Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

MEGATRENDS AND GLOBAL AFFAIRS
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Megatrends and Global Affairs» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Oriental and African Studies. The discipline consists of 14 modules and 14 topics.

Main goal of the course is acquaintance of trainees with the academic research laboratory, receiving basic knowledge by them, skills and abilities as scientists-researchers of university level.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Megatrends and Global Affairs» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	GPC-2.1 Apply modern technologies of searching, processing and analysing information to interpret and forecast the development of international political processes; GPC-2.2 Use specialised databases and software tools to promptly search for information required to solve professional tasks; GPC-2.3 Adequately assess the information received to identify information gaps and identify attempts of propaganda and manipulative influence, considering the requirements of information security; GPC-2.4 Conduct quantification of qualitative data and meaningful interpretation of quantitative data.
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	GPC-9.1 Organise independent work of students on programmes of vocational training, basic vocational education and additional education;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Megatrends and Global Affairs» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Megatrends and Global Affairs».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	Scientific and Research Work in the Semester; IR and Development Theories; Global Security;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; *International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia; World Politics;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia; World Politics;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Non-state participants of international relations and

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			world politics; *Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Megatrends and Global Affairs» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Significance of Globalization Era.	1.1	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.	LC, S
Module 2	Megatrends and Problems of the International Development during the 1991-2012.	2.1	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.	LC, S
Module 3	Globalization and World Integration Process.	3.1	Challenges of the Globalization. Changes of the international relations system. Changes of decision-making system in the World.	LC, S
Module 4	New Regional Integration level	4.1	The SPACE: SCO / ShOS Shanghai Cooperation Organization & EurAsEC / ЕврАзЭС Euroasian Economic Community.	LC, S
Module 5	Significance of the New International Communication and Transport Projects.	5.1	The Space of International Transport Corridor «North-South». The logistic of international group BRICS.	LC, S
Module 6	Traditional Integration Organizations: Problems of Identity in a New World Order.	6.1	The characteristic of "Big Europe"; Commonwealth of Independent States; East Asia.	LC, S
Module 7	New Global Integration Level: search for Open Partnership.	7.1	The Space of BRICS: Brasilia, Russia, India, China, South Africa. Description of the BRICS Mission.	LC, S
Module 8	Discourse within the BRICS on development and cooperation.	8.1	New paradigm of development. New Intercontinental Open Partnership. Status-Technology Cooperation. New Leaders for a New World.	LC, S
Module 9	The Club of Rome concepts and policy for Transformed World	9.1	Club of Rome. The 8 Millennium Development Goals. The Consciousness Revolution. Global Peace: Human Potential, Networking, Interdependence. Shaping our Future.	LC, S
Module 10	The Sustainable Development.	10.1	Interdependence between Society, Economy, Environment: ELF-Environment, Local People, Future. The basic agreements on the Sustainable Development.	LC, S
Module 11	Role of the Sustainable Development Concept in Formation of the New World Order.	11.1	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.	LC, S
Module 12	The comparative studies on the Sustainable Development.	12.1	Concept of the triple bottom line. Human Being, Society, Nature: The Development Problem.	LC, S
Module 13	The 2025 Global Landscape.	13.1	Main principles of cooperation and partnership evolution in 21th century. The way for global multipolar system emerging. Alternative development models. Development and cooperation prospects in the Globalization Epoch.	LC, S
Module 14	The New Hegemony Problem.	14.1	Formation of the Multipolar World Order. The United States as the single most powerful country. Eurasia-Africa-America Partnership and its basic	

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		characteristics. Leadership Will Be Key.	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. BBC World Service // URL: http://www.bbc.co.uk/worldservice/ programmes/globalization/
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.

2. Global Trends 2025: A Transformed World. – Washington, 2008, November.
3. Global Trends 2030: The World in 2030 // URL: http://www.freeworldacademy.com/globalleader/trends.htm
4. 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
5. Mayer H. The EU's rhetoric and action as a responsible global institution // International Affairs. – 2008, January.
6. Naisbitt John. Ten New Directions Transforming Our Lives. A Road Map to the 21st Century. – 1990, May.
7. Naisbitt John, Naisbitt Doris. China's Megatrends. The 8 Pillars of a New Society. – Warner Books, 1982.
8. Partners and neighbours: a CFSP for a wider Europe. – Paris: EU Institute for Security Studies, Challiot Paper, 2005, September.

9. Subacchi P. New power centers and new power brokers // International Affairs. – 2008, May.

10. 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

11. Zielonka J. Europe as a global actor: Empire by example? // International Affairs. – 2008, May.

Additional readings:

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.

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course:*
1. The set of lectures on the course «Megatrends and Global Affairs».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

INTERNATIONAL CONFLICT OF NEW GENERATION AND ITS SETTLEMENT

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «International Conflict of New Generation and its Settlement» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 3 semester of the 2nd year. The discipline is implemented by the department of Oriental and African Studies. The discipline consists of 2 modules and 10 topics.

Main goal of the 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. It offers comprehensive coverage of conflict management and possible solutions to conflict.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «International Conflict of New Generation and its Settlement» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «International Conflict of New Generation and its Settlement» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «International Conflict of New Generation and its Settlement».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse	Scientific and Research Work in the	Research Work;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	problem situations on the basis of a systematic approach, develop a strategy of action	Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; IR and Development Theories; Global Security; International Political Economy; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in Latin America***; *The Political Economy of International Conflict***;	Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Russia***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in the Middle East***; *Security and Development Challenges in Latin America***; *Security and Development Challenges in Africa***; *The Political Economy of International Conflict***;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Conflict of New Generation and its Settlement» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s) 3
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	The Essence and Typology of International Conflict.	1.1	A conflict phenomenon in international relations. Fundamental and applied aspects of international conflict studying.	LC
		1.2	Levels of disputed interaction: political and legal specificity of global, regional and interstate conflicts. Structure and dynamics of international conflict. International political crisis.	LC, S
		1.3	The basic global issues of the present (a problem of power resources, ecological and demographic issues, terrorism and drug business, a refugee problem, etc.) in context of international conflict.	S
		1.4	Essence, main reasons and classification of ethnopolitical conflicts. The dynamics of ethnopolitical conflicts.	LC, S
		1.5	Territorial, political, economic, confessional and ethnocultural origins of separatism.	LC, S
		1.6	The armed violence, terror and war as a political conflict. World war as a multilevel conflict.	LC, S
Module 2	International Conflict Settlement.	2.1	International conflict management: mediation, conflict prevention, implementation of peace agreements, peace enforcement, humanitarian intervention, and refugee crisis management.	LC
		2.2	The role of international and regional organizations in conflict and crisis settlement The United Nations activities: preventive diplomacy initiatives, peacekeeping, peacemaking, peacebuilding.	S
		2.3	Case Study: Territorial Disputes in International Relations Territorial disputes in Africa and Latin America.	LC, S
		2.4	Case Study: Regional conflicts in the Middle East. Disputed potential of the Southern and Eastern Asia. Regional and local conflicts in the post-Soviet space.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped	

	with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Askari H. Conflicts in the Persian Gulf: Origins and Evolution. Palgrave Macmillan, 2013. URL: http://esystem.pfur.ru/mod/data/view.php?d=429

2. Bjørn Mølle. Conflict Theory. Research Center on Development and International Relations (DIR) . Aalborg University Denmark.2015.

3. Mueller John. The Stupidity of War. American Foreign Policy and the Case for Complacency. Cambridge, 2021.

4. Savicheva E. International Conflict of New Generation and its Settlement. Moscow, 2013.

5. The Struggle for the Eastern Mediterranean. Interests and Ambitions. Moscow, 2023.

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

Additional readings:

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

2. Lewis B. What Went Wrong? The Clash Between Islam and Modernity in the Middle East. New York: Perennial, 2018.

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

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

5. Slantchev, Branislav L. Military Threats: The Costs of Coercion and the Price of Peace. Cambridge, UK: Cambridge University Press, 2011. DOI: 10.1017/CBO9780511778940

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web

– EL "University Library Online" http://www.biblioclub.ru

– EL "Yurayt" http://www.biblio-online.ru

– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:

– Sage https://journals.sagepub.com/

– Springer Nature Link https://link.springer.com/

– Wiley Journal Database https://onlinelibrary.wiley.com/

– Scientometric database "Lens" https://www.lens.org

1. The set of lectures on the course «International Conflict of New Generation and its Settlement».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

REGIONAL SUBSYSTEMS OF INTERNATIONAL RELATION IN THE XXI-ST CENTURY

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Regional Subsystems of International Relation in the XXI-st century» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 9 modules and 9 topics.

Main goal of the course is to introduce to students key concepts, theories, and other notions, which describe the functioning of regional subsystems of international relations in the XXI century.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Regional Subsystems of International Relation in the XXI-st century» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	GPC-2.1 Apply modern technologies of searching, processing and analysing information to interpret and forecast the development of international political processes; GPC-2.2 Use specialised databases and software tools to promptly search for information required to solve professional tasks; GPC-2.3 Adequately assess the information received to identify information gaps and identify attempts of propaganda and manipulative influence, considering the requirements of information security; GPC-2.4 Conduct quantification of qualitative data and meaningful interpretation of quantitative data.
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	To carry out control and assessment of mastering by students of training courses, disciplines (modules) of professional training programmes, basic professional education and additional education;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions;

Competence code	Competence descriptor	Competence level indicator (within this course)
		PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Regional Subsystems of International Relation in the XXI-st century» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Regional Subsystems of International Relation in the XXI-st century».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	IR and Development Theories; Global Security; Scientific and Research Work in the Semester;	Contemporary Foreign Policy of Russia and International Conflicts; *International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;* Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Great and emerging powers in global politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;*
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional	Foreign policy process and decision-making in russia; World Politics; Scientific and Research Work in the Semester;	Quantitative Analysis of Situational Models in World Policy; Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	activity.		Scientific and Research Work in the Semester;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia; World Politics;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Global Security; Professional Ethics in International Relations; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;*	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Non-state participants of international relations and world politics; *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;* Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Regional Subsystems of International Relation in the XXI-st century» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Theory and Methodology of the Analysis of International Relations at Regional Levels	1.1	Theoretical and methodological problems of the analysis of international relations. Notions of region, micro-region, cross-border region, macro-region, and sub-region. Transregional, regional, and subregional systems of international relations (SIRs). Regionalization after World War II (WWII) (1945-1959). Regionalization during the era of decolonization and the bipolar world (1960-1990). Regionalization in the post-bipolar world (1991-2010). Notions of regional hegemon and regional power. Regionalization, regional and transregional integration in the emerging multi-polar world (since 2010). Rising powers	LC, S
Module 2	European Regional Systems of International Relations	2.1	Western and Eastern blocks in Europe: NATO vs. the Warsaw Treaty. Helsinki Accords (1975) and their implications on the European security. Genesis and development of sub-regional SIRs in Europe after WWII. Creation of the European Union. Breakup of Yugoslavia and its impact on the European regional system of international relations. Enlargements of NATO and the EU. Contemporary regional and subregional conflicts in Europe.	LC, S
Module 3	Eurasian Transregional System of International Relations	3.1	Genesis and development of regional and subregional SIRs in Eurasia after WWII. Post-Soviet regionalism: creation of CIS and other intergovernmental organizations (since 1991). Contemporary regional and transregional integration in Eurasia in the XXI century. Regionalization vs. Eurasian state-civilizations. Eurasian Arc of Instability.	LC, S
Module 4	American Regional Systems of International Relations	4.1	North America as a regional SIR. US's hegemonism and the modern version of the Monroe Doctrine. Regionalism and integration in Central America and the Caribbean. Regionalism and integration in Latin America.	LC, S
Module 5	Asian Regional Systems of International Relations	5.1	Asia as a conglomerate of regional SIRs. Regionalism and integration in East Asia. Regionalism and integration in South-East Asia: Genesis and evolution of ASEAN. Regionalism in South Asia. Regionalism in Central Asia.	LC, S
Module 6	Middle East Regional System of International Relations	6.1	Macro-region of the Middle East and North Africa (MENA). Regional powers of the 1st tier (Iran, Saudi Arabia, Türkiye). Regional powers of the 2nd tier (Algeria, Egypt, Qatar, the UAE). Israel as the Western outpost in the MENA macro-region. Conflicts vs. foci of sustainable development.	LC, S
Module 7	African Regional System of International Relations	7.1	Sub-Saharan Africa as a conglomerate of subregional SIRs. Regionalism and integration in Sub-Saharan Africa: African Union. Conflicts in Sub-Saharan Africa and their implications on the	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			African continent and beyond.	
Module 8	International Organizations and Non-Governmental Actors the Regional Systems of International Relations in the XXI century	8.1	Classification of international organizations: inter-governmental organizations (IGOs) and international non-governmental organizations (NGOs). Current and perspective roles of IGOs and NGOs in regional SIRs. Classification of non-governmental actors (NGAs). Current and perspective roles of NGAs in regional SIRs.	LC, S
Module 9	Globalization vs. Regionalization: short-, middle, and long-term perspectives	9.1	Future of BRICS: Challenges vs. perspectives. Future of the EU: Challenges vs. perspectives. Future of the NATO: Challenges vs. perspectives. US – EU relations: Challenges vs. perspectives Trans-Pacific Partnership (TTP): Challenges vs. perspectives. China's "Belt and Road" vs. India – Middle East – Europe Economic Corridor (IMEC) global transport & logistic initiatives. China's Global Civilization Initiative and the Global Security Initiative.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

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10. Middle East and North Africa: Conflict Compounding Economic Challenges. (2024). Regional Economic Outlook Update: Middle East and Central Asia. International Monetary Fund – Middle East and Central Asia Department. – 12 p. URL: https://www.imf.org/en/Publications/REO/MECA/Issues/2024/01/31/regional-economic-outlook-update-mena-january-2024 .

11. Okunev I. (2019). West/Non-West: Funhouse Mirror of World Politics. Moscow: Russian International Affairs Council. URL: https://russiancouncil.ru/en/analytics-and-comments/analytics/west-non-west-funhouse-mirror-of-world-politics/ .

12. Paul A. (2020). Regional Cooperation in South Asia: Exploring the Three Pillars of Regionalism and Their Relevance. The Journal of Indian and Asian Studies. Vol. 01(02). – 22 p.
DOI: 10.1142/S2717541320500084. Available at the ResearchGate. URL: https://www.researchgate.net/publication/343748510_Regional_Cooperation_in_South_Asia_Ex

ploring_the_Three_Pillars_of_Regionalism_and_their_Relevance .

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Additional readings:
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2. Bickerton C. et al. · (2022). Conflicts of Sovereignty in Contemporary Europe: A Framework of Analysis. Comparative European Politics. Vol. 20: 257–274. URL: https://link.springer.com/article/10.1057/s41295-022-00269-6 .

3. Bourdais Park JB., Adibayeva A., Saari D. (2023). Politics of Regionalism in Central Asia: Multilateralism, Institutions, and Local Perception. Singapore: Palgrave Macmillan: XVI, 200.

4. Davidzon I. (2022). Post-Soviet Eurasia – The Region's Definition and History of the Post-Soviet Regional Governance. In: Davidzon I. Regional Security Governance in Post-Soviet Eurasia. Cham: Palgrave Macmillan: 37-72.

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12. Viera JID. (2023). Regionalism in Latin America and the Caribbean. In: Zhang, F., ed. Pluralism and World Order. IPP Studies in the Frontiers of China's Public Policy. Singapore: Palgrave Macmillan: 205-232. DOI: https://doi.org/10.1007/978-981-19-9872-0_11 .

Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
1. The set of lectures on the course «Regional Subsystems of International Relation in the XXI-st century».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

CONTEMPORARY FOREIGN POLICY OF RUSSIA AND INTERNATIONAL CONFLICTS

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Contemporary Foreign Policy of Russia and International Conflicts» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 3 semester of the 2nd year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

Main goal of the course is to develop students comprehensive understanding of the foreign policy of Russia and the approaches of the Russian Federation to the settlement of international conflicts.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Contemporary Foreign Policy of Russia and International Conflicts» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures;
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.	GPC-6.1 Organise and participate in the implementation of development programmes and strategies, including political, social, cultural, humanitarian; GPC-6.2 Independently formulate technical and service tasks, defining objectives, identifying and using information necessary for management decision-making, assessing the need for resources, identifying problems, finding alternatives, choosing optimal solutions under given conditions and considering risks, evaluating the results and consequences of management decisions; GPC-6.3 Perform the functions of middle executive and junior management staff of the institutions of the system of the Ministry of Foreign Affairs of the Russian Federation, other state institutions, federal and regional public authorities using foreign languages;
GPC-9	Able to participate in the implementation of basic professional and additional	GPC-9.5 Organise various forms of extracurricular activities as tutors (Model UN, Model EU);

Competence code	Competence descriptor	Competence level indicator (within this course)
		educational programmes.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Contemporary Foreign Policy of Russia and International Conflicts» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Contemporary Foreign Policy of Russia and International Conflicts».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; IR and Development Theories; Global Security; International Political Economy; *Security and Development Challenges in the CIS**;* *Security and Development Challenges in Asian-Pacific Region**;* *Security and Development Challenges in Latin America**;* *The Political Economy of International Conflict**;*	Research Work; Professional practice; Master's Thesis Preparation;
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.	Global Security; Scientific and Research Work in the Semester;	Research Work; Professional practice; Master's Thesis Preparation;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering	Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* Great and emerging powers in global politics; Global Security;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	the specifics of business and spiritual culture of Russia and foreign countries.	Professional Ethics in International Relations; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; Scientific and Research Work in the Semester;	
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; Foreign policy process and decision-making in russia; World Politics; International organizations and peace process;	Research Work; Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Russia***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in the Middle East***; *Security and Development*	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		*Challenges in Latin America**; Security and Development Challenges in Africa**; The Political Economy of International Conflict**;*	

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

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

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			3
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Russian Foreign Policy Concepts	1.1	Analysis of the evolution of Russian Foreign Policy approaches.	LC, S
Module 2	Russian interests in the post-Soviet area and regional security	2.1	Conflicts in the post-Soviet area (Transnistrian conflict, Conflicts in Abkhazia and South Ossetia, Nagorno-Karabakh Conflict, Civil war in Tajikistan, CIS operations and regional cooperation on security issues	LC, S
Module 3	The Conflict in Former Yugoslavia	3.1	The Conflict in Former Yogoslavia (Bosnia, Kosovo etc.), Russia-NATO relations.	LC, S
Module 4	International Coalition Operations in Afghanistan	4.1	International Coalition Operations in Afghanistan, Interests of Regional Powers, CSTO and the SCO activities.	LC, S
Module 5	The invasion of Iraq	5.1	The invasion of Iraq in 2003 and Russia's position.	LC, S
Module 6	Russia`s peace enforcement operation in Georgia in 2008	6.1	The «Color revolutions» in the post-Soviet area. ¶The situation in South Ossetia (2004-2008). ¶Russia`s peace enforcement operation in Georgia.¶	LC, S
Module 7	The «Arab spring» and Russia's activities in the Middle East	7.1	The phenomenon of the «Arab spring», Conflict in Libya and Russia's position, The Syrian conflict: military activities and the process of political settlement, The conflict in Yemen	LC, S
Module 8	The Ukrainian crisis	8.1	The social-political crisis in Ukraine in 2013-2014, The status of the Crimea Peninsula, The conflict in Donbass, Russia and the West, The Minsk peace process and Norman format, OSCE activities in Donbass. The crisis in Ukraine in 2022.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Lavrov, Sergey. Russia's Foreign policy in a Historical Perspective // Russia in Global Affairs. 2016. URL: http://eng.globalaffairs.ru/number/Russias-Foreign-Policy-in-a-Historical-Perspective-18067
2. Lavrov, Sergey. Russia`s Foreign Policy Philosophy // International Affairs. 2013. №3. URL: http://www.rusemb.org.uk/article/211
3. Omelicheva M, Zubytska L. An Unending Quest for Russia's Place in the World: The Discursive Co-evolution of the Study and Practice of International Relations in Russia // New Perspectives: Interdisciplinary Journal Of Central & East European Politics & International Relations. 2016. № 24. Pp.19-51.
4. Concept of the Foreign Policy of the Russian Federation. Approved by President of the Russian Federation V. Putin on 31 November 2016.
5. Lukyanov F. Putin's Foreign Policy // Foreign Affairs. 2016. № 95. Pp. 30-37.
6. Bogaturov A. 'UKRAINE CRISIS' AND RUSSIAN FOREIGN POLICY ALTERNATIVES // International Trends (Mezhdunarodnye protsessy). 2016. Volume 2. No. 3 (4). Pp. 4–13.
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Additional readings:
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2. Tsygankov, A. P. Vladimir Putin's Vision of Russia as a Normal Great Power // Post-Soviet Affairs. 2005. № 21. Pp. 132-158. URL: http://bellwether. metapress.com/content/974jnj2505385742
3. Primakov, Ye. International Relations on the Eve of the 21st Century: Problems and Prospects. Russian Foreign Policy in Transition: Concepts and Realities / Ed. by Andrei Melville and Tatiana Shakleina. – Budapest, New York: Central European University Press. 2005. – Pp. 207-220.
4. Nikitin A. Russian Foreign Policy in The Fragmented Post-Soviet Space // International Journal On World Peace. 2008. № 25. Pp. 7-31.
5. Mankoff, J. Contours of Russian Foreign Policy. In Russian Foreign Policy: the Return of Great Power Politics. N.Y.: Rowman & Littlefield. 2009. Pp. 11-52. URL: http://books.google.com/books?id=s8297aPhSywC&printsec=frontcover&source=gbs_atb#v=onepage&q&f=false
6. Putin, V. Speech and the Following Discussion at the Munich Conference on Security Policy, 10 February 2007 URL: http://www.securityconference.de/archive/konferenzen/rede.php?menu_2007=&menu_konferenzen=&sprache=en&id=179&

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

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

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

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

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

12. Slantchev, Branislav L. Military Threats: The Costs of Coercion and the Price of Peace. Cambridge, UK: Cambridge University Press, 2011. DOI: 10.1017/CBO9780511778940
Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web

– EL "University Library Online" http://www.biblioclub.ru

– EL "Yurayt" http://www.biblio-online.ru

– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:

– Sage https://journals.sagepub.com/

– Springer Nature Link https://link.springer.com/

– Wiley Journal Database https://onlinelibrary.wiley.com/

– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Contemporary Foreign Policy of Russia and International Conflicts».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

FOREIGN LANGUAGE IN PROFESSIONAL PRACTICE
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Foreign Language in Professional Practice» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1st, 2nd, 3rd semesters of the 1st and 2nd years. The discipline is implemented by the department of Foreign Languages. The discipline consists of 9 modules and 11 topics.

The course is aimed at studying a scientific foreign language, expanding the vocabulary necessary for master's students to carry out professional and scientific activities in accordance with their specialization in a foreign language; maintaining previously acquired skills and abilities in foreign language communication and using them as a basis for developing communicative competence in the field of professional and scientific activities.

Main goal of the course is to improve the initial level of foreign language proficiency achieved by students at the previous level of education (bachelor's degree); to develop professionally significant skills and experience of foreign language communication in all types of speech activity in the context of professional and scientific communication; to further develop their linguistic and communicative competence necessary for professional communication, as well as for further self-education.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Foreign Language in Professional Practice» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format, based on the selection of appropriate information and communication technologies and channels of information dissemination.	GPC-7.1 Build strategies for presenting the results of professional activities, considering their specificity and the characteristics of the target audience; GPC-7.2 Construct persuasive arguments to achieve the objectives of presenting professional performance; GPC-7.3 Select optimal information and communication technologies and channels of information dissemination. Build a feedback system with target audiences to improve the effectiveness of communication;

Competence code	Competence descriptor	Competence level indicator (within this course)
GPC-8	Able to develop proposals and recommendations for applied research and consulting.	GPC-8.1 Independently prepare a qualified opinion on international relations issues in the interests of and at the request of the relevant department of the relevant ministry, other state bodies, international and non-governmental organisations, information and analytical centres, mass media, other institutions and organisations; GPC-8.2 Prepare recommendations on a wide range of current international issues for government, public and commercial organisations, as well as for a wide audience of non-specialists; GPC-8.3 To conduct expert examination of projects and programmes in the sphere of international relations implemented by state and municipal authorities, non-governmental and public organisations and commercial structures;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Foreign Language in Professional Practice» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Foreign Language in Professional Practice».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.		Research Work; Professional practice; Master's Thesis Preparation;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.		Professional practice; Master's Thesis Preparation; Research Work;
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format, based on the selection of appropriate information and communication technologies		Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	and channels of information dissemination.		
GPC-8	Able to develop proposals and recommendations for applied research and consulting.		Research Work; Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation;

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Foreign Language in Professional Practice» is «6» credit units.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)		
			1	2	3
Contact academic hours	*102*		*34*	*34*	*34*
Lectures (LC)	0		0	0	0
Lab work (LW)	0		0	0	0
Seminars (workshops/tutorials) (S)	102		34	34	34
Self-studies (academic hours)	*69*		*29*	*20*	*20*
Self-preparation for exam/test with assessment (academic hours)	*45*		*9*	*18*	*18*
Course workload	**academic hours**	**216**	72	72	72
	credits	**6**	*2*	*2*	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	The world of science. Scientific progress.	1.1	The world of science. Scientific discoveries, theories and problems associated with them.	S
Module 2	Science and scientific methods.	2.1	Various aspects of science and scientific methods.	S
		2.2	Reading, taking notes and reviewing scientific articles on the subject under study.	S
Module 3	Science and society.	3.1	The level and degree of influence of science on society.	S
		3.2	Academic translation of a text in the specialty.	S
Module 4	Science and education.	4.1	The mutual influence of the educational process and research work.	S
Module 5	Writing an article.	5.1	Writing an introduction and conclusion to a scientific article on the subject under study.	S
Module 6	Participation in international conferences.	6.1	Rules for participation in international conferences and the basic principles of preparing a report.	S
Module 7	Effective presentation. Technical means.	7.1	Establishing contact with the audience, technical means of presentation.	S
Module 8	Effective presentation. Answers to questions.	8.1	Successful completion of the presentation. Answers to questions.	S
Module 9	Science and Ethics.	9.1	Moral and ethical standards of a modern humanitarian scientist.	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Некоторые вопросы теории перевода [Текст/электронный ресурс] = SomeProblemsofTranslationTheory: Учебное пособие по курсу "Теория и практика перевода" (на английском языке. Для студентов гуманитарных специальностей / Авт.

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

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

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

4. Кузнецов В. Г. Функциональные стили современного французского языка (публицистический и научный) : Учебное пособие для вузов / В.Г. Кузнецов. - М. : Высшая школа, 1991. - 160 с. : ил. - (Для институтов и факультетов иностранных языков).

5. Родина, С. В. Wissenschaftliches Schreiben im Deutschen : учебное пособие по академическому письму на немецком языке для студентов бакалавриата и магистратуры : [16+] / С. В. Родина ; Южный федеральный университет, Институт управления в экономических, экологических и социальных системах. – Ростов-на-Дону ; Таганрог : Южный федеральный университет, 2018. – 99 с.

6. Денисенко Г.В., Андреева И.В. Политология по-испански. Учебное пособие. -М., 2021. 258 с.

Additional readings:

1. Карцева Е.Ю., Кулиева Ш.А., Максимова О.Б., Паймакова Е.А., Тавберидзе Д.В.EnglishforSocialSciencesandHumanities. PartI. Английский для гуманитариев. Часть I. Учеб. пособие. – М.: Цифровичок, 2016. – 62с.

2. Карцева Е.Ю., Кулиева Ш.А., Максимова О.Б., Паймакова Е.А., Тавберидзе Д.В.EnglishforSocialSciencesandHumanities. PartII. Английский для гуманитариев. Часть II Учеб. пособие. – М.: Цифровичок, 2016. – 68с.

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

4. Тексты по специальности, подбираемые преподавателем индивидуально для каждого студента

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Foreign Language in Professional Practice».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

RUSSIAN LANGUAGE IN PROFESSIONAL PRACTICE
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Russian Language in Professional Practice» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1st, 2nd, 3rd semesters of the 1st and 2nd years. The discipline is implemented by the department of Russian Language and Intercultural Communication. The discipline consists of 6 modules and 6 topics.

The main goal of the course is to improve the initial level of Russian language proficiency achieved by students at the previous stage of education and to further develop their linguistic and communicative competence necessary for professional communication, as well as for further self-education.

The main objectives of the academic discipline are:

- improving communicative competence and developing specific skills of receptive and productive speech activity as components of professional competence;

- improving the terminological base in the field of academic cooperation and scientific communication in Russian;

- language training, achieving a harmonious combination of professional skills, communicative competence and proficiency in scientific Russian at the level of solving professional problems.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Russian Language in Professional Practice» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format, based on the selection of appropriate information and	GPC-7.1 Build strategies for presenting the results of professional activities, considering their specificity and the characteristics of the target audience; GPC-7.2 Construct persuasive arguments to achieve the objectives of presenting professional performance; GPC-7.3 Select optimal information and communication

Competence code	Competence descriptor	Competence level indicator (within this course)
	communication technologies and channels of information dissemination.	technologies and channels of information dissemination. Build a feedback system with target audiences to improve the effectiveness of communication;
GPC-8	Able to develop proposals and recommendations for applied research and consulting.	GPC-8.1 Independently prepare a qualified opinion on international relations issues in the interests of and at the request of the relevant department of the relevant ministry, other state bodies, international and non-governmental organisations, information and analytical centres, mass media, other institutions and organisations; GPC-8.2 Prepare recommendations on a wide range of current international issues for government, public and commercial organisations, as well as for a wide audience of non-specialists; GPC-8.3 To conduct expert examination of projects and programmes in the sphere of international relations implemented by state and municipal authorities, non-governmental and public organisations and commercial structures;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Russian Language in Professional Practice» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Russian Language in Professional Practice».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.		Research Work; Professional practice; Master's Thesis Preparation;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.		Professional practice; Master's Thesis Preparation; Research Work;
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format,		Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	based on the selection of appropriate information and communication technologies and channels of information dissemination.		
GPC-8	Able to develop proposals and recommendations for applied research and consulting.		Research Work; Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation;

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Russian Language in Professional Practice» is «6» credit units.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)		
			1	2	3
Contact academic hours	*102*		*34*	*34*	*34*
Lectures (LC)	0		0	0	0
Lab work (LW)	0		0	0	0
Seminars (workshops/tutorials) (S)	102		34	34	34
Self-studies (academic hours)	*69*		*29*	*20*	*20*
Self-preparation for exam/test with assessment (academic hours)	*45*		*9*	*18*	*18*
Course workload	**academic hours**	**216**	72	72	72
	credits	**6**	2	2	2

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Goals and objectives of the scientific style of speech. Semantic analysis of a paragraph	1.1	Objectives and tasks of the scientific style of speech. Main features of the scientific style of speech. Means of expressing a nominal predicate. Expressing the qualification and characteristics of an object, person, phenomenon, process. Information center of the sentence.	S
Module 2	Semantic analysis of a sentence	2.1	Structure of a scientific text (title, introduction, main part, conclusion). Language means for expressing the definition of a concept and disclosing the content of a term. Working with text, practicing new words and phrases, highlighting the main information.	S
Module 3	Semantic analysis of a text	3.1	Conveying the information content of a text in the form of an annotation, abstract. Types of plan: question plan, nominative plan. Language means for characterizing the main, distinctive qualities, properties of an object, phenomenon. Working with new words and phrases, highlighting the main information, compiling a question and nominative plan.	S
Module 4	The concept of theses	4.1	Language means for indicating the belonging of an object, phenomenon, person to a certain class. Active and passive constructions in scientific speech. Compiling abstracts. Abstract-summary and abstract-summary. Features of compiling and writing	S
Module 5	Note-taking	5.1	Difference between an abstract and an abstract. Language means for expressing the classification of objects, phenomena. Text summarization. Evaluation-abstract and abstract-review. Features of compilation and writing.	S
Module 6	Semantic analysis of a paragraph when listening to and recording a lecture. The structure of an educational text	6.1	Language means for denoting the internal essence of an object, phenomenon, mutual influence and interaction of objects. Features of composing a scientific report.	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations),	

equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Березняцкая М.А. Тесты по реферированию. Научная речь [Электронный ресурс] : Учебно-методическое пособие / М.А. Березняцкая. - Электронные текстовые данные. - М. : Изд-во РУДН, 2014. - 61 с. - Системные требования: Windows XP и выше. - ISBN 978-5-209-05296-8.

2. Глазунова О. И. Грамматика русского языка в упражнениях и комментариях. Ч 1: Морфология. - СПб: Златоуст, 2017. - 424 с.

3. Глазунова О. И. Грамматика русского языка в упражнениях и комментариях: Учебное пособие. Ч.2 : Синтаксис. - СПб: Златоуст, 2017. - 416 с.

4. Котова В. Д. Учебник русского языка для иностранных студентов гуманитарных специальностей. (Научный стиль речи) [Текст] . Кн. 2 / В.Д. Котова. - М. : Изд-во РУДН, 2012. - 313 с. : ил. - ISBN 978-5-209-03589-3 : 330.00.

Additional readings:

1. Стамбулян Инна Михайловна. Учебный словарь по глагольному управлению для студентов-иностранцев, изучающих философию [Текст] : Учебное пособие для студентов вузов / И.М. Стамбулян. - М. : Изд-во РУДН, 2001. - 102 с. : ил. - 20.00.

2. Черненко Наталья Михайловна. Реферирование. Научный стиль [Текст/электронный ресурс] : Учебное пособие для иностранных студентов / Н.М. Черненко, Н.С. Новикова. - Электронные текстовые данные. - М. : Изд-во РУДН, 2018. - 84 с. - ISBN 978-5-209-09037-3 : 92.84.

3. Хворикова Елена Георгиевна. Русский язык. Научный стиль речи. Грамматика [Текст/электронный ресурс] : Учебно-методическое пособие / Е.Г. Хворикова, Е.Н. Хворикова. - Электронные текстовые данные. - М. : Изд-во РУДН, 2018. - 81 с. : ил. - ISBN 978-5-209-08542-3 : 119.11.

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
   – RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
   – EL "University Library Online" http://www.biblioclub.ru
   – EL "Yurayt" http://www.biblio-online.ru
   – EL "Student Consultant" www.studentlibrary.ru
   – EL "Znanium" https://znanium.ru/

2. Databases and search engines:
   – Sage https://journals.sagepub.com/
   – Springer Nature Link https://link.springer.com/
   – Wiley Journal Database https://onlinelibrary.wiley.com/
   – Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Russian Language in Professional Practice».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

IR AND DEVELOPMENT THEORIES

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «IR and Development Theories» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 10 modules and 10 topics.

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

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «IR and Development Theories» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
GC-2	Able to manage the project at all stages of its life cycle.	GC-2.1 Defines the project goal and objectives, project implementation strategy, considering time and resource constraints; GC-2.2 Determines alternative options for solving the assigned tasks, considering possible management risks;
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format, based on the selection of appropriate information and communication technologies and channels of information dissemination.	GPC-7.1 Build strategies for presenting the results of professional activities, considering their specificity and the characteristics of the target audience; GPC-7.2 Construct persuasive arguments to achieve the objectives of presenting professional performance; GPC-7.3 Select optimal information and communication technologies and channels of information dissemination. Build a feedback system with target audiences to improve the effectiveness of communication;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills;

Competence code	Competence descriptor	Competence level indicator (within this course)
		PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «IR and Development Theories» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «IR and Development Theories».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-2	Able to manage the project at all stages of its life cycle.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; *Security and Development Challenges in Africa***; Migration, Development and Global Security; *Academic Writing in International Relations***;
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; International Political Economy; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in Latin America***; *International Conflict of New Generation and its Settlement***; *South-South Coopearation***; *Development and the*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			*Environment**; Academic Writing in International Relations**; The Political Economy of International Conflict**;*
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format, based on the selection of appropriate information and communication technologies and channels of information dissemination.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;*
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; *Security and Development Challenges in the CIS**; Security and Development Challenges in Russia**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in the Middle East**; Security and Development Challenges in Latin*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			America**; *Security and Development Challenges in Africa**;* *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;* *The Political Economy of International Conflict**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «IR and Development Theories» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			1
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*47*		*47*
Self-preparation for exam/test with assessment (academic hours)	*27*		*27*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	The theoretical foundation of IR. Diversity of theories. Levels of analysis.	1.1	The main purpose of the course is to provide students with an understanding of classical paradigms and derivative theories of international relations. The theory of international relations is a special branch of political science, which is necessary for the formulation of a research question, determining the methodological base (provides a mechanism for collecting empirical data), and studying possible stages of research. The theory also helps to clarify the hypothesis, show what research is already presented in the world of political science, and, accordingly, what gap can still be filled. Thus, the theory allows determining the author's contribution to science: to confirm the theory that exists, to clarify or refute any theoretical aspect.	LC, S
Module 2	Realism, Neorealism, Structural Realism	2.1	The course includes the study of derivative theories from the paradigm of political realism: defensive and offensive realism, hegemonic realism, power transition theory, neoclassical realism.	LC, S
Module 3	Idealism, Liberalism, Neoliberalism	3.1	The liberal-idealistic paradigm of international relations is widely spread in the United States and Europe and is a derivative of many theories and concepts that are relevant in the science of Western countries. Students are offered to get acquainted with the origins of liberalism – Wilsonianism (ideas of the American President Woodrow Wilson), and explore the scope, methodological apparatus such theories as: neoliberal institutionalism, democratic peace theory, theory of a just liberal society, liberal realism, theory of a democratic regime.	LC, S
Module 4	The first debate: Realism vs. Idealism. The classical origins of the debate. The neo-neo debate or synthesis: yesterday and today	4.1	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.	LC, S
Module 5	Marxism, critical theories	5.1	The classical paradigm of Marxism has an ideological basis, which was laid by K. Marx, F. Engels and V. Lenin. Today, most of the theories that explore the economic and political component, as well as the security problems of Third world	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			countries, are based on the postulates laid down by Marxists.	
Module 6	National schools of international relations theory (the English School)	6.1	The English school of international relations is one of the few that claims to be an independent theory of international relations. English school theory is built around establishing distinctions between three key concepts: international system, international society and world society. Thus, it opens up a new space in IR theory and offers a middle ground between the opposing theories of realism and liberalism. The English school includes realistic postulates such as the emphasis on the primacy of States interacting in an anarchic system, but combines this realistic understanding with the concept of the human element arising from the understanding of liberalism and neoliberalism.	LC, S
Module 7	Constructivism	7.1	Constructivism is one of the most popular forms of critical theory and one of the most recent in terms of time. In scientific circles, there is a debate as to whether constructivism is an independent classical theory or whether it can still be considered a derivative. Students are invited to study the thematic and methodological components of constructivism – the factors that unite this theory with the critical group, as well as the arguments of researchers (for example, E. Adler) who consider constructivism as an intermediate stage between classical and critical theories. This section of the course is also interesting because it allows you to understand the flaws of neorealism and neoliberalism together. This significantly expands the view of international relations as an integral system of economic, political and socio-cultural constructs.	LC, S
Module 8	Foreign policy theories, theories of security, theories of war	8.1	The issue of security and the interpretation of the concept of "international security" is also the subject of international relations theory. The concept of power has given rise to one of the main theoretical security dilemmas, namely, security as a policy goal or security as an end in itself, which is comparable in level to other areas of state regulation, and sometimes even more significant. Each theory makes some reference to security (military, biological, environmental, etc.), and the methodology is based on empirical data that is applicable to most countries of the world.	LC, S
Module 9	Postcolonial Studies	9.1	Postcolonial studies and its derivative studies are a theoretical analysis of the historical, economic, political, and cultural heritage of the colonial period. A distinctive feature of postcolonial theories is the synthesis of foreign and domestic political aspects. The difficulty of studying the theoretical basis of postcolonial studies lies in the fact that it must be considered in two planes: from the point of view of the Western view and the non-Western view of the main processes and phenomena.	LC, S
Module 10	Practical application of theories	10.1	The most relevant question related to the theoretical understanding of a particular problem is its application in practice. The theory itself is not a strategy or a guide to action, but it conceptualizes	LC, S

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		the strategy to a certain extent. In addition, the theory allows you to learn from the past and avoid those mistakes that could be repeated. It is proposed to assess the political situation in the country and to study individual problems of international relations using a multi-level system developed by Klaus Zegbers. He suggested 5 levels within which research can be conducted.	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
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
Additional readings:
1. Adler E., "Seizing the Middle Ground: Constructivism in World Politics", European Journal of International Relations, September 1997, Volume 3, No. 3, pp.319-363 http://ejt.sagepub.com/content/3/3/319.full.pdf+html
2. Cox R., "Social forces, States and World Order: Beyond International Relations Theory", Millennium: Journal of International Studies, Volume 10, No. 2, pp.126-155 http://mil.sagepub.com/content/10/2/126.full.pdf+html
3. Devetak R., "Theories, Practices and Postmodernism in International Relations", Cambridge Review of International Affairs, 1999, Volume 12, No. 2, pp. 61-73

http://www.tandfonline.com/doi/pdf/10.1080/09557579908400243

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

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

6. Elman C., "How Not to Be Lakatos Intolerant: Appraising Progress in IR Research", International Studies Quarterly June 2002, Volume 46, Issue 2, pp. 231–262 http://onlinelibrary.wiley.com/doi/10.1111/1468-2478.00231/pdf

7. Guzzini S., "A Reconstruction of Constructivism in International Relations", European Journal of International Relations, June 2000, Volume 6, No. 2, pp.147-182 http://ejt.sagepub.com/content/6/2/147.full.pdf+html

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

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

10. Keohane R., Nye J., "Power and Interdependence Revisited", International Organization, Autumn 1987, Vol.44, No.4, http://www.ri.ie.ufrj.br/intranet/arquivos/power_and_interdependece.pdf Keohane R., Power and Governance in a Partially Globalized World – Routledge, 2004.

11. 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

12. 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

13. 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

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

15. 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

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

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

18. Walt S.M., "One world, many theories", Foreign Policy, Spring 1998, No. 110, Special Edition http://www.columbia.edu/itc/sipa/S6800/courseworks/foreign_pol_walt.pdf

19. Waltz K.N., "Realist Thought and Neorealist Theory", Journal of International Affairs, Spring/Summer 90, Vol. 44 Issue 1, pp.21-37 http://classes.maxwell.syr.edu/PSC783/Waltz44.pdf

20. Waltz K.N., "Structural Realism after the Cold War", International Security, Summer

2000, Volume 25, pp.5-41 http://belfercenter.ksg.harvard.edu/files/waltz_kenneth_v25n1.pdf

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «IR and Development Theories».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

GREAT AND EMERGING POWERS IN GLOBAL POLITICS

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Great and Emerging Powers in Global Politics» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 9 modules and 9 topics.

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

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Great and Emerging Powers in Global Politics» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
GPC-4	Able to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, verify their validity.	GPC-4.1 Conduct scientific research in interdisciplinary areas, including setting goals and objectives, positioning the selected problem in the available literature on the topic, selecting research methods, determining the scientific novelty of the researched problems, confirming the validity of scientific hypotheses, formulating their own conclusions and recommendations; GPC-4.2 Analyse international and political-economic problems and processes while respecting the principle of scientific objectivity.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and

Competence code	Competence descriptor	Competence level indicator (within this course)
		regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Great and Emerging Powers in Global Politics» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Great and Emerging Powers in Global Politics».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Theory and practice of diplomacy; International organizations and peace process; *Security and Development Challenges in Russia**;* Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course);
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.		Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Energy Security; International Political Economy; International organizations and peace process;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Migration, Development and Global Security; Scientific and Research Work in the Semester; Research Work; Professional practice; Master's Thesis Preparation;
GPC-4	Able to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, verify their validity.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Russia***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in the Middle East***; *Security and Development Challenges in Latin*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			America**; *Security and Development Challenges in Africa**;* *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;* *The Political Economy of International Conflict**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Great and Emerging Powers in Global Politics» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			1
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*65*		*65*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction to course.	1.1	Regional integration is a process in which neighboring states enter into an agreement in order to upgrade cooperation through common institutions and rules. The objectives of the agreement could range from economic to political to environmental, although it has typically taken the form of a political economy initiative where commercial interests are the focus for achieving broader socio-political and security objectives, as defined by national governments. Regional integration has been organized either via supranational institutional structures or through intergovernmental decision-making, or a combination of both.	LC, S
Module 2	General aspects of the regional integration.	2.1	Past efforts at regional integration have often focused on removing barriers to free trade in the region, increasing the free movement of people, labour, goods, and capital across national borders, reducing the possibility of regional armed conflict (for example, through Confidence and Security-Building Measures), and adopting cohesive regional stances on policy issues, such as the environment, climate change and migration. Intra-regional trade refers to trade which focuses on economic exchange primarily between countries of the same region or economic zone. In recent years countries within economic-trade regimes such as ASEAN in Southeast Asia for example have increased the level of trade and commodity exchange between themselves which reduces the inflation and tariff barriers associated with foreign markets resulting in growing prosperity.	LC, S
Module 3	European subsystem of the international relations.	3.1	Topic 3. The EU traces its origins from the European Coal and Steel Community (ECSC) and the European Economic Community (EEC), formed by the Inner Six countries in 1951 and 1958, respectively. In the intervening years, the community and its successors have grown in size by the accession of new member states and in power by the addition of policy areas to its remit. The Maastricht Treaty established the European Union under its current name in 1993 and introduced the European Citizenship.[16] The latest major amendment to the constitutional basis of the EU, the Treaty of Lisbon, came into force in 2009.	LC, S
Module 4	Asian subsystem of the international relations.	4.1	ASEAN was preceded by an organisation called the Association of Southeast Asia (ASA), a group consisting of the Philippines, Malaysia and Thailand that was first formed in 1961. The bloc itself, however, was inaugurated on 8 August 1967, when foreign ministers of five countries – Indonesia, Malaysia, the Philippines, Singapore, and Thailand – met at the Thai Department of Foreign Affairs building in Bangkok and signed the ASEAN Declaration, more commonly known as the Bangkok Declaration.	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 5	Central European Free Trade Agreement.	5.1	The original CEFTA agreement was signed by the Visegrád Group countries, that is by Poland, Hungary and Czech and Slovak republics (at the time parts of the Czech and Slovak Federative Republic) on 21 December 1992 in Kraków, Poland. It came into force in July 1994. Through CEFTA, participating countries hoped to mobilize efforts to integrate into Western European institutions and through this, to join European political, economic, security and legal systems, thereby consolidating democracy and free-market economics.	LC, S
Module 6	Eurasian Economic Community.	6.1	The Eurasian Economic Community was established for effective promotion of the creation by the Customs Union member states of a Single Economic Space and for coordinating their approaches while integrating into the world economy and the international trade system. One of the Organization's chief activity vectors is ensuring the dynamic evolution of the Community states through coordinating their economic and social reforms while effectively using their economic potentials to improve the living standards of their peoples..	LC, S
Module 7	The African Union.	7.1	The African Union is made up of both political and administrative bodies. The highest decision-making organ is the Assembly of the African Union, made up of all the heads of state or government of member states of the AU.	LC, S
Module 8	North American Free Trade Agreement.	8.1	The goal of NAFTA was to eliminate barriers to trade and investment between the U.S., Canada and Mexico. The implementation of NAFTA on January 1, 1994 brought the immediate elimination of tariffs on more than one-half of Mexico's exports to the U.S. and more than one-third of U.S. exports to Mexico. Within 10 years of the implementation of the agreement, all U.S.-Mexico tariffs would be eliminated except for some U.S. agricultural exports to Mexico that were to be phased out within 15 years. Most U.S.-Canada trade was already duty-free. NAFTA also seeks to eliminate non-tariff trade barriers and to protect the intellectual property right of the products.	LC, S
Module 9	South Asian Association for Regional Cooperation.	9.1	The SAARC policies aim to promote welfare economics, collective self-reliance among the countries of South Asia, and to accelerate socio-cultural development in the region. The SAARC has developed external relations by establishing permanent diplomatic relations with the EU, the UN (as an observer), and other multilateral entities. The official meetings of the leaders of each nation are held annually whilst the foreign ministers meet twice annually. The 18th SAARC Summit is scheduled to be held in Kathmandu in November 2014.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

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

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

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

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

Additional readings:

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

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

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

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

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

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «Great and Emerging Powers in Global Politics».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

FOREIGN POLICY PROCESS AND DECISION-MAKING IN RUSSIA
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Foreign Policy Process and Decision-Making in Russia» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 15 modules and 15 topics.

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

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Foreign Policy Process and Decision-Making in Russia» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	GC-6.1 Possesses the skills of effective time planning in order to realize his/her own educational and professional projects; GC-6.2 Adequately assesses his/her own physical abilities, possesses basic health-saving skills; GC-6.3 Demonstrates mastery of self-development techniques and methods;
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	GPC-2.1 Apply modern technologies of searching, processing and analysing information to interpret and forecast the development of international political processes; GPC-2.2 Use specialised databases and software tools to promptly search for information required to solve professional tasks; GPC-2.3 Adequately assess the information received to identify information gaps and identify attempts of propaganda and manipulative influence, considering the requirements of information security; GPC-2.4 Conduct quantification of qualitative data and meaningful interpretation of quantitative data.
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	GPC-9.3 To carry out assignments on the organisation of research, project and other activities of students on programmes of vocational training, basic vocational education and additional education;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term;

Competence code	Competence descriptor	Competence level indicator (within this course)
		PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Foreign Policy Process and Decision-Making in Russia» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Foreign Policy Process and Decision-Making in Russia».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; International terrorism; Energy Security; International Political Economy; Non-state participants of international relations and world politics; *Security and Development Challenges in the Middle East**;*
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; International terrorism;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; International organizations and peace process;
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Russia***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in the Middle East***; *Security and Development Challenges in Latin America***; *Security and Development Challenges in Africa***; *Human Rights and the International Security***; *International Conflict of New Generation and its*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			*Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;* *The Political Economy of International Conflict**;*

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Foreign Policy Process and Decision-Making in Russia» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			1
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*65*		*65*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction: the entanglements of domestic and international politics	1.1	Example of the Bonn summit conference of 1978	LC, S
Module 2	Domestic and international affairs, "domestic influences"	2.1	James Rosenau as one of the first scholars to call attention to this area. His concept of "linkage politics". work by Karl Deutsch and Ernst Haas on regional integration. Haas and his notion of "spillover". Peter Katzensteinproblem: "The main purpose of all strategies of foreign economic policy is to make domestic policies compatible with the international political economy."	LC, S
Module 3	Two-level games: a metaphor for domestic-international interactions	3.1	Richard E. Walton and Robert B. McKersie a "behavioral theory" of social negotiations	LC, S
Module 4	Towards a theory of ratification: the importance of "win-sets"	4.1	Level I agreements, Level I1 win-sets. The possibility of synergistic issue linkage, in which strategic moves at one game-table facilitate unexpected coalitions at the second table	LC, S
Module 5	The strategic uses of uncertainty about domestic politics, and the special utility of determinants of the win-set	5.1	The size of the win-set depends on the distribution of power, preferences, and possible coalitions among Level II constituents. The size of the win-set depends on the strategies of the Level I negotiators.	LC, S
Module 6	Uncertainty and bargaining tactics. Synder and Diesing, Conjict Among Nations.	6.1	The analysis of two-level games as multiple of illustrations of Zartman's observation that all negotiation involves "the controlled exchange of partial information.	LC, S
Module 7	Restructuring and reverberation. The role of the chief negotiator. Conclusion	7.1	Reciprocal influence between domestic and international affairs. The concept of the "Second Image" and the "Second Image Reversed". Central decision-makers and their strive to reconcile domestic and international imperatives simultaneously	LC, S
Module 8	The Concept of the Foreign Policy of the Russian Federation	8.1	Basic principles, priorities, goals and objectives of the foreign policy of the Russian Federation.	LC, S
Module 9	Comparative study of similar documents used in the 2000 and 2008 editions.	9.1	The approach, the general principles, provisions, the legal references of the document (such as the 1993 Constitution and the rest of the federal legislation), changes at international level, as the engine and main cause for the elaboration of a new Concept. The principle that guides the foreign action.	LC, S
Module 10	General Provisions. Foreign Policy of the Russian Federation and the Modern World	10.1	Global processes in the first decade of the 21st century and growing new trends in global development. Russia's foreign policy, taking into account Russia's increased responsibility for setting the international agenda and shaping the system of international relations.	LC, S
Module 11	Rule of Law in International Relations. Emergence of a New World Order	11.1	The United Nations as the center for regulation of international relations and coordination in world politics in the 21st century. The effectiveness of the UN Security Council.	LC, S
Module 12	Strengthening International Security	12.1	Reducing the role of the use of force in international relations while enhancing strategic and regional stability. The implementation of the Treaty	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			between the Russian Federation and the United States of America on Measures for the Further Reduction and Limitation of Strategic Offensive Arms.	
Module 13	International Cooperation in the Sphere of Economy and Environment	13.1	Russia's principal objectives in the area of international economic relations. Membership in the World Trade Organization (WTO) and joining the Organization of Economic Cooperation and Development (OECD). Ensuring environmental security and addressing climate change on the planet.	LC, S
Module 14	International Humanitarian Cooperation and Human Rights	14.1	Commitment to universal democratic values, human rights and freedoms. Participation of the Russian Federation in international human rights agreements.	LC, S
Module 15	Regional Priorities	15.1	Bilateral and multilateral cooperation with the CIS Member States. Establishing the Eurasian Economic Union. Commonwealth's Member States in the context of globalization.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Concept of the Foreign Policy of the Russian Federation. Approved by President of the Russian Federation V. Putin. on 12 February 2013.
http://www.mid.ru/bdomp/brp_4.nsf/e78a48070f128a7b43256999005bcbb3/76389fec168189ed4

4257b2e0039b16d!OpenDocument

2. Marcel De Haas. Russia's Foreign Security Policy in the 21st Century: Putin, Medvedev and Beyond (Contemporary Security Studies)

3. Roger E. Kanet. Russia: re-emerging great power. http://books.google.ru/books/about/Russia.html?id=pyJpAAAAMAAJ&redir_esc=y

4. Stephen J. Cimbala autofilled. Russia and Postmodern Deterrence. http://books.google.ru/books/about/Russia_and_Postmodern_Deterrence.html?id=yTUnEf0ltP0C&redir_esc=y. http://www.amazon.com/Russia-Postmodern-Deterrence-Challenges-Twenty-First/dp/1574888145

5. Manfred B. Steger. Globalization: A Very Short Introduction. http://books.google.ru/books/about/Globalization_A_Very_Short_Introduction.html?id=SgVRoIOhYegC&redir_esc=y

6. Main reading(sources):
:
1. Tsygankov, A. P. (2019). Russia's Foreign Policy: Change and Continuity in National Identity. Rowman & Littlefield.— Examines identity-driven foreign policy under Putin.
2. Casier, T. (2021). "The Role of Strategic Culture in Russian Foreign Policy". Europe-Asia Studies.— Analyzes historical and cultural influences on decision-making.
3. Sakwa, R. (2022). The Putin Paradox. I.B. Tauris.— Explores contradictions in Russian governance and foreign policy.
4. Фененко А.В. Современная история международных отношений: 1991-2016 [Текст/электронный ресурс]: Учебно-методический комплекс / А.В. Фененко. - 2-е изд., перераб. и доп.; Электронные текстовые данные. - М.: Аспект Пресс, 2016. - 432 с.

Institutional Actors and Decision-Making Structures
President of Russia (2023). Foreign Policy Concept of the Russian Federation. Official Document.— Outlines current strategic priorities and institutional roles.
Monaghan, A. (2022). "The Russian Security Council: Power and Legitimation". Chatham House.— Role of the Security Council in policy formulation.
Taylor, B. (2021). "The Siloviki in Russian Foreign Policy". Post-Soviet Affairs.— Influence of military and security elites on decision-making.
Case Studies and Regional Focus
Allison, R. (2022). "Russia's War in Ukraine: The Nexus of Power and Policy". International Affairs.— Decision-making processes behind the 2022 invasion.
Kozhanov, N. (2021). Russia and the Middle East: Pragmatism or Strategy?. I.B. Tauris.— Case study on Syria and energy diplomacy.
Krickovic, A. (2020). "The Ukraine Crisis and the Eurasian Economic Union". Journal of Eurasian Studies.— Post-Soviet integration strategies.
Elites, Networks, and Leadership
Hill, F. (2022). "Putin's Inner Circle: Decision-Making in a Vertical Power Structure". Brookings Institution.— Role of personalist networks in policy outcomes.
Guriev, S., & Treisman, D. (2022). Spin Dictators: The Changing Face of Tyranny. Princeton University Press.— Explores propaganda and elite cohesion in foreign policy.
Stanovaya, T. (2021). "The Politburo 2.0: How Putin's Inner Circle Works". Carnegie Moscow Center.
Economic and Sanctions Dynamics
Connolly, R. (2022). "Russia's Response to Sanctions: Adaptation and Resistance". Chatham

House.

Diesen, G. (2021). Russia's Geoeconomic Strategy for a Greater Eurasia. Routledge.— Focus on energy politics and Eurasian integration.

Rutland, P. (2023). "Sanctions and Russia's Economic Statecraft". Problems of Post-Communism.

Military, Cyber, and Hybrid Strategies

Giles, K. (2022). "Russian Information Warfare: Institutional Evolution". NATO Defense College.

Fridman, O. (2021). Russian Hybrid Warfare: A Study in Disinformation. Springer.

Renz, B. (2022). Russia's Military Revival. Polity Press.

Ideology and Soft Power

Laruelle, M. (2022). Is Russia Fascist? Unraveling Propaganda East and West. Cornell University Press.

Suslov, M. (2020). "The 'Russian World' Concept in Foreign Policy". Geopolitics.

Sherr, J. (2023). "Russia's Ideological Offensive in Africa". RUSI.

Journal Articles (Peer-Reviewed)

Kropatcheva, E. (2021). "Russia and the OSCE: Institutional Deadlock". European Security.

Casier, T. (2020). "Russia's Clash with the West: Status and Norms". Contemporary Politics.

Charap, S. (2022). "Russia's Grand Strategy: Myth or Reality?". Survival.

Reports and Think Tank Analyses

Carnegie Moscow Center (2023). "Russian Foreign Policy in a Multipolar World".

Chatham House (2022). "Russia's Global Narratives and Soft Power".

RAND Corporation (2021). "Decoding Russia's Decision-Making in Cybersecurity".

Regional and Global Relations

Stent, A. (2023). "Russia and China: Axis of Convenience". Brookings Institution.

Lo, B. (2022). "Russia's Pivot to Asia: Rhetoric vs. Reality". Carnegie Endowment.

Krastev, I. (2023). "Russia's War and the New World Disorder". European Council on Foreign Relations.

Additional readings:

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

2. Barnett M., Sikkink K., "From International Relations to Global Society", in Oxford Handbook of IR, Oxford: Oxford University Press, 2008. Chapter 3. pp. 62-83

3. Brooks S.G. "Dueling Realisms', International Organisation, June 1997, Volume 51, Issue 03, pp.445-77

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

5. Clauzewitz von C. "On War". Oxford: Oxford University Press.

6. Dune T., Hansen L., Wight C. "The End of International Relations Theory", European Journal of International Relations, September 2013, Volume 19, No. 3, pp. 405-425 https://timjdunne.files.wordpress.com/2012/10/end-of-ir-theory-final-5-6-2013.pdf

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

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

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

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Foreign Policy Process and Decision-Making in Russia».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

DEVELOPMENT COOPERATION
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Development Cooperation» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 15 topics.

Main goal of the course is to introduce to student's key concepts, theories, with the main objectives to ensure that the students

1) understand the SDGs and their role for the international community;

2) understand the main tools and forms of cooperation in the field of sustainable development;

3) understand the relationship between foreign aid and foreign policy.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Development Cooperation» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the set goal	GC-3.1 Demonstrates the ability to work constructively as a team player in leadership and junior and middle management roles; GC-3.2 Able to responsibly build a strategy of self-development in the interests of the team, organization, department;
GPC-5	Able to build a strategy to promote publications on the profile of activity in the mass media on the basis of basic principles of media management.	GPC-5.1 Independently prepare professionally-oriented texts of different genre and style (article, analytical note, information-analytical note, review, programme document, abstract, theses of the report, press release, etc.); GPC-5.2 Evaluate the target audience and editorial policies of print, audio-visual and internet media; GPC-5.3 Form and promote the required image of political phenomena and processes through a series of publications of various genres in different types of media; GPC-5.4 Evaluate the perception of the image of political phenomena and processes formed in the media;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Development Cooperation» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Development Cooperation».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the set goal		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; *Security and Development Challenges in Africa***;
GPC-5	Able to build a strategy to promote publications on the profile of activity in the mass media on the basis of basic principles of media management.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Theory and practice of diplomacy;
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Russia***; *Security and Development*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			*Challenges in Asian-Pacific Region**; Security and Development Challenges in the Middle East**; Security and Development Challenges in Latin America**; Security and Development Challenges in Africa**; Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**; The Political Economy of International Conflict**;*

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Development Cooperation» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			1
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*47*		*47*
Self-preparation for exam/test with assessment (academic hours)	*27*		*27*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction	1.1	Aid motivation (Aid motivation lecture introduces students to the reasons for Aid from the perspective of donors. For example, what are their main motivation to give assistance to the developing countries, is it that they are driven for altruistic reasons or they have deeper motivations. This helps students to analyse different aid mechanisms better.	LC
		1.2	History of Development Cooperation (This seminar introduces students to aid motivation with clear examples from the Seminar Presentation list. For example, while examining the reverse side of UK and US assistance then students can understand the aid motivations even further.)	S
Module 2		2.1	Main terms and concepts of Development Cooperation (There are different terms used in aid for example most countries use the term international assistance or foreign assistance but for Russia the use the term international development cooperation. The lecture also explains terms within the context of recipients/subjects and types of aid)	LC
		2.2	Theories of Development (This seminar discusses theories such as Dependency Theory & Latin American Structuralists & World-System Theory that are mainly used for development cooperation)	S
Module 3		3.1	Concept of ODA (This lecture in depth definition of Official development assistance (ODA) as defined by the OECD Development Assistance Committee (DAC) as government aid that promotes and specifically targets the economic development and welfare of developing countries.)	LC
		3.2	Anglo-Saxon Donors (US & UK), national mechanisms (This seminar describes the traditional donors mechanisms of assistance with the example of US, UK, Germany by analysing their assistance institutions for example USAID, DFID, BMZ etc)	S
Module 4		4.1	Main theories of development (The students are taught theories by simplifying them into 3 categories, international relations theories such as liberalism, realism, Economic theories such neo keynesian, Walt Rostows theory of phases of economic growth and lastly the concept of Global Justice)	LC
		4.2	East Asian Donors (Japan & China), national mechanisms (The seminar will be able to discuss the comparison	S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			of emerging donor/ China vs Traditional donor Japan)	
Module 5		5.1	National Strategies of Donors (This lecture students will be taught the approaches that donors use for assistance, for example bilateral aid is the most expensive but the easiest to impose conditions as such the US strategy is to have agents and offices all over the world, while some countries are limited to conduct the services through the MFA)	LC
		5.2	Recipient countries national mechanisms (Recipient countries seminar discusses aid from the perspective of the Global South, for example countries that receive infrastructure aid get most of the assistance from which donors.)	S
Module 6		6.1	International architecture of Development Cooperation (This lecture introduces the UN development decades that were replaced by the millennium development goals and later sustainable development goals)	LC
		6.2	International Organizations as donors (1) (This seminar discusses traditional multilateral institutions such as the World Bank, UNDP, IMF,)	S
Module 7		7.1	Emerging donors. Russia as a donor. (This lecture gives students a background of USSR development cooperation and the new institutions that are used currently such as Россотрудничество)	LC
		7.2	International Organizations as donors (2) (This seminar discusses the new multilateral institutions such as China's AIIB, BRICS NDB, OPEC fund among other global south institutions)	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of	

	specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. (Overview) - Malacalza B. The Politics of Aid from the Perspective of IR Theories. In: Olivie I., Perez A. (Eds). Aid, Power & Politics. Routledge, 2019.

2. Political realism (1) - Morgenthau H. A political theory of foreign aid // APSR. 1962. 56 (02). 301-309.

3. Political realism (2) - Huntington S. F. Foreign Aid: For What and For Whom // Foreign policy. 30.12.1971.

4. Political neorealism - Lancaster C. Foreign Aid. Diplomacy, Development, Domestic Politics. The University of Chicago Press, 2007.

5. Aid as positive sanction (IPE) - Baldwin D. Economic Statecraft. Princeton University Press, 2020.

6. Aid as Global public good (liberal paradigm) - Kaul I. et al. (Eds.) Providing Global Public Goods. Managing Globalization. Oxford University Press, 2003

7. Aid & Global justice (political philosophy) - a) Pogge Th. Eradicating Systemic Poverty: brief for a global resources dividend // JHD. 2001. 02 (01). 59-77.   b) Pogge Th. An Egalitarian Law of Peoples

8. Aid & Constructivism (1) - Lumsdaine D. Moral vision in international politics. The Foreign Aid Regime (1949-1989). Princeton University Press, 1993.

9. Aid & Constructivism (2) - a) Therien J.-P., Noel A. From domestic to international justice: the welfare state and foreign aid // International Organization. 1995. 49 (03). 523-553. b) Therien J.-P. Debating foreign aid: right VS left // TWQ. 2002. 23 (03). 449-466; c) Therien J.-P., Noel A. Political parties and foreign aid // APSR, 2000. 94 (01). 151-162.

10. Marxism - Hayter T. Aid as Imperialism. Penguin Books, 1971.

11. Neomarxism - Sogge D. Donors Helping Themselves. In: Handbook on the Economics of Foreign Aid. Edward Elgar Publishing, 2015.

12. Postcolonial approach - a) Strongman L. Postcolonialism and international development studies: a dialectical exchange? // TWQ. 2014. 35 (08). 1343-1354; b) Kim J., Garland J. Development cooperation and post-colonial critique: an investigation into the South Korean model // TWQ. 2019. 40 (07). 1246-1264; c) Six C. The Rise of Postcolonial States as Donors: a challenge to the development paradigm? // TWQ. 2009. 30 (06). 1103-1121.

13. Amuhaya C., Degterev D. A Century of East African Integration. – Cham : Palgrave Macmillan, 2022. – 263 p.

14. Mawdsley, E., Fourie, E., & Nauta, W. (Eds.) (2019). Researching South-South development cooperation: the politics of knowledge production. Routledge/Taylor & Francis Group. Rethinking Development https://doi.org/10.4324/9780429459146.

15. Pomerantz, P.R. (2023). Foreign Aid: Policy and Practice (1st ed.). Routledge. https://doi.org/10.4324/9781003265320

16. Jakupec, V., Kelly, M., & de Percy, M. (Eds.). (2022). COVID-19 and Foreign Aid: Nationalism and Global Development in a New World Order (1st ed.). Routledge. https://doi.org/10.4324/9781003273844

17. Jakupec, V., Kelly, M., & Makuwira, J. (2020). Rethinking Multilateralism in Foreign Aid: Beyond the Neoliberal Hegemony (1st ed.). Routledge. https://doi.org/10.4324/9780367853808

18. Rakhmangulov Mark R (2010) Stanovlenie sistemy sodeystviya mezhdunarodnomu razvitiyu v Rossii [Establishing Russia's International Development Assistance Policy] INTERNATIONAL ORGANISATIONS RESEARCH JOURNAL, 2, pp. 196-215 (in Russian)

19. Mehmood, S., & Seror, A. (2019). The political economy of foreign aid and growth: Theory and evidence. ESI Working Paper 19-10.

20. Hammett, D. (2023). Global Development: The Basics (1st ed.). Routledge. https://doi.org/10.4324/9781003155652

21. Seyfried, C. (2023). African Bargaining Power with China: Foreign Investment and Rising Influence (1st ed.). Routledge. https://doi.org/10.4324/9781003308768

22. Hammett, D. (2023). Global Development: The Basics (1st ed.). Routledge. https://doi.org/10.4324/9781003155652

23. Dietrich S. States, Markets, and Foreign Aid. Cambridge University Press; 2021.

24. Stokke O. (2019). The drivers of ODA: What can they tell about the future? In: EADI global development series (pp. 343–384). Palgrave Macmillan.

25. Melina C. Kalfelis, « Beyond Donor Memory. On Time and Power behind the Curtain of Transnational Development in Burkina Faso », Anthropologie & développement [En ligne], 53 | 2022, mis en ligne le 25 avril 2023, consulté le 08 avril 2024. URL : http://journals.openedition.org/anthropodev/1803 ; DOI : https://doi.org/10.4000/anthropodev.1803

26. Silva, A. L. (2021). Innovation in development cooperation: emerging trajectories and implications for inclusive sustainable development in the 21st century. Innovation and Development, 11(1), 151–171. https://doi.org/10.1080/2157930X.2020.1807100

27. de Bengy Puyvallée A, Bjørkdahl K, eds. Do-Gooders at the End of Aid: Scandinavian Humanitarianism in the Twenty-First Century. Cambridge University Press; 2021.

Additional readings:

1. -Development Cooperation (ENG). World Bank Lecture Course.
-Interdependances et l'Aide Publique au Development (FRA). MAE de France.
-ODA at DAC OECD web-site - https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/official-development-assistance.htm
ODA (official development assistance) Please read the methodology here:http://www.oecd.org/dac/stats/methodology.htmEspecially this presentation:http://www.oecd.org/dac/stats/documentupload/IsitODA.pdfDAC List of recipient countries is here - http://www.oecd.org/dac/stats/daclist.htmDAC list of international institutions - recipients of ODA is here - http://www.oecd.org/dac/stats/annex2.htmPlease find Aid statistics (annexed, Excel file) http://stats.oecd.org/

National mechanism of assistance:
-US Aid
-Chinese Aid
-Russian Aid
-Indian Aid
-French Aid
-EU Aid
-Military Aid
-Trilateral Aid
-Aid Evaluation and Effectiveness
-Multilateral architecture of development

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «Development Cooperation».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
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FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

WORLD POLITICS
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «World Politics» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 11 modules and 11 topics.

Main goal of the 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.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «World Politics» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-5	Able to analyse and consider the diversity of cultures in the process of intercultural interaction.	GC-5.1 Understands the peculiarities of development and socio-cultural differences of different countries and peoples considering their historical past and is able to take these peculiarities into account in the course of intercultural interaction; GC-5.2 Constructively interacts with representatives of different countries and peoples in solving professional tasks; GC-5.3 Demonstrates a deep understanding of the specifics of Russia's traditions, history and role in the world-historical process and is able to explain these specifics in a professional and reasoned manner in the course of intercultural communication.
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	GPC-2.1 Apply modern technologies of searching, processing and analysing information to interpret and forecast the development of international political processes; GPC-2.2 Use specialised databases and software tools to promptly search for information required to solve professional tasks; GPC-2.3 Adequately assess the information received to identify information gaps and identify attempts of propaganda and manipulative influence, considering the requirements of information security; GPC-2.4 Conduct quantification of qualitative data and meaningful interpretation of quantitative data.
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	GPC-9.4 Participate in the development and updating (under the guidance of a specialist of a higher level of qualification) of working programmes of training courses, educational-methodical complexes and training manuals on the profile of research work;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «World Politics» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «World Politics».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-5	Able to analyse and consider the diversity of cultures in the process of intercultural interaction.		Migration, Development and Global Security; *Human Rights and the International Security***; History of Religions in Russia; Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; International terrorism;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; International organizations and peace process;
PC-1	Able to independently develop and design analytical materials.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Megatrends and Global Affairs;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; *Security and Development Challenges in the CIS**;* *Security and Development Challenges in Russia**;* *Security and Development Challenges in Asian-Pacific Region**;* *Security and Development Challenges in the Middle East**;* *Security and Development Challenges in Latin America**;* *Security and Development Challenges in Africa**;* *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;* *The Political Economy of International Conflict**;*

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «World Politics» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			1
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*47*		*47*
Self-preparation for exam/test with assessment (academic hours)	*27*		*27*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms	1.1	Unlike natural sciences, International Relations are of a humanitarian origin, which means researchers here have to use a specific set of methodological mechanisms for its study.¶One of the ways to tackle the issue of bias and lack of precision is conducting a situational analysis, which incorporates parts of many other methodological practices. This type of analysis has its own framework, rules, necessary steps and structure that allow us to fully understand any type of contemporary events in the world arena.¶	LC, S
Module 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.	2.1	Analysis of situational models is a multidisciplinary approach that was originally introduced to the sphere of International Relations from economic sciences. To be more precise, such a practice came from the marketing analysis and thus still has certain traits usual for economic research methods.¶It is important to analyze and compare the original approach that came from marketing and the current version we use for foreign affairs issues. Outlining the difference in methodology of conducting such an analysis can show student the general difference between these respective fields and help understand the peculiarities they are to encounter in the current sphere of application.¶	LC, S
Module 3	Preparation of the situational analysis scenario. Creation and presentation of various types of situational scenarios based on the contemporary issues. Conducted by students.	3.1	The main step in conducting every situational analysis is to present a situational scenario. Such a scenario is presented in a specific form that satisfies the requirements for further situational analysis. Students are given topics from the contemporary issue in the international relations in order to compose a viable situational scenario.¶The topics for the scenario are either proposed by the lecturer or picked out by students with the lecturer's consent. Topics must be familiar to the students, the task does not involve further analysis but rather has to help develop necessary skills and practices for the construction and then further presentations of these scenarios.¶	LC, S
Module 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.	4.1	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.	LC, S
Module 5	Drawing a conclusion., publishing of the results. Issues and peculiarities of drawing a conclusion and composing a final document on the basis of	5.1	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.	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
	the situational analysis.			
Module 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.	6.1	Students are to take on an independent situational analysis on the case-study of the Iraqi war of 2003. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the conflict.¶Students work in a group, they are to compose a valid scenario, present it, then form the expert group based on their knowledge and proficiency and analyze the given scenario. They provide opinions in a manner close to a discussion with respect for opinions of their classmates. The expert feedback then is to be analyzed by the students from the point of view of the secretariat. They are to critically evaluate their opinions, balance them out, summarize and present a fluent generalized position on the problem and based on that give their prognosis on the consequences of the abovementioned situational model.¶In case of Iraqi war students have to be sure to touch upon the problems of NATO coalition, the methods USA used in the conflict, address the issue of US private contractors in Iraq, the future peace keeping and restoration of the country and current situation in Iraq with Isis. ¶	LC, S
Module 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.	7.1	Students are to take on an independent situational analysis on the case-study of the problem of possession of the Nuclear Weapons by North Korea. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue.¶The problem of possession and spread of nuclear weapons through the world has troubled the international community for years. The most troubling aspect of this issue is the possibility of the new nuclear powers to not ensure the safety of those weapons. As the result of that weapons of mass destruction can get into the hands of terrorists and extremists all over the world. ¶North Korea is one of the most unreliable countries in terms of international relations. The ideology-based dictatorship of the northern part of Korean peninsula leads to the antagonisation of this country and thus unpredictability of their political decisions. ¶¶	LC, S
Module 8	Case-study. Nagorny Karabah problem. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	8.1	Students are to take on an independent situational analysis on the case-study of the problem of Nagorny Karabah conflict. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue.¶The conflict between historic rights for the small piece of land in Karabah region has been making Azerbaijan and Armenia drift apart from each other for years. The general population that has been living in the region after it joined Russian Empire is Armenian and was put there by Russian tsarist rule. To ensure who was in control of these territories originally does not seem to be possible.¶The methodology under which borders were set in Soviet Union and their artificial nature contributed to the passive aggravation of the	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			relation between these two republics. For years Azerbaijan has been trying to use its privileged position in the Union to reestablish ethnic layout of the region.¶The active stage of the conflict started with the breakdown of the Soviet Union. Because of the lack of willingness to resolve the conflict from the both sides, it was up to the international community to take peacekeeping into its own hands.¶Up until now Unite Nations cannot work out a viable solution to the problem of Kharabah region that would satisfy both sides.¶	
Module 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.	9.1	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.¶The political layout in the sphere of international relations changed significantly after Ukraine has overthrown its legitimate president Viktor Yanukovich. The following event of destabilization in the state have led to the loss of Crimean Peninsula and a possible secession of the eastern part of the country. ¶The obvious conflict of interests between Russian and the United States have led to the division of the Ukrainian population that resulted in the attempt of the eastern part of the country to take arms and declare the independence from the rest of the state.¶Such separatism has led to the bloody asymmetric conflict between eastern Ukrainian new-born republics and the official Ukrainian newly organized government.¶	LC, S
Module 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.	10.1	Students are to take on an independent situational analysis on the case-study of the problem of Libyan war of 2011. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue.¶Arab spring brought serious changes to the political outlay in the Middle East and North Africa. However, the change of power through civil revolts worked differently in certain countries.¶Libya was one of the most prominent states of North Africa, the leading force of African integration. The extremism among certain groups of population was met with the use of force, which automatically allowed western countries to build up a case to plead to intervene into the sovereign policy of the country.¶The so-called humanitarian intervention received certain attributes of the military invasion that later on led to the breakdown of a prominent state into decay and chaos.¶	LC, S
Module 11	Case-study. Syrian conflict. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	11.1	Students are to take on an independent situational analysis on the case-study of the problem of the war in Syria. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue.¶The military operation in Syria became something that Libyan war should have – Russia and the United States are both involved into the resolution of the conflict between the legitimate government and the Islamic radicals. ¶Unlike the case with Libya, Russian and	LC, S

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		American influence tend to balance each other out, not allowing any party to boldly ensure their only interest in the region.¶The multiple attempts of the United States to reshape middle east in their own understanding left the region with serious problems and complications. Other attempts to limit the Russian presence in the country have caused the relations between these two superpowers to deteriorate significantly.¶Currently the example of Syria has shown us the new framework for the international relations that basically neglect the non-participant model of the previous years that was taken by Russia and China. Now any attempt to involve in the sovereign policies of the state can be countered by another country.¶	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Brown, Michael et.al, New Global Dangers; Changing Dimensions of International Security, MIT Press, 2004.

2. Caldwell, Dan and Robert E Williams, Seeking Security in an Insecure World, Oxford, Roman and Littlefield, 2006.

3. Chen, Lincoln et.al, Human Insecurity in a Global World, Global Equity Initiative, Harvard University Press, 2003.

4. Global Issues; Selections from the CQ Researcher, CQ Press, 2005 and 2006.

5. Kegley, Charles W. Jr (ed), The New Global Terrorism: Characteristics, Causes, Controls; New Jersey, Pearson Education, 2003.

6. Kennedy-Pipe, Caroline and Clive Jones, International Security in a Global Age: Securing the Twenty-First, London: Frank Cass, 2000.

7. Pettiford, Lloyd and Melissa Curley, Changing Security Agendas and the Third World, London ; New York: Pinter, 1999.

8. Snarr, Michael T and D Neil Snarr, Introducing Global Issues, Second Edition, London, Lynne Rienner publishers, 2002.

9. Snyder, Craig, A., Contemporary Security and Strategy, Basingstoke: Macmillan, 1999.

10. Jessica Stern, Terror in the Name of God, Why Religious Militants Kill; New York, Harper Collins Publishers, 2003

11. Main reading(sources):

1.   The Universal Declaration of Human Rights
2.   International Covenant on Civil and Political Rights
3.   International Covenant on Economic, Social and Cultural Rights
4.   European Convention on Human Rights
5.   American Convention on Human Rights
6.   African Charter on Human and Peoples' Rights
7.   The Convention on the Prevention and Punishment of the Crime of Genocide (1948)
8.   ILO 98 concerning the Right to Organise and to Bargain Collectively (1949)
9.   The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
10.   International Convention for the Protection of All Persons from Enforced Disappearance (2006)
11.   The Convention relating to the Status of Refugees (1951), and the 1967 Protocol thereto
12.   The Convention on the Rights of the Child (1989)
13.   Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts (2000)
14.   Optional Protocol to the Convention on the Rights of the Child on the sale of children,child prostitution and child pornography (2000)
15.   ILO 169 concerning Indigenous and Tribal Peoples in Independent Countries (1989)
16.   The International Convention on the Protection of the Rights of All Migrant Workers andMembers of Their Families (1990)
17.   The Convention on the Rights of Persons with Disabilities (2006)
18.   LO 111 concerning Discrimination in respect of Employment and Occupation (1958)
19.   UNESCO Convention against Discrimination in Education (1960)
20.   The International Convention on the Elimination of All Forms of Racial Discrimination (1965)
21.   The International Convention on the Suppression and Punishment of the Crime of Apartheid(1973)
22.   The Convention on the Elimination of All Forms of Discrimination Against Women (1979)and its Optional Protocol (2000)

12. Books and articles:

1.   Baylis, J., Smith, S., & Owens, P. (Eds.). (2021). The Globalization of World Politics: An Introduction to International Relations (9th ed.). Oxford University Press. — Актуальный обзор ключевых тем мировой политики, включая теории, глобализацию и вызовы XXI века.
2.   Mingst, K., McKibben, H., & Arreguín-Toft, I. (2022). Essentials of International

Relations (10th ed.). W.W. Norton & Company. — Современное введение в международные отношения с анализом кейсов. Теоретические подходы

3. Mearsheimer, J. (2018). The Tragedy of Great Power Politics (Updated ed.). W.W. Norton & Company. — Обновлённый взгляд на реализм в условиях современных вызовов.

4. Acharya, A. (2018). Constructing Global Order: Agency and Change in World Politics. Cambridge University Press. — Постзападные подходы к миропорядку через призму агентства глобального Юга.

5. Checkel, J. (Ed.). (2021). International Institutions and Socialization in Europe. Cambridge University Press. — Конструктивистский анализ роли институтов.

6. Karns, M., Mingst, K., & Diehl, P. (2020). International Organizations: The Politics and Processes of Global Governance (4th ed.). Lynne Rienner. — Анализ роли ООН, МВФ, ВТО и негосударственных акторов.

7. Hale, T., & Held, D. (Eds.). (2021). Beyond Gridlock. Polity Press. — Пути преодоления кризиса многосторонних институтов.

8. Buzan, B., & Hansen, L. (2021). The Evolution of International Security Studies (2nd ed.). Cambridge University Press. — Эволюция исследований безопасности, включая киберугрозы и терроризм.

9. Farrell, H., & Newman, A. (2021). "The Uses and Abuses of Weaponized Interdependence". Dædalus, 150(1), 150-164. — Анализ "оружизированной взаимозависимости" в цифровую эпоху.

10. . Ravenhill, J. (2020). Global Political Economy (6th ed.). Oxford University Press. — Актуальный обзор МПЭ, включая санкции и цифровую экономику.

11. Rodrik, D. (2022). Straight Talk on Trade: Ideas for a Sane World Economy*. Princeton University Press. — Критика гиперглобализации и поиск баланса между открытостью и суверенитетом.

Сдвиги в балансе сил

12. Shambaugh, D. (2020). Where Great Powers Meet: America & China in Southeast Asia. Oxford University Press. — Анализ конкуренции США и Китая в Азии.

13. Zakaria, F. (2022). Ten Lessons for a Post-Pandemic World. W.W. Norton & Company. — Влияние пандемии на глобальную политику и экономику.

14. Eckersley, R. (2020). Greening Democracy: The Anti-Nuclear Movement and Environmentalism. Cambridge University Press. — Климатическая политика и роль гражданского общества.

15. Scharre, P. (2023). Four Battlegrounds: Power in the Age of Artificial Intelligence*. W.W. Norton & Company. — Гонка за лидерство в ИИ между США, Китаем и другими игроками.

16. Hough, Peter, Understanding Global Security Today, Routledge, 2004.

17. Brown, Michael et.al, New Global Dangers; Changing Dimensions of InternationalSecurity, MIT Press, 2004.

18. Kay, Sean, Global Security in the Twenty-First Century; the quest for power and the search for peace, Oxford, Roman and Littlefield, 2006.

19. Nayef R.F. Al-Rodhan, Policy briefs on the transnational aspects of security and stability, Zurick, Piscataway, 2007.

20. Buzan, Barry, People, States and Fear: An Agenda for International Security: Harvester Wheatsheaf, 1991.

21. Croft, Stuart and Terry Terriff, Critical Reflections on Security and Change, Frank Cass Publishing, 2000.

22. Kolodziej, Edward A., Security and International Relations, Cambridge, Cambridge University Press, 2005.

23. Baylis, John, Strategy in the Contemporary World: Introduction to Strategic Studies, Oxford: Oxford University Press, 2002

24.   Waiver, Ole, de Wilde Jaap, et al., Security: A New Framework for Analysis, Boulder, Colo.; London: Lynne Rienner, 1998.
25.   Jack Donnelly, Universal Human Rights in Theory & Practice (Cornell, 2003).
26.   Richard Falk, Human Rights Horizons: The Pursuit of Justice in a Globalizing World
27.   (Routledge, 2000).
28.   Wiktor Osiatyski, Human Rights and Their Limits., Cambridge University press 2009
29.   Michael Brown, New Global Dangers: Changing Dimensions of International Security. MIT Press, 2004
30.   Mary Kaldor, Human Security. London: Polity Press 2007.
31.   S. Neil MacFarlane and Yuen Foong Khong, Human Security and the UN: A Critical History. Bloomington: Indiana University Press 2006.
32.   Fen Osler Hampson, Madness in the Multitude. Oxford: Oxford University Press 2002.
33.   David Forsythe, Human Rights in International Relations (New York: Cambridge, 2000).
34.   Julie Mertus, American University Human Rights Reader (2002) (customized text prepared with Foreign Affairs).

Additional readings:

1. Key Journals
1)   International Organization (статьи 2018–2023)
2)   Global Governance: A Review of Multilateralism and International Organizations - International Security
3)   Review of International Political Economy - Journal of Global Security Studies
4)   Alternative
5)   Ethics and International Affairs
6)   European Journal of International Relations
7)   International Affairs
8)   International Organisation
9)   International Security
10)   Millennium: Journal of International Studies
11)   Review of International Studies
12)   Borderlands: http://www.borderlandsejournal.adelaide.edu.au
13)   Foreign Policy: http://www.foreignpolicy.com
14)   Global Security: http://www.globalsecurity.org
15)   Z-net: http://www.zmag.org/weluser.htm

2. Internet-(based) sources:

1.   IPCC (2021–2023). Sixth Assessment Report. — Последние данные по климатическим изменениям и политическим решениям.
2.   17. UN Security Council Reports (2018–2023). — Резолюции и отчёты по конфликтам (Украина, Сирия, Африка).
3.   World Bank (2023). World Development Report 2023: Migrants, Refugees, and Societies. — Анализ миграционных кризисов.
4.   Carnegie Endowment for International Peace: carnegieendowment.org -
5.   Chatham House: chathamhouse.org –
6.   Council on Foreign Relations**: cfr.org
7.   Peace and Security (UN) http://www.un.org/en/peace/
8.   Human Rights Watch: http://www.hrw.org
9.   International Criminal Court: http://www.icc-cpi.int, http://www.iccnow.org and
10.   http://web.amnesty.org/web/web.nsf/pages/ICChome

11. Amnesty International: http://www.amnesty.org
12. International War Crimes Tribunal for Rwanda: http://www.ictr.org
13. International Criminal Tribunal for the Former Yugoslavia: http://www.un.org/icty
14. International Committee of the Red Cross: http://www.icrc.org
15. Geneva Convention: http://www.unhchr.ch/html/menu3/b/92.htm
16. Center for Reproductive Rights http://reproductiverights.org/
17. Center for World Indigenous Studies http://cwis.org/
18. Human and Constitutional Rights, Columbia Law School http://www.hrcr.org/
19. Human Rights Watch http://www.hrw.org/
20. International Women's Rights Action Watch Asia-Pacific http://www.iwraw-ap.org/
21. Office of the High Commissioner for Human Rights http://www.ohchr.com/
22. Office of the High Commissioner for Refugees http://www.unchr.ch/
23. Oxfam International http://www.oxfam.org/
24. Physicians for Human Rights http://www.phr.org/
25. United Nations Development Fund for Women (UNIFEM) http://www.unwomen.org/
26. United Nations Human Settlements Programme (UN-Habitat) http://www.unchs.org/
27. Women's Environment and Development Organization http://www.wedo.org/
28. The Human Security Gateway www.humansecuritygateway.com/
29. Carnegie Endowment for International Peace http://carnegieendowment.org/
30. The International Crisis Group http://www.crisisweb.org
31. International Relations and Security Network http://www.isn.ethz.ch/
32. US Institute for Peace http://www.usip.org/
33. International Peace Academy http://www.ipacademy.org
34. Forum on Early Warning and Early Response http://www.fewer.org
35. Project on Defense Alternatives http://www.comw.org/pda/milbkmrk.html

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «World Politics».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

GLOBAL SECURITY
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Global Security» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 16 topics.

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

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Global Security» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
GPC-4	Able to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, verify their validity.	GPC-4.1 Conduct scientific research in interdisciplinary areas, including setting goals and objectives, positioning the selected problem in the available literature on the topic, selecting research methods, determining the scientific novelty of the researched problems, confirming the validity of scientific hypotheses, formulating their own conclusions and recommendations; GPC-4.2 Analyse international and political-economic problems and processes while respecting the principle of scientific objectivity.
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.	GPC-6.1 Organise and participate in the implementation of development programmes and strategies, including political, social, cultural, humanitarian; GPC-6.2 Independently formulate technical and service tasks, defining objectives, identifying and using information necessary for management decision-making, assessing the need for resources, identifying problems, finding alternatives, choosing optimal

Competence code	Competence descriptor	Competence level indicator (within this course)
		solutions under given conditions and considering risks, evaluating the results and consequences of management decisions; GPC-6.3 Perform the functions of middle executive and junior management staff of the institutions of the system of the Ministry of Foreign Affairs of the Russian Federation, other state institutions, federal and regional public authorities using foreign languages;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Global Security» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Global Security».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action		*South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**; The Political Economy of International Conflict**;* Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; International Political Economy; *Security and Development Challenges in the CIS**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in Latin America**; International Conflict of New Generation and its*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Settlement**; Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.		*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts;*
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.		*Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Research Work; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in Professional Practice**; Russian Language in Professional Practice**; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security;*
GPC-4	Able to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, verify their validity.		*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;*
PC-1	Able to independently develop and design analytical materials.		*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Global Security; *Non-state participants of international relations and world politics;* *Security and Development Challenges in the CIS**;* *Security and Development Challenges in Russia**;* *Security and Development Challenges in Asian-Pacific Region**;* *Security and Development Challenges in the Middle East**;* *Security and Development Challenges in Latin America**;* *Security and Development Challenges in Africa**;* *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;* *The Political Economy of International Conflict**;* *Megatrends and Global Affairs;* *Quantitative Analysis of Situational Models in World Policy;* *Regional Subsystems of International Relation in the XXI-st century;* *Contemporary Foreign Policy of Russia and International Conflicts;* *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Global Security» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s) 1
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*11*		*11*
Self-preparation for exam/test with assessment (academic hours)	*27*		*27*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
Module 1	Traditional and critical approaches to security	1.1	Analysis of International Relations Theories of Liberalism and Realism.	LC, S
		1.2	International Relations as a market place of ideas' analytical approach to other IR theories.	LC, S
		1.3	Re-thinking security	LC, S
Module 2	Causes of War	2.1	A study of the Types of War	LC, S
Module 3	Asymmetric war and terrorism	3.1	Asymmetric Warfare.	LC, S
		3.2	Terrorism and Counter-terrorism.	LC, S
Module 4	Nuclear strategy and the BMD debate	4.1	Analytical study of 'Defence' VS 'Deterrence'	LC, S
		4.2	A study of the first and second nuclear ages?	LC, S
Module 5	Weapons of mass destruction	5.1	Types of Nuclear Proliferation	LC, S
		5.2	Problems in the Regime	LC, S
Module 6	Small Arms and Light Weapons.	6.1	A Study of the Global Arms Trade	LC, S
		6.2	Conceptualizing the concept of Small Arms and Light Weapons.	LC, S
Module 7	Environmental Security.	7.1	A study on the Evidence of Climate Change.	LC, S
		7.2	The Environment and IR Theory	LC, S
		7.3	Concept of Human Security.	LC, S
Module 8	Migration and Refugees	8.1	Understanding Migration as a security Issue.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

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

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

Additional readings:

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

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

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

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

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

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

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

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

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

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

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web

– EL "University Library Online" http://www.biblioclub.ru

– EL "Yurayt" http://www.biblio-online.ru

– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:

– Sage https://journals.sagepub.com/

– Springer Nature Link https://link.springer.com/

– Wiley Journal Database https://onlinelibrary.wiley.com/

– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Global Security».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

THEORY AND PRACTICE OF DIPLOMACY

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Theory and Practice of Diplomacy» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 9 modules and 9 topics.

Main goal of the course is aims at providing a broad understanding of the theoretical and practical dimensions of diplomacy in the modern era.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Theory and Practice of Diplomacy» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;
GPC-5	Able to build a strategy to promote publications on the profile of activity in the mass media on the basis of basic principles of media management.	GPC-5.1 Independently prepare professionally-oriented texts of different genre and style (article, analytical note, information-analytical note, review, programme document, abstract, theses of the report, press release, etc.); GPC-5.2 Evaluate the target audience and editorial policies of print, audio-visual and internet media; GPC-5.3 Form and promote the required image of political phenomena and processes through a series of publications of various genres in different types of media; GPC-5.4 Evaluate the perception of the image of political phenomena and processes formed in the media;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Theory and Practice of Diplomacy» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Theory and Practice of Diplomacy».

116

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Great and emerging powers in global politics; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course);	*Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course); Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GPC-5	Able to build a strategy to promote publications on the profile of activity in the mass media on the basis of basic principles of media management.	Scientific and Research Work in the Semester; Development Cooperation;	*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;*
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in Professional Practice**; Russian Language in Professional Practice**; Non-state participants of international relations and world politics; Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Theory and Practice of Diplomacy» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*29*		*29*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	The concept of diplomacy and its role in IR. Diplomacy as a discipline and profession.	1.1	The concept and the art of diplomacy. Diplomacy as a science, art, field of activity: definitions. Basic approaches to understanding diplomacy. What is diplomacy? Attributes of a diplomat. Who are today's diplomats? Diplomatic profession: requisites, skills, protocol. Diplomatic immunities: nature, scope. Diplomacy studies: schools and representatives. International relations, foreign policy and diplomacy: links and goals. Place of diplomacy in the system of state foreign policy instruments. Diplomacy as a way or means of foreign policy. Course briefing. Overview of the syllabus. Discussion of requirements. Presentations requirements. What is this course all about, how is it structured, and what is expected of me?	LC, S
Module 2	Diplomacy: main historic phases. International system in the XXI century: challenges for diplomacy.	2.1	A brief history of diplomacy. Diplomacy through the ages: from the beginnings until 1815, from 1815 to the present. The old diplomacy: basic assumptions. The evolution of diplomatic forms and methods. Institutions of diplomacy in the past and present. The new diplomacy: trends and challenges. Old vs. new diplomacy. New elements in diplomacy: interdependence, new actors, multilateral relations, diplomatic agenda expansion, communication revolution. Problems, challenges and emerging issues in contemporary diplomacy. The impact of globalization on the evolution of diplomacy: economic resources of foreign influence, expansion of multilateral diplomacy, growing number of international organizations, impact of the media on the formation of states' positions on foreign policy issues.	LC, S
Module 3	Diplomacy as an institution and instrument of foreign policy.	3.1	Tasks and functions of diplomacy. Content of diplomatic work, its main components. Place of diplomatic service in the system of state power. Main actors of the foreign policy process and diplomatic activity. Various ways and means of achieving goals and interests of states in IR (traditional diplomacy, military coercion, economic sanctions etc.). The primary importance of diplomacy in peacetime in foreign policy. International legal foundations of diplomatic activity. The Vienna Convention on Diplomatic Relations of 1961. The Vienna Convention on Consular Relations of 1963. Main sections and parameters.	LC, S
Module 4	The system of bodies of foreign relations of states.	4.1	Organization and activities of state bodies in external relations. Ministry of foreign affairs: role and functions. How is embassy organised? What is the role of the Ambassador and the embassy's political officers? The procedure for the appointment of heads of diplomatic missions and the termination of their functions. Advantages and disadvantages of	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			"political" (non-career) vs. "professional" (career) ambassadors. Staff of the diplomatic mission. Classes and ranks of diplomats. Diplomatic corps. Diplomatic privileges and immunities. The concept, types and functions of consular offices. The procedure for the appointment of heads of consular offices and the termination of their functions. Employees of the consular office. Classes of consuls. Honorary Consul. Consular privileges and immunities. Diplomatic structures in the new environment. Universalization of diplomatic institutions and national traditions. Comparative analysis of the status of diplomatic services (Russia, USA, UK, France, Germany, Italy, China, Nigeria).	
Module 5	Modern diplomacy: trends in the development of diplomatic relations.	5.1	The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, top-level, network, specialized (energy, etc.). The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors.	LC, S
Module 6	New directions of diplomacy: economic diplomacy and unofficial diplomacy.	6.1	Essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. International Congresses, Ambassadors Conferences, The Hague Peace Congress. Development of the conference diplomacy: major characteristics, organisation of conferences, diplomatic process and work at conferences. International organisation as a permanent forum of multilateral diplomacy. The value of international organizations for the multilateral diplomacy development. International organisation diplomacy: background, international organisation as a diplomatic forum, parliamentary diplomacy, different role of governments, differences in the work of national delegations, other participants: NGOs, observers, and liaison personnel. Methods of multilateral diplomacy, the development of rules of procedures and their political significance. Consensus, simple and qualified majority and unanimity as voting procedures for final documents. UN as institutionalized form of multilateral diplomacy and a key tool for collective regulation of IR. UN peace-keeping diplomacy. Ways to improve the efficiency of the UN. Is multilateral diplomacy at the United Nations markedly different from bilateral diplomacy? Regional organizations and other group forums for multilateral negotiations of the CIS, OSCE, EU, G7, NATO, ASEAN, OAS, etc. Multilateral non-governmental actors diplomacy. Meetings and negotiations at the highest, high, ministerial and expert level. Summits and ministerial diplomacy: types of summits, proliferation, process. Diplomacy of heads of state.	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 7	Practical aspects of the implementation of diplomatic relations: protocol and etiquette.	7.1	Diplomatic protocol as a set of generally accepted rules, traditions, followed by governments, foreign ministries, diplomatic representatives and officials in international communication. The ceremonial nature of the norms of the protocol as a principle of international politeness and respect for state sovereignty and the values of other peoples and cultures. Etiquette as a set of rules of conduct that reflect the outward manifestation of respect for people. Legal validity of some norms of the diplomatic protocol. State symbols in the diplomatic protocol. The order of use of the coat of arms, flag, anthem. The basic protocol of admission of foreign diplomats, official delegations, statesmen. Organization of meetings, order of presentation, address and greetings, program of stay. Types of diplomatic receptions. The basic rules of etiquette during receptions, the requirements for appearance. Visits courtesy. Organizational and protocol work in international organizations.	LC, S
Module 8	Practical aspects of the implementation of diplomatic relations: the negotiation process. Agenda for modern international negotiation process.	8.1	Negotiations as the main method of modern diplomacy for the establishment and development of international relations: concept, classification, functions. Preparing for international negotiations: stages, rules. Conduct of international negotiations. Negotiation strategy and tactics (typical for traditional and emerging powers). National negotiation styles: theory and practice. Key characteristics of the Russian, American, French, Chinese, African negotiation styles. The final documents of the negotiations (contracts, agreements, communique, declarations of intent and other documents that conclude the negotiations). Stylistic features of negotiation. The agenda of the modern international negotiation process. Issues of peace, security and conflict resolution, new threats and challenges, cooperation in the fight against terrorism, major economic problems, strengthening the role of international law, including human rights. Case-studies: Syrian conflict, Iranian nuclear dossier, North Korea.	LC, S
Module 9	Russian diplomacy: distinctive features. Russia's foreign policy: interests, priorities, resources.	9.1	Russian diplomatic service: history and modernity. The history of the formation of the domestic diplomatic service. Features of the modern diplomatic service of Russia. Organization of the Russian diplomatic service. The existing system of state bodies of foreign relations of the Russian Federation, their role in the development and implementation of the country's foreign policy. The head of state and his main functions in the field of foreign policy and international relations. Chambers of the Federal Assembly and their constitutional powers. Participation in the foreign policy of the Government of the Russian Federation and the executive bodies of special competence. The Ministry of Foreign Affairs of the Russian Federation as a central body of foreign policy	LC, S

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		relations. Coordinating role of the Foreign Ministry in the conduct of a single foreign policy of the Russian Federation. Structure, legal basis, main tasks and functions of the MFA. The evolution of Russia's foreign policy priorities since 1991: main stages and dynamics. Russia's foreign policy strategy: global and regional priorities, national interests. Foreign policy concept 2016. What challenges confront the Russian Ministry of Foreign Affairs and the conduct of Russian diplomacy in the post-Cold War era? Russia and international/regional institutions. Russia's interests in international institutions and organizations. Russia and G7. Russia and BRICS. Russia and UN. Russia and NATO. Russia and CSTO. Russia and SCO. Russia and security issues. Regional priorities: CIS, EU, USA, Africa, Latin America, Middle Est, Asia.	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Berridge G.R. Diplomatic Theory from Machiavelli to Kissinger / G.R. Berridge, Keens-Soper Maurice, T.G. Otte; G.R.Berridge et al. - New York: Palgrave, 2001. - 216 p. - (Studies in Diplomacy). - ISBN 0-333-75365-8 : 3923.37.

2. Berridge G.R. Diplomacy: theory and practice / G.R. Berridge. - 2nd ed.; - London : Palgrave, 2002. - 234 p. - ISBN 0-333-96928-6 : 4140.73.
Additional readings:
1. Hocking, Brian. Non-State Actors and the Transformation of Diplomacy // The Ashgate Research Companion to Non-State Actors / ed. by B. Reinalda. - Surrey, Ashgate, 2011. Available from: eBook Academic Collection (EBSCOhost)
2. Keith Hamilton & Richard Langhorne, The Practice of Diplomacy: Its Evolution, Theory and Administration. London: Routledge, 2010.
3. Michel Kostecki, Olivier Naray. Commercial Diplomacy and International Business. – (Clingendael Discussion Papers in Diplomacy, No.107). - The Hague: Netherlands Institute of International Relations, Clingendael, 2007. http://www.clingendael.nl/sites/default/files/20070400_cdsp_diplomacy_kostecki_naray.pdf
4. Riordan, Shaun, Reforming Foreign Services for the Twenty-First Century // The Hague Journal of Diplomacy. 2007. - Vol.2, №2.
5. Starkey B. Negotiating a Complex World : An Introduction to International Negotiation / B. Starkey, M. A. Boyer, J. Wilkenfeld. - Lanham : Rowman & Littlefield, 1999.
6. Tatiana V. Zonova. Consular Service in Russia. Past Problems, New Challeges // Consular Affairs And Diplomacy / ed. By A. Fernandez, J. Melissen. Leiden: Martinus Nijhoff Publishers; 2011. – P. 173-198. (Available from: eBook Academic Collection (EBSCOhost))
7. Tatiana V. Zonova. Diplomatic Cultures: Comparing Russia and the West in Terms of a 'Modern Model of Diplomacy'// The Hague Journal of Diplomacy. 2007. - №2.
8. Tatiana Zonova. Diplomatic Theory of International Relations (book review) // The Hague Journal of Diplomacy. 2012. №7.
9. The new public diplomacy : soft power in international relations / ed. by J. Melissen. - Hampshire : Palgrave, 2005.
Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «Theory and Practice of Diplomacy».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

INTERNATIONAL TERRORISM
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «International Terrorism» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

Main goal of the course is to study and understand international terrorism and counter-terrorism practices in the context of Global Security.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «International Terrorism» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	GC-6.1 Possesses the skills of effective time planning in order to realize his/her own educational and professional projects; GC-6.2 Adequately assesses his/her own physical abilities, possesses basic health-saving skills; GC-6.3 Demonstrates mastery of self-development techniques and methods;
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	GPC-2.1 Apply modern technologies of searching, processing and analysing information to interpret and forecast the development of international political processes; GPC-2.2 Use specialised databases and software tools to promptly search for information required to solve professional tasks; GPC-2.3 Adequately assess the information received to identify information gaps and identify attempts of propaganda and manipulative influence, considering the requirements of information security; GPC-2.4 Conduct quantification of qualitative data and meaningful interpretation of quantitative data.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «International Terrorism» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «International Terrorism».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Non-state participants of international relations and world politics;
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia; World Politics;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* Non-state participants of international relations and world politics; *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Terrorism» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*29*		*29*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	*72*	*72*
	credits	*2*	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1		1.1	Key terminologies of terrorism. Evolution of political violence in the pre-capitalist period. Genesis of terrorist ideas at the end of the 18th century. Study of terrorism. Four waves of modern terrorism. The Anarchist Wave. The Anti-Colonial Wave. The New Left Wave. The Religious Wave. Criticisms of wave theory.	LC, S
Module 2		2.1	Challenges of defining terrorism. Definition of terrorism under the U.S. law. Definition of terrorism under the Russian law. Definition of terrorism under the Chinese law. Problems with defining of terrorism on international level. Academic definitions of terrorism. The problem of distinguishing between terrorist and criminal organizations. Attributes of terrorist organizations.	LC, S
Module 3		3.1	Terrorism facilitators. Politics and Governance facilitators: legitimacy of a government, oppressive or authoritarian governance, foreign state sponsorship, state weakness. Zone of competing governance. Rural zones of competing governance. Urban and hybrid zones of competing governance	LC, S
Module 4		4.1	Terrorism facilitators. Economics facilitators. Relationship between political violence and economic grievances. Resource curse and "Dutch disease". Using of economic grievances as a toll of propaganda. "Shadow economy". Economic impacts of terrorist activity.	LC, S
Module 5		5.1	Terrorism facilitators. Financing facilitators. Role of diaspora members in financing terrorism. Legal activities to raise funds. Criminal activity and financing terrorism. Kidnapping for profit. Illicit drug trade. "Crime Terror Nexus".	LC, S
Module 6		6.1	Terrorism facilitators. Communication facilitators. Historical perspectives of communication facilitators. "Influence warfare". Terrorism as "a synthesis of war and theatre". Terrorism and the role of Internet. Terrorists' global media structures.	LC, S
Module 7		7.1	Counterterrorism. Counterterrorism historical perspectives. Counterterrorism in XXI century. Global War on Terrorism. Operation Enduring Freedom. Problems with preemptive neutralization. Criticism of the war on terror.	LC, S
Module 8		8.1	International organizations and counterterrorism. Regional organizations and counterterrorism. Regional approaches: OIC, Arab League, SAARC, ASEAN, AU, EU, NATO, CSTO, SCO.	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Abrahms M. (2024). The Routledge Companion to Terrorism Studies. New Perspectives and Topics. London: Routledge.

2. Combs C.C. (2022). Terrorism in the Twenty-First Century. Upper Saddle River, NJ: Prentice-Hall. https://doi.org/10.4324/9781003211594

3. Ganor, B. (2002). Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter? Police Practice and Research, 3(4), 287–304. https://doi.org/10.1080/1561426022000032060

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

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

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

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

8. Nacos B.L. (2023). Terrorism and Counterterrorism. New York: Routledge

9. Ami-Jacques Rapin (2009). Does terrorism create terror?, Critical Studies on

Terrorism, 2:2, 165-179, DOI: 10.1080/17539150903010251

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

11. Jarvis, L. (2024). Three waves of critical terrorism studies: agenda-setting, elaboration, problematisation. Critical Studies on Terrorism, 17(3), 463–487. https://doi.org/10.1080/17539153.2024.2356918

12. Millington, C. (2024). Bad history: a historian's critique of Rapoport's "four waves of modern terrorism" model. Critical Studies on Terrorism, 17(3), 488–505. https://doi.org/10.1080/17539153.2024.2360266

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

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

15. Rapoport D.C. (2022). Waves of Global Terrorism: From 1879 to the Present. Columbia: Columbia University Press. https://doi.org/10.7312/rapo13302

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

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

Additional readings:
Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «International Terrorism».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

ENERGY SECURITY

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Energy Security» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

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

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Energy Security» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	GC-6.1 Possesses the skills of effective time planning in order to realize his/her own educational and professional projects; GC-6.2 Adequately assesses his/her own physical abilities, possesses basic health-saving skills; GC-6.3 Demonstrates mastery of self-development techniques and methods;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Energy Security» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Energy Security».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Non-state participants of international relations and world politics;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Great and emerging powers in global politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;*
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Non-state participants of international relations and world politics; *Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**;*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			*Development and the Environment**; Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Energy Security» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*29*		*29*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	*72*	*72*
	credits	*2*	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms. Current concepts of energy security.	1.1	The history of the emergence and development of the concept of energy security. Current concept of energy security. Definition of energy security, supply security, demand security. Common Concept for Energy Producing, Consuming and Transit Countries.	LC, S
Module 2	Ambiguity of the energy security concept.	2.1	Importing country's view: energy security of European Union, Japan's energy security definition, China's energy security, India's energy security definition, Brazil's energy definition. Exporting country's view: The Gas Exporting countries Forum (GECF), Russia's energy security view, Iran's energy security view, Canada's energy security view, Indonesia's energy security view, Nigeria's energy security view. Transit country's view: Commonwealth of independent state's view, Turkey's energy security view.	LC, S
Module 3	Energy security tools.	3.1	Diversification, supply expansion, security enhancement, stockpiling, demand control, energy subsidies, energy trade and pricing.	LC, S
Module 4	Energy sector of the Russian Federation.	4.1	The current state of the oil industry in the Russian Federation. The largest Russian mining companies currently. The main flows of Russian crude oil. Russian oil production. Natural gas production. Oil production in Russia in 1985-2021. Natural gas production in Russia in 1985-2021 th. Coal mining. Coal production in Russia in 1985-2021 th. Oil refining in 1985-2021 th. Electricity generation in Russia.	LC, S
Module 5	Russia in the global energy dialogue.	5.1	Modern energy challenges. Political and geopolitical factors influencing to energy markets. The main threats to global energy security. Russia's place in the global energy security system. EU-Russia energy dialogue. The Eastern energy policy of Russia. Conditions for entering to the energy markets of North-East Asia. The main threats to the energy security of Russia	LC, S
Module 6	Scenarios conditions in energy security for Russian Federation	6.1	Main facts about Russian energy sector. Energy forecast. Forecast of the export of petroleum products. Forecast of the gas export. The conservative scenario. The innovative scenario. Energy Transition scenario. National scenarios. New challenges of the gas and oil industry's.	LC, S
Module 7	The current situation of the oil and gas sector in Russia	7.1	Russia's place in the energy market. Responsible for the energy sector in Russia in persons. OPEC + deal. Solutions and cooperation with OPEC. Energy factor in relations with China.	LC, S
Module 8	Centers of world energy policy	8.1	The main reason for the creation of centers of main energy policy. Classification of the centers of world energy policy. The Energy Factor of the Gulf Countries in the American Strategy for Containing the PRC. The mission of the Organization of the Petroleum Exporting Countries (OPEC). The mission of the International Energy Agency. The mission of the World Energy Council.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Внешнеполитический процесс на Востоке [Текст/электронный ресурс]: Учебное пособие / Под ред. Д.В. Стрельцова. - Электронные текстовые данные. - М.: Аспект Пресс, 2017, 2018. - 350 с.

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

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

4. Теоретические основы и глобальные вызовы

1. Chester, L. (2020). Energy Security in Times of Economic Transition: Lessons from China. Palgrave Macmillan.— Анализ энергетической безопасности в условиях перехода к "зелёной" экономике.

2. Sovacool, B. K. (2021). Global Energy Politics. Polity Press.— Связь энергетики с геополитикой, климатом и социальными изменениями.

3. IEA (2023). World Energy Outlook 2023. Международное энергетическое агентство.— Тренды в спросе на энергоресурсы и переход к низкоуглеродным системам.

Геополитика энергетики

4. Yergin, D. (2022). The New Map: Energy, Climate, and the Clash of Nations. Penguin.— Роль энергетики в конфликтах (Украина, Ближний Восток, Южно-Китайское море).

5. Mitrova, T. (2022). "Russia's Energy Strategy in the Context of Sanctions". Oxford Energy Insight.— Влияние санкций на экспорт нефти и газа из России.

6. Hafner, M. (2021). The Geopolitics of Gas: Common Problems, Disparate Strategies. MIT Press.— Конкуренция за СПГ между ЕС, Азией и США.

Энергетический переход и ВИЭ

7.   IRENA (2023). Renewable Power Generation Costs in 2022.— Экономика возобновляемых источников энергии.

8.   Jacobson, M. Z. (2023). No Miracles Needed: How Today's Technology Can Save Our Climate. Cambridge University Press.— Технологии для 100% ВИЭ-систем.

9.   Stern, N. (2023). "Financing the Green Transition". Nature Energy.— Финансовые механизмы декарбонизации.

Кибербезопасность и инфраструктура

10.   Kaspersky Lab (2022). Threat Landscape for Smart Energy Systems.— Уязвимости "умных сетей" и АСУ ТП.

11.   RAND Corporation (2021). Securing Critical Energy Infrastructure.— Стратегии защиты от кибератак (на примере США и ЕС).

Региональные исследования

12.   Eurostat (2023). EU Energy Statistical Pocketbook.— Данные по диверсификации источников энергии в ЕС после 2022 г.

13.   Lee, J. (2022). Asia's Energy Transition: Balancing Security and Sustainability. Brookings.— Роль Китая, Индии и Японии.

14.   Hughes, L. (2019). Energy in Africa: Challenges and Opportunities. Springer.— Проблемы энергетической бедности и развитие ВИЭ.

Нефть, газ и сланцевая революция

15.   BP (2023). Energy Outlook 2023.— Прогнозы спроса на нефть и газ до 2050 г.

16.   Yergin, D. (2020). "The Shale Revolution's Global Impact". Foreign Affairs.

17.   Krane, J. (2022). Energy Kingdoms: Oil and Political Survival in the Persian Gulf. Columbia University Press.

Климатическая политика

18.   IPCC (2023). AR6 Synthesis Report: Climate Change 2023.— Роль энергетики в достижении целей Парижского соглашения.

19.   Newell, P. (2021). Power Shift: The Global Political Economy of Energy Transitions. Cambridge University Press.

Технологии будущего

20.   IRENA (2022). Geopolitics of the Energy Transition: Hydrogen.— Водород как инструмент энергобезопасности.

21.   MIT (2023). The Future of Nuclear Energy in a Low-Carbon World.— Перспективы малых модульных реакторов (SMR).

Санкции и кризисы

22.   G7 (2023). Report on Energy Security After Ukraine.— Планы ЕС и США по замещению российских энергоносителей.

23.   Balmaceda, M. (2022). Russian Energy Chains: The Remaking of Technopolitics. Columbia University Press.

Статьи в научных журналах

24.   Cherp, A. (2021). "National Energy Security Assessment in a Geopolitical Perspective". Energy Research & Social Science.

25.   Overland, I. (2022). "The Geopolitics of Renewable Energy". Energy Policy.

Аналитика и доклады

26.   Chatham House (2023). The Energy Transition and Global Inequality.
27.   Atlantic Council (2022). Energy Security in the Black Sea Region.
28.   Wood Mackenzie (2023). Global Gas Markets Outlook.

Правовые аспекты

29.   Van de Graaf, T. (2023). The Politics of Energy Security. Routledge.
30.   EU Commission (2023). REPowerEU: Joint European Action for Affordable Energy.

Ресурсы для доступа

☐   Open Access: IEA, IRENA, IPCC, Eurostat, RAND.
☐   Базы данных: ScienceDirect, JSTOR, Springer, SSRN.
☐   Журналы: Energy Policy, Nature Energy, Energy Research & Social Science.

Additional readings:

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

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

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

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

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

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

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

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Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «Energy Security».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

INTERNATIONAL POLITICAL ECONOMY

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «International Political Economy» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 10 modules and 10 topics.

Main goal of the course is to introduce to student's key concepts, theories and the major regimes involved in political economy. Thus, Political economy of finance, technology and energy are analysed. The main objectives are to ensure students

1) understand the concept and major theories of Power;

2) understand the genesis and history, through practical example of political economy of finance, energy and technology in international relations;

3) understand the relationship Politics and Economy.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «International Political Economy» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	GC-6.1 Possesses the skills of effective time planning in order to realize his/her own educational and professional projects; GC-6.2 Adequately assesses his/her own physical abilities, possesses basic health-saving skills; GC-6.3 Demonstrates mastery of self-development techniques and methods;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
GPC-10	Able to master the tools of working with large arrays of structured and unstructured information, use modern digital methods of processing, analysis, interpretation and visualisation of data in order to solve the tasks of	GPC-10.1 Able to use digital tools and methods of processing large data sets to solve professional problems; GPC-10.2 Possesses data visualisation skills using modern digital tools and is able to interpret results to solve research and practical problems;

Competence code	Competence descriptor	Competence level indicator (within this course)
	professional and research activity in the field of international relations.	
GPC-3	Able to assess, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	GPC-3.1 Use theoretical empirical methods to assess international political processes at various levels, master the positivist and hermeneutic methodology of comprehending political reality; GPC-3.2 Forecast the development (including on the basis of scenarios) of the situation within the framework of solving the main international problems affecting, first of all, the interests of the Russian Federation;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «International Political Economy» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «International Political Economy».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	Scientific and Research Work in the Semester; IR and Development Theories; Global Security;	Contemporary Foreign Policy of Russia and International Conflicts; *International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**; Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	Foreign policy process and decision-making in russia; Scientific and Research Work in the Semester;	Non-state participants of international relations and world politics; Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Scientific and Research Work in the Semester;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Great and emerging powers in global politics; Global Security; Professional Ethics in International Relations;	Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Research Work; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;*
GPC-3	Able to assess, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	Scientific and Research Work in the Semester;	Non-state participants of international relations and world politics; Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GPC-10	Able to master the tools of working with large arrays of structured and unstructured information, use modern digital methods of processing, analysis, interpretation and visualisation of data in order to solve the tasks of professional and research activity in the field of international relations.		Research Work;
PC-1	Able to independently develop and design analytical materials.	*Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Non-state participants of international relations and world politics; *Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*

145

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Political Economy» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*29*		*29*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction/ What is IPE? What is Power?	1.1	The lecture introduces students to the evolution and development of international political economy as a field of study. At the end of the lecture the students will be able to make a distinction between the definition of IPE and IPE as a subject. The students are also able to understand the concept of power by defining power, determinants of power, methods of exercising power and how to measure power.	LC
		1.2	Part 1 of the course students will prepare presentations on International Political Economy of Regional Organizations/ Regional Power Distribution	S
Module 2	Power Distribution and Power Transition	2.1	Students are introduced to the formal criteria for determining the number of poles: i.e unipolar system, quasi-unipolar world and bipolar system. Transition power theory is also taught to the students to be able to understand when power transition begins and when it is complete	LC
Module 3	Major IPE Theories 1 (Structural Power)	3.1	Structural Power by Susan strange is one of the main IPE theories. The four main structures Security, Finance, Production and Knowledge are discussed as well the four secondary structures, trade, welfare, transport and energy.	LC
Module 4	Major IPE Theories 2 (Complex Interdependence, World-System	4.1	It examines the extremes of realism because it is about power relations but not hard power, since it examines but power of interdependence based on economy hence liberalism.	LC
Module 5		5.1	Part 2 Seminars will be on Case Studies of Trade ie Economic Partnership Agreements with the EU/US, Finance/Technology/Energy	S
Module 6	Political Economy of Global Finance	6.1	Major global financial institutions such as BIS, Markets Committee, BCBS, CFGS, CPMI and C6 SWAP Network which were established after different crises are analysed, signifying to students the importance of financial regimes to global economy.	LC
Module 7	Political Economy of Technology	7.1	High technology contributes disproportionately to economic development because rapid growth and advancement in technology increases production. As such dominant nation's position is also guaranteed by technology superiority.	LC
Module 8	Political Economy of Energy	8.1	Energy regime comprises all the actor states (state institutions, politicians), as well as non-state actors, including businessmen and private companies that are involved in the exploration, production, refining, transportation, distribution and marketing (creation of demand and supply) of all the major primary energy sources used globally	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
Module 9	Western and Non-Western Regionalism	9.1	Buzan and Waver argue that if the concept of a region "doesn't mean geographic proximity, it doesn't mean anything" and compile a list of regions based on geographic proximity and enduring patterns of friendship or enmity.	LC

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

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Li, K. (2023). Comparative Analysis of the Technology Strategy in the High-tech Industry: A Case Study of Apple and Nokia. BCP Business & Management, 36, 445-450. https://doi.org/10.54691/bcpbm.v36i.3498

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12. Clyde V. Prestowitz, Trading Places How We Allowed Japan to Take the Lead (New York: Basic Books; 1988).

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15. Sampson Anthony. The Seven Sisters: The Great Oil Companies and the World They Shaped. New York: Viking Press, 1975

16. Rebecca Pearse (2020): Theorising the Political Economy of Energy Transformations: Agency, Structure, Space, Process, New Political Economy, DOI: 10.1080/13563467.2020.1810217

17. GROSS, S. G., & NEEDHAM, A. (Eds.). (2023). New Energies: A History of Energy Transitions in Europe and North America. University of Pittsburgh Press. https://doi.org/10.2307/jj.890687

18. Schenk, Catherine R. (2024) 'Moving Money – redesigning the global payments system 1969–99', Global Correspondent Banking 1870–2000 Working Paper Series, Vol, 1, No.

3, University of Oxford

19. Borio, C., Claessens, S., Clement, P., McCauley, R. N., & Shin, H. S. (Eds.). (2020). Promoting Global Monetary and Financial Stability: The Bank for International Settlements after Bretton Woods, 1973–2020. Cambridge: Cