гуманитарная деятельность под ударом
28. Политизированный гуманизм
29. Схватка НПО
30. Международные и региональные организации
31. Ложное обещание международных институтов". Международная безопасность
32. Транснациональные общественные движения

Тренировочные задания:

1. Как называется группа людей, которые признают друг за другом общую идентичность с упором на родину?
 - a. Государство
 - b. Страна
 - c. Гражданское общество
 - d. Нация
2. Amnesty International является примером какого вида транснациональных субъектов?
 - a. Транснациональная компания (ТНК)
 - b. Международная неправительственная организация (МНПО)
 - c. Межправительственная организация (МПО)
 - d. Неправительственная организация (НПО)
3. Какой термин описывает совокупность политических вопросов, которые должны решаться вместе, поскольку они связаны политическими процессами в международной организации?
 - a. Проблема
 - b. Политическая сфера
 - c. Повестка дня
 - d. Организационная процедура
4. К какой сфере политики ортодоксальный взгляд на международные отношения относит НПО, МНПО, ТНК и других негосударственных акторов?
 - a. Высокая политика
 - b. Низкая политика
 - c. Международная политика
 - d. Глобальная политика
4. Какой термин используется для обозначения любого субъекта, который не является правительством
 - a. международный актер
 - b. негосударственный актер

- c. надгосударственный актер
- d. глобальный актер

5. Киотский протокол был разработан в

- a) 2005 году в Ботсване
- b) 1997 году в Японии
- в) 1992 году в Бразилии
- d) 1997 году в Швеции

6. Саммит Земли в Рио-де-Жанейро (1992) привел к созданию какой программы/конвенции?

- a) Принцип 21
- b) Программа ООН по окружающей среде (ЮНЕП)
- с) Рамочной конвенции об изменении климата (РККК)
- d) Повестка дня на 21 век

7. Какая организация содействует развитию стран со средним и низким уровнем дохода с помощью проектных займов, программ структурной перестройки и различных консультационных услуг?

- a) Банк Грамин
- b) Банк Грамши
- в) Группа Всемирного банка
- d) Глобальная банковская группа

8. Термин "Аль-Каида" означает

- a) Основа
- b) Избранные
- с) Защита
- d) Верующий

Программа составлена в соответствии с требованиями ОС ВО РУДН.

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Факультет гуманитарных и социальных наук

Рекомендовано МССН/МО

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины Современные теории международных отношений и мировой политики

Рекомендуется для направления подготовки/специальности

41.04.05 Международные отношения

Направленность программы (профиль) «Мировая политика: концептуальные основы и межкультурное взаимодействие»

1. Цели и задачи дисциплины:

Задачи курса.

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.

The course pursues the following objectives:

1. To introduce the theoretical approaches to international relations and significant debates across theoretical paradigms
2. To orient students to understand the key theoretical and methodological distinctions that inform research into international relations
3. To demonstrate how theory provides a road map and methods which help to examine international events and processes
4. To explore the potential and limits of theoretical studies in IR
5. To offer students the opportunity to develop their own positions on different theoretical schools and key disciplinary issues
6. To give the students a concise picture of the Russian theory of international relations

2. Место дисциплины в структуре ОП ВО:

Дисциплина *Современные теории международных отношений и мировой политики* относится к *вариативной* части блока I учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Предшествующие и последующие дисциплины, направленные на формирование компетенций

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
	ОК-6		

3. Требования к результатам освоения дисциплины:

Процесс изучения дисциплины направлен на формирование следующих компетенций: **общекультурными компетенциями (ОК-6):**

4. Объем дисциплины и виды учебной работы

The total workload of the discipline is 3 ECTS credits.

Вид учебной работы	Всего часов	Семестры			
		2			
Аудиторные занятия (всего)					
В том числе:	-	-	-	-	-

Лекции					
Практические занятия (ПЗ)					
Семинары (С)	34	34			
Лабораторные работы (ЛР)					
Самостоятельная работа (всего)	74	74			
Общая трудоемкость	час	108	108		
	зач. ед.	3	3		

5. Содержание дисциплины

5.1. Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (темы)
1.	Introduction to IR theory as a field	The introductory session will provide an overview over the field of IR theory and basic theories. The session begins with a discussion of what it is we are trying to accomplish in this field and of how best we can get there. Theories will be analysed as tools for understanding reality. The focus mainly will be done on traditional theories, which present a familiar picture of international politics as dominated by states and perhaps a few other non-governmental actors, and in which national interests have been the driving force. Recent theoretical developments challenge the basis on which traditional theories have been constructed and seek to reconstruct IR in a different way. This raises a question about what theories are for. The session also introduces the notion of 'paradigm'. It explores if we can know the world without one and considers the nature and purpose of theory in the study of IR. The lecture will also introduce the relationship between theory and practice. The introductory lecture will explain how the course is organized, with particular reference to the reading list. Students will be offered a choice of topics for their respective seminar presentations.
2.	Classical realism, neorealism, neo-classical realism in IR	Realism is the foundational approach of IR – heavily criticized, yet it continues to prove its durability. This session's goal is to understand the key assumptions of realism, with special attention given to founding theorists. The main focus is on the evolution of realism and its impact on current international politics. Most of the discussion will focus on the issues of security, balance of power, anarchy and polarity. We will also make an assessment of strengths and weaknesses. The theoretical roots of realism can be found in texts by Thucydides, Machiavelli, Hobbes, Rousseau and many others, but as a fully-fledged theory of IR it is a XX century product. In the 1930s and 1940s, political realism took the form of a critique of idealism/utopianism, claiming to speak the truth about the grim realities of power politics in a dangerous world. Realism came to be a dominant approach to world politics among both scholars and policymakers. The American "classical realists", R. Neibuhr, G.F. Kennan and especially H.J.Morgenthau are central to this process, arguing that war is ultimately rooted in human nature. In the 1970s, neo- or structural realism, has generally replaced classical Realism. Structural realism divides into a number of different

		<p>subgroups: ‘offensive realism’, ‘defensive realism’ and ‘neo-classical realism’. It adopted more ‘scientific’ methods, giving more space to economics, and deriving the nature of international politics from the structure of the system rather than from human nature. Despite a host of critiques from a variety of angles, Neorealism became extremely influential in the discipline of IR. J. Mearsheimer is one of the strongest contemporary proponents of what he terms ‘offensive realism’, claiming that great powers think and sometimes act aggressively and that all states seek to maximize power as the best path to peace. Neoclassical realists jettison some of Waltz’s assumptions about power of structure and the unimportance of domestic politics and call for a return to realism’s classical roots. R. Schweller: ‘neoclassical realism’ – not all states have similar interests – can be ‘status quo’ states or revisionist states. F. Zakaris: not all states are like ‘units’ – some are better in translating national power in state power.</p>
3.	Realism: power and structure	<p>Is there a classical realist tradition? What place does human nature have in realism? What is meant by anarchy? What is the balance of power? Why is it so important to realists? Are there important differences between the versions of realism offered by Carr, Morgenthau and Waltz? In what ways does neorealism represent an advance on classical realism? Which is more convincing and why? What are the commonalities and differences between Realism and Neorealism? Is the latter an advance on the former? What kind of international politics does neorealism imply? According to Mearsheimer, what are the tenets of defensive realism? Why is the security dilemma a foundational concept in the making of defensive realism? What are the tents of offensive realism? Which does Mearsheimer think more appropriately characterizes IR? What are the characteristics of the international system, and to what extent do systemic factors determine state behavior? Given these factors, under what conditions is international stability likeliest?</p>
4.	Liberalism (idealism), neoliberalism, neo-classical liberalism in IR	<p>Liberalism is the main competitor to realism in IR. The focus of this session is on the analysis of the core assumptions of liberal international thought and the evolution of liberal theories of IR. The session addresses issues of cooperation and integration in world politics, in particular, the role of regimes in issue areas in which actors’ expectations converge and sets of shared principles. Norms, rules and procedures gain importance in world politics in guiding state behaviour. The objective of this session is to explore the role that Liberalism plays – in conjunction with other theories – in defining IR. Classical Liberalism rests on a variety of sources, J. Lock, I. Kant, A. Smith, J. Bentham and J. S. Mill, being particularly important. Liberals believed that traditional power politics were largely responsible for the war. After World War I idealists such as Woodrow Wilson attempted to prevent realist principles and practices from leading to a second world war. They prompted international cooperation through</p>

		international organizations like the League of Nations, through trade and economic interaction, as well as the spread of democracy. International behaviour is linked to regime-type, liberal democracies are taken to be less warlike, although ‘democratic peace theory’ suggests that liberal regimes are only peaceful in their dealings with each other. While the outbreak of World War II discredited the liberal approach for some time, it became more prominent again in the 1970s under a variety of concepts: interdependence, transnationalism, pluralism, regime theory. In the 20th century liberalism has been largely associated with the promotion of international institutions as a means of efficient governance beyond the state. Some ideas of Liberalism resurfaced in the work of pluralists such as R. Keohane and J. Nye, who developed ideas of ‘complex interdependence’. These ideas crystallised into Neoliberalism. The liberal optimism of the 1990s – triumphantly proclaiming the end of history – has given way again to more pessimistic reflections on the clash of civilizations, a global war on terror and the like.
5.	Liberal theories of integration, collective security and regimes	What are the main ideas of liberal IR theory? Is it fair to label liberalism as part of idealism, if idealism is to mean utopianism? What is collective security? How is it different from the balance of power? Do international institutions and regimes matter independently of great power interests or are they simply side effects of those interests? Why do liberals think that international institutions can increase the likelihood of states cooperating with each other? What features of the international system would demonstrate complex interdependence? What is the democratic peace, and what evidence exists to support it? How convincing is democratic peace theory?
6.	The first debate: realism vs. idealism. The classical origins of the debate. The neo-neo debate or synthesis: yesterday and today	The session discusses Realism and Liberalism in comparative way. 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.
7.	Marxism and critical theory. Marxism after Marx: dependency theory	Although classical Marxism is largely silent about international relations, later Marxists have made important theoretical contributions about hegemony and imperialism.

	and world-system theory	<p>Marxism has offered a powerful critique of Western international relations theory that is still worth investigating. This session examines the contribution of critical international theory, its contemporary relevance and the veracity of the critiques rendered against it. Critical theorists draw on a long line of scholarship that extends from Marx and Gramsci via the Frankfurt School to modern day theorists such as Immanuel Wallerstein, Robert Cox and Justine Rosenberg. For ‘critical’ scholars, world politics is marked by historically continued inequalities between core and periphery, north and south, developed and underdeveloped. To that end, liberal and realist approaches are seen as ideologies of inequality. Marxist theories of IR pay particular attention to the role of production and the consent inequalities in the construction of the international order. Gramscian approaches, in addition, explore the cultural underpinnings of contemporary hegemony. Marxist theorists examine the social relations that underpin geopolitical systems. Such a commitment leads to debates about the hierarchical nature of international affairs. It also leads to attempts to construct a ‘social theory’ of ‘the international’. Many argue that the phenomenon of Globalisation and the expansion of capitalist forms of economy that have come with it demand a more specifically Marxist approach to IR.</p> <p>World System Analysis and its critics'</p>
8.	Constructivism: culture, norms, and identity	<p>The domination of the discipline of IR by liberalism and realism has been berated and challenged by a number of competing paradigms. In the 1990’s, a new school of scholarship, often labelled constructivism, gained strength as an alternative to traditional approaches. Constructivism is a new attack on realism as well as on rationalism. The meaning and nature of constructivism are contested. Constructivism stresses that the reality of international politics is not given, but rather a construction of the social processes of international relations. Constructivists place a much stronger focus on the concept of intersubjectivity, identity formation, and the development of norms of interaction in their explanations for international outcomes. A. Wendt proposes that states construct their identities, and hence interests, through a process of mutual interaction. The main focus during this session will be done on the role of culture, norms, social factors and institutions in conditioning the agency of states and other actors, autonomous from and often prior to power. The objective of this session is to explore the constructivist ‘turn’ in IR theory. What triggered this development, what was the rationale behind it and the impact it had on the discipline of IR more generally? What is the significance of the claim that ‘anarchy is what states make of it’? What is identity? What is a norm? How does it affect how actors behave in international relations? What explains actor behavior? Why do self-interested actors so often follow ‘norms’ that contradict their material interests? Is there a limit to what we can say is ‘socially constructed’ in international</p>

		relations?
9.	Is inter-paradigmatic dialogue possible in IR?	We will draw together the different theoretical approaches and discuss to what extent they can accurately explain and predict core issues in international relations. We will also analyze an inter-paradigmatic debate that is still vigorously held among IR scholars today. In addition, we will consider the relevance of IR both in academic and policy-oriented terms. How can we best conceive of the relationship between various IR theories: cumulation, synthesis, bridge building, eclecticism, dialogue, debate, specialization? What are the major gaps in international relations theory? What criteria would you use to make that determination? Please discuss with reference to three specific examples of 'theory' and 'applications' in international relations.

5.2. Разделы дисциплин и виды занятий

№ п/п	Наименование раздела дисциплины	Лекц.	Практ. зан.	Лаб. зан.	Семина.	СРС	Всего час.
1.	Introduction to IR theory as a field				3	7	10
2.	Classical realism, neorealism, neo-classical realism in IR				4	8	12
3.	Realism: power and structure				3	7	10
4.	Liberalism (idealism), neoliberalism, neo-classical liberalism in IR				4	8	12
5.	Liberal theories of integration, collective security and regimes				4	8	12
6.	The first debate: realism vs. idealism. The classical origins of the debate. The neo-neo debate or synthesis: yesterday and today				4	8	12
7.	Marxism and critical theory. Marxism after Marx: dependency theory and world-system theory отношений				3	7	10
8.	Constructivism: culture, norms, and identity				3	7	10
9.	Is inter-paradigmatic dialogue possible in IR?				3	7	10
10.	Final class				3	7	10

6. Лабораторный практикум (при наличии)

№ п/п	№ раздела дисциплины	Наименование лабораторных работ	Трудо-емкость (час.)

1.			
2.			
...			

7. Практические занятия (семинары) (при наличии)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	1.	What is international relations as a field? What is theory? What is international relations theory? What do we expect from theorizing international politics? What can theory perform and what not? What are the levels of analysis one needs to incorporate in good theory? What is the significance of different levels of analysis? At what level do the main forces of international relations operate? Why are they important? Can individuals, groups, or states change how states interact? Do individuals, groups, or states see the international system similarly or is it ambiguous?	3
2.	2.	Is Realism relevant or accurate? Is it logical? Assumptions useful, such as unitary-rational actors? What's the role of domestic politics? Why? Realism and morality?	4
3.	3.	Does Anarchy really make conflict inevitable? Is Realism a theory of war, peace, or both? Why do realist theorists doubt and even deny that progressive change is possible in international relations? Are they right or wrong? Do states act only out of self-interest? Does realism preclude cooperation between states (and other actors)?	3
4.	4.	What are the main ideas of liberal IR theory? Is it fair to label liberalism as part of idealism, if idealism is to mean utopianism? What is collective security? How is it different from the balance of power? Do international institutions and regimes matter independently of great power interests or are they simply side effects of those interests? Why do liberals think that international institutions can increase the likelihood of states cooperating with each other? What features of the international system would demonstrate complex interdependence? What is the democratic peace, and what evidence exists to support it? How convincing is democratic peace theory?	4
5.	5.	What are institutions, where do they come from, and what do they do? Would it be possible for international organizations (both IGOs and NGOs) to exercise independent influence in world politics? What are the defining elements of international regime? How do they differ from international organization? How do we know whether an international regime "works"? Discuss one example. The assumption that liberalism has indeed triumphed during the post 1945 period is vulnerable to the critique that the practices of trade, security, and development have never delivered on their promise. As a result, liberal international orders remain conveniently favorable to the most powerful states in the system. Do we have a basically liberal world	4

		today?	
6.	6.	Assuming you only had these two theoretical schools at your disposal to make sense of the world around you, which theory best describes contemporary international relations best today and why? Realism, Liberalism, or neither? Provide empirical evidence to justify your claims. Are Realist and Liberal explanations competing or complementary?	4
7.	7.	What is 'critical' about critical IR theory? Are Marxist theories too 'rigid' or 'prescriptive' in describing what happens in international politics? "The relevance of Marxism died with the end of the Cold War". Do you agree? Explain the contemporary resurgence of Marxism as a theory of IR since the end of the Cold War.	3
8.	8.	What is the significance of the claim that 'anarchy is what states make of it'? What is identity? What is a norm? How does it affect how actors behave in international relations? What explains actor behavior? Why do self-interested actors so often follow 'norms' that contradict their material interests? Is there a limit to what we can say is 'socially constructed' in international relations? Is there a single constructivist approach to the study of world politics? What is advantage of constructivist approach in comparison with other approaches to IR? How effectively can constructivism explain 'actual' international relations?	3
1.	9.	How can we best conceive of the relationship between various IR theories: cumulation, synthesis, bridge building, eclecticism, dialogue, debate, specialization? What are the major gaps in international relations theory? What criteria would you use to make that determination? Please discuss with reference to three specific examples of 'theory' and 'applications' in international relations	3
2.	10.	What are theories of IR good for? What are their purposes? What kind of analytical frameworks can we use to organize IR theories and how do they speak to one another? What great debates shape IR as a discipline? Why is theory relevant to how we "perceive" international relations?	3

8. Материально-техническое обеспечение дисциплины:

Собственная компьютерная сеть, персональные компьютеры с доступом в Интернет, видеопроектор, экран, плазменная панель (от 50 дюймов).

9. Информационное обеспечение дисциплины

- Фонд УНИБЦ (НБ) РУДН
- поисковые системы Яндекс, Google
- eLIBRARY.RU, CIAO net, POLPRED.COM

10. Учебно-методическое обеспечение дисциплины:

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

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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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11. Keohane R., *Power and Governance in a Partially Globalized World* – Routledge, 2004.
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
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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>
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<http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2486.2008.00823.x/pdf>
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11. Методические указания для обучающихся по освоению дисциплины (модуля)

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.

Grading:

Final grades will be assigned as follows:

- Written tests - 30 %.
- Presentations for seminars, seminar participation - 30 %.
- Final paper - 40 %.

Разработчик:

Кафедра ТИМО РУДН
Заведующий кафедрой ТИМО

Н.В. Ивкина
Д.А. Дегтерев

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКИЙ УНИВЕРСИТЕТ ДРУЖБЫ НАРОДОВ
(РУДН)**

Факультет гуманитарных и социальных наук

Кафедра теории и истории международных отношений

УТВЕРЖДЕН
на заседании кафедры
« ____ » _____ 2019 г., протокол № ____
Заведующий кафедрой
_____ Д.А. Дегтерев

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
СОВРЕМЕННЫЕ ТЕОРИИ МЕЖДУНАРОДНЫХ
ОТНОШЕНИЙ И МИРОВОЙ ПОЛИТИКИ**

**41.04.05 «Международные отношения»
специализация**

**«Мировая политика: концептуальные основы и межкультурное
взаимодействие»**

Квалификация (степень) выпускника — магистр

Москва, 2019

1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Направление: 41.04.05 «Международные отношения»

Дисциплина: Современные теории международных отношений и мировой политики

Код контролируемой компетенции или ее части	Контролируемый раздел дисциплины	Контролируемая тема дисциплины	Э											
			Тест	Контрольная работа	Дискуссия	Эссе	Выполнение ДЗ	Реферат	Творческий проект	Выполнение КР/КП				
ОК-1, ОПК-1, ОПК-7, ПК 7, ПК 30	Раздел 1: International relations theory as a discipline: its evolution and purposes. Competing theoretical traditions in the study of international relations.	Тема 1: Introduction to IR theory as a field.												12
		Тема 2: Classical realism, neorealism, neo-classical realism in IR	3											
		Тема 3: Realism: power and structure.		3										
		Тема 4: Liberalism (idealism), neoliberalism, neo-classical liberalism in IR.												
		Тема 5: Liberal theories of integration, collective security and regimes.	3	3										
ОК-1, ОПК-1, ОПК-7, ПК 7, ПК 30	Раздел 2: Debates and new generation theories	Тема 1: The first debate: realism vs. idealism. The classical origins of the debate. The neo-neo debate or synthesis: yesterday and today.												23
		Тема 2: Marxism and critical theory. Marxism after Marx: dependency theory and world-system theory.	3											

		Тема 3: Constructivism: culture, norms, and identity											
		Тема 4: Is inter-paradigmatic dialogue possible in IR?			10	10							
ОПК 1, ПК 7, ПК 30		Реферат						15					15
ОК-1, ОПК-1, ОПК-7, ПК 7, ПК 30		Рубежная аттестация (контрольная работа)		10									10
ОК-1, ОПК-1, ОПК-7, ПК 7, ПК 30		Промежуточная аттестация (тест)	10										10
		Промежуточная аттестация (экзамен)									30		30
		ИТОГО	19	16		10	20	15			30		100

Кафедра теории и истории международных отношений

Экзаменационные билеты

Дисциплина «Современные теории международных отношений и мировой политики»

Экзаменационный билет № 1.

1. Realism in international relations: representatives, key assumptions.
2. Some suggest that the emergence of constructivism has presented a fundamental challenge to neorealism and neoliberalism as core paradigms in international relations. Other contend that constructivist ‘challenge’ has generally swept the social sciences and has added depth to all paradigms of most disciplines and international relations is enhanced by this trend. To which view do you subscribe? Discuss the ways in which constructivist approaches undermine, reinforce, or depart from the two traditional theoretical approaches mentioned above. Which theoretical approach do you find most appealing and why?

Экзаменационный билет № 2.

1. NeoRealism in international relations: representatives, key assumptions.
2. What is a “security dilemma”? Is there a solution to a security dilemma? Illustrate your answer with contemporary examples.

Экзаменационный билет № 3.

1. Liberalism in international relations: representatives, key assumptions.
2. From H.Morgenthau to J.Nye, power is one of the most critically reviewed variables in the international relations literature. Discuss the evolution and theoretical reach of power, both as a characteristic of states and as a structural characteristic of inter-state relations.

Экзаменационный билет № 4.

1. NeoLiberalism in international relations: representatives, key assumptions, strengths and weaknesses.
2. “The central theme of International Relations is not evil but tragedy. States often share common interests, but the structure of the situation prevents them from bring about the mutually desired situation.” (R.Jervis). The following quote symbolizes an overwhelming problem in international relations today. What is that problem and why does it plague IR in particular? What, if anything, can be done about it? Justify your response and provide empirical examples to substantiate your argument.

Экзаменационный билет № 5.

1. Marxism in international relations: representatives, key assumptions.
2. Some suggest that the emergence of constructivism has presented a fundamental challenge to neorealism and neoliberalism as core paradigms in international relations. Other contend that constructivist ‘challenge’ has

generally swept the social sciences and has added depth to all paradigms of most disciplines and international relations is enhanced by this trend. To which view do you subscribe? Discuss the ways in which constructivist approaches undermine, reinforce, or depart from the two traditional theoretical approaches mentioned above. Which theoretical approach do you find most appealing and why?

Экзаменационный билет № 6.

1. NeoMarxism in international relations: representatives, key assumptions, strengths and weaknesses.
 2. How useful is the realist injunction ‘always follow the national interest’?
-

Экзаменационный билет № 7.

1. Constructivism in international relations: representatives, key assumptions.
 2. What is a “security dilemma”? Is there a solution to a security dilemma? Illustrate your answer with contemporary examples.
-

Экзаменационный билет № 8.

1. Critical theory in international relations: representatives, key assumptions, strengths and weaknesses.
 2. Is international anarchy a good thing, a bad thing, or neutral? What are the implications of anarchy? Can states cooperate with each other under conditions of international anarchy? Identify the ways in which states overcome the problem of anarchy.
-

Экзаменационный билет № 9.

1. What is the value of realism and liberalism, in academia and in the real world, today?
 2. What is the democratic peace theory? What does ‘democratic peace’ mean for a liberal theory of international politics? Explain a realist position towards claims of a democratic peace. Can a liberal theory remain viable, if ‘democratic peace’ is not real? Why and why not?
-

Экзаменационный билет № 10.

1. Realism in international relations: strengths and weaknesses.
 2. What are the levels of analysis one needs to incorporate in good theory?
-

Экзаменационный билет № 11.

1. NeoRealism in international relations: strengths and weaknesses.
2. What are the functions of theory?

Экзаменационный билет № 12.

1. Liberalism in international relations: strengths and weaknesses.
2. Why is theory relevant to how we “perceive” international relations?

Экзаменационный билет № 13.

1. Marxism in international relations: strengths and weaknesses.
2. Are Realist and Liberal explanations competing or complementary?

Экзаменационный билет № 14.

1. NeoMarxism in international relations: strengths and weaknesses.
2. What is the democratic peace, and what evidence exists to support it?

Экзаменационный билет № 15.

1. Constructivism in international relations: strengths and weaknesses.
2. What are the defining elements of international regime? How do they differ from international organization? How do we know whether an international regime “works”? Discuss one example.

В рамках экзамена может быть проверена сформированность всех компетенций дисциплины (в зависимости от вопроса).

К комплекту экзаменационных билетов прилагаются разработанные преподавателем и утвержденные на заседании кафедры критерии оценки по дисциплине.

Критерии оценки ответов на экзаменационные вопросы:

Ответ на каждый экзаменационный вопрос оценивается от 0 до 10 баллов:

Критерии оценки ответа	Баллы		
	Ответ не соответствует критерию	Ответ частично соответствует критерию	Ответ полностью соответствует критерию
Ответ является верным	0	1	2
Обучающийся дает ответ без наводящих вопросов экзаменатора	0	0,5	1
Обучающийся практически не пользуется подготовленным черновиком	0	0,5	1
Ответ показывает уверенное владение терминологическим и методологическим аппаратом обучающегося	0	1	2

дисциплины			
Ответ имеет четкую логичную структуру	0	1	2
Ответ показывает понимание обучающимся связей между предметом вопроса и другими разделами дисциплины и/или другими дисциплинами	0	1	2

Кафедра теории и истории международных отношений

Комплект заданий для контрольной работы

по дисциплине «Современные теории международных отношений и мировой политики»

Контрольная работа по дисциплине:

Option 1. Describe the differences in approaches to the definition of the subject of international relations in realism and liberalism.

Option 2. Explain the growing popularity of various variants of realism in the second half of the 20th century.

Option 3. Assess the role of international institutions in the neoliberal school of IR.

Option 4. Compare the main points of the Marxist and non-Marxist theories in IR.

Option 5. Describe the similarities and differences of democratic peace and complex interdependence concept.

Option 6. Describe the content and results of the “First Great Debates”.

Option 7. Assess the attitude of various variants of realism on the role of the balance of power in international politics.

Option 8. Describe the “security dilemma” and present its significance in international politics.

Option 9. Describe the main points of convergence and divergence of neorealism and neoliberalism.

Option 10. Describe the dynamics and main stages of the evolution of the theory of international relations.

Критерии оценки:

Каждый вопрос оценивается от 0 до 2 баллов. Максимальное количество баллов – 10.

Баллы	Критерий оценки
0	Обучающийся не ответил на вопрос или ответ полностью неверен.
1	Обучающийся дал верный, достаточно полный ответ, раскрывающий основные положения вопроса.
2	Обучающийся дал верный, развернутый, четкий и хорошо структурированный ответ, полностью раскрывающий вопрос.

Матрица компетенций для контрольной работы:

№ вопроса	Оцениваемые компетенции
1-10	ОК-1, ОПК-1, ОПК-7, ПК 7, ПК 30

Кафедра теории и истории международных отношений

Комплект тестовых заданий

по дисциплине «Современные теории международных отношений и мировой политики»

Тесты по дисциплине:

I. Multiple choice

Question 1. Kenneth Waltz considered as the most stable international systems having the structure:

- a. in which there are two systemically important actors that are comparable in their potential
- б. in which the power potential is distributed among many actors
- в. in which a high level of interdependence is reached between the elements
- г. in which there is a clear hegemon

Question 2. Neo-liberals share with neo-realists their belief:

- a. In the anarchic international structure and centrality of states.
- б. In theory of international regimes.
- в. That anarchy does not mean durable patterns of cooperation are impossible.
- г. All of the options given is correct.

Question 3. According to Robert Cox, what is critical theory?

- a. Critical theory attempts to challenge power.
- б. Critical theory accepts the parameters of the present order and critiques it within those parameters.
- в. Critical theory attempts to challenge the prevailing order by seeking out social processes that could lead to emancipatory change.
- г. Critical theory accepts the parameters of the present order and helps legitimate an unjust system.

Question 4. From neorealist approach, the concept of “anarchy” implies:

- a. lack of order in the relationship between political actors
- б. lack of legitimate supreme power
- в. erosion of state sovereignty as a result of globalization
- г. high uncertainty, lack of patterns in the interaction between political actors

Question 5. Which background factors sponsor the rise of constructivism?

- a. The rise of liberalism.
- б. The end of the cold war, which triggered the prominence of non-traditional security issues, transnationalism, and human rights.
- в. The rise of Islam.
- г. All of the options given are correct.

Question 6. Define Collective Security:

- a. Each state in a system abides by international law.
- б. Each state in a system accepts that security for one is security for all and agrees to join in a collective response to aggression.
- в. Each state in a system contributes to collective security by maximizing its security self-interest.
- г. None of the options given are correct.

Question 7. What are the core assumptions of neo-liberals?

- a. States seek to maximize absolute gains through cooperation.
- б. The greatest obstacle to cooperation is cheating.
- в. States will shift loyalty to institutions if they are seen as mutually beneficial and if they provide states with increasing opportunities to secure their international interests.
- г. All of the options given are correct.

Question 8. According to neorealism, the states behavior is determined by:

- a. power
- б. wealth and power
- в. security
- г. security and power

Question 9. Immanuel Wallerstein argues:

- a. There are two types of world systems: world-empires and world-economies.
- б. The modern world system is a world economy.
- в. The world system has a core, semi-periphery and periphery.
- г. All of the options given are correct.

Question 10. How did constructivism offer new insight into the study of international relations?

- a. It focused on the decision-makers and their backgrounds.
- б. It looked at how diplomatic institutions are constructed.
- в. It demonstrated how attention to norms and states' identities could help uncover previously neglected issues.
- г. All of the options given are correct.

Question 11. Non-state transnational actors, international organizations and regimes are essential building blocks of international politics because

- a. They provide political framework for peaceful resolution of conflict
- б. Collective rule enforcement
- в. They alter governments' interests
- г. They can provide information about government behavior.
- д. All of the options given are correct.

Question 12. Characteristics of complex interdependence are:

- a. No state in the international system is truly independent; every state has some set of transaction-based relationships with every other.
- б. Increasing linkages among states and non-state actors.
- в. A new agenda of international issues consists of multiple issues which are not arranged in a clear hierarchy. No distinction between low and high politics
- г. The decline of the efficacy of military force as a tool of statecraft. Military force is less useful than in the past. Economic and institutional instruments are often more useful.
- д. All of the options given are correct.

Question 13. What are the main concerns of the members of the Frankfurt School?

- a. The social basis and nature of authoritarianism.
- б. The structure of the family.
- в. The concepts of reason and rationality.
- г. All of the options given are correct.

Question 14. John Mearsheimer criticized Kenneth Waltz for:

- a. exaggeration of the influence of structural coercion on the policies of states
- б. linking the logic of balancing states only with the ratio of potentials, and not with the balance of threats
- в. underestimation of the role of ideology in explaining the cooperation and rivalry of states
- г. non-recognition of rationalism of states

Question 15. Generally, what do constructivists agree on about social sciences?

- a. Constructivists reject the "unity of science thesis," or that methods of the natural sciences could understand the social world.
- б. What necessitates a human science is the need to understand how individuals give significance and meaning to their actions.
- в. They agree in that social sciences can produce objective, although time-bound, explanations.
- г. All of the options given are correct.

Question 16. Kenneth Waltz considered the following structure as the most stable international system:

- a. system with two systemically important actors that are comparable in their potential
- б. system with power being distributed among many actors
- в. system with high level of interdependence is being reached between the elements
- г. system with a clear hegemon

Question 17. The development of the republican trend of classical liberalism is demonstrated by the following theory:

- a. theory of economic interdependence
- б. theory of complex interdependence
- в. democratic peace theory
- г. theory of international regimes

Question 18. What are the most influential contributions for establishing constructivism's theoretical foundation? Please select all that apply.

- a. K. Waltz's *Theory of International Politics*
- б. R. Ashley's critique of neo-realism and F. Kratochwil's treatment of rules and norms in international relations.
- в. Wendt's writings on structure and agency.
- г. All of the options given are correct.

Question 19. The main provisions of liberalism as a holistic (positive) scientific theory as opposed to liberal ideology were summarized by:

- a. Norman Angell;
- б. Andrew Moravchik;
- в. V. Woodrow Wilson;
- г. Mr. Robert Keohane.

Question 20. The "cold war" formation contributed to the following trend(s) in the study of IR:

- a. use of quantitative methods in international relations analysis
- б. start of the first "great debates" in IR
- в. emergence of liberal institutionalism
- г. strengthening positions of realism

Question 21. The following statement does not apply to the provisions of complex interdependence theory:

- a. military power is not used by states when a high level of interdependence is achieved;
- б. trans-government and transnational ties contribute to an increase in the number of channels of interaction between states and societies involved in complex interdependence;
- в. complex interdependence contributes to the elimination of conflicts between states and the formation of their common identity;
- г. the agenda of inter-state interactions in the context of complex interdependence consists of a multitude of issues that are equally important without any division in low and high politics

Question 22. What is the relationship between base and superstructure according to Marxism?

- a. The change in the economic base of a society leads to the change in superstructure.

- б. The change in superstructure leads to the change in the economic base of a society.
- в. None of the options given are correct.

Question 23. Neoliberals are accused of moving away from the ideas of classical liberalism and rapprochement with neorealists because of:

- a. rejection of the possibility of transforming international relations and calculations to reduce the level of violence in politics;
- б. agreement with the central role of structural parameters in explaining the behavior of states;
- в. recognition of rational egoism as the basis of state policy;
- г. refusal to take into account the economic component in international relations.

Question 24. The idea of "Democratic Peace" is:

- a. A central plank of liberal internationalist thought.
- б. That liberal polities exhibit restraint in their relations with other liberal polities.
- в. That liberal polities are imprudent in relations with authoritarian states.
- г. All of the options given are correct.

Question 25. Neoliberals disagree with neorealists in defining the role:

- a. structure of the international system
- б. influence of domestic policy of states on international relations
- в. absolute and relative gains (benefits) of cooperation
- г. states, not recognizing them as the main actors in international politics

II. Right or Wrong

1. Paradigm is an intellectual framework that structures one's thinking about a set of phenomena.
2. Paradigm is a "cognitive map" that helps to organize reality and to make sense out of a multitude of events.
3. Realists argue that in an anarchical system every country is a potential enemy to every other.
4. Anarchy in the realist view means the absence of a true authoritative world government that could enforce global rules or punish bad behavior.
5. Realism emphasizes the role of states as the legitimate, rational, and constitutive actors of international politics.
6. According to realism, power is relative, not absolute.
7. International politics more important than domestic politics.
8. Realists view international relations almost exclusively as a "struggle for power" among competing nation-states, essentially great powers.
9. To deter aggression by others, states balance against each other so no one country becomes too strong.

10. In structural realism international politics is essentially a struggle for power not because of human nature but due to anarchy.
11. For neorealists search for power has limits – states really seek security.
12. In a neo-realist world, the stronger the state, the less vulnerable it is on the international arena.
13. According to neo-realism, the structure of the system is a major determinant of actor behavior. So, state policy is driven by international structure and position in the global balance of power.
14. According to K. Waltz, bipolar world was much safer for international peace than the multi-polar one – balancing more effective and predictable.
15. For political realism, the first interest is power, for neo-realism – security.
16. For political realism, international conflicts and wars are rooted in the imperfect human nature, for neo-realism – in the anarchic international system.
17. According to structural realism, all states possess offensive military capability – this varies over time.
18. For neorealists search for power has limits – states really seek security.
19. Neorealism is more deductive, states that particular observations cannot ever lead to whole theories.
20. Classical realism is more inductive, emphasizing historical approach and confining its analyses to subjective valuations of international relations.

Критерии оценки:

Каждый вопрос содержит один верный ответ.

Верные ответы оцениваются в 0,5 балла.

Неверные ответы оцениваются в 0 баллов.

Максимальная оценка за тест — 10 баллов.

Компетенции:

Тестовые задания направлены на проверку комплекса указанных в паспорте ФОС компетенций и характеризуют степень сформированности знаний по тематическим блокам и разделам дисциплины.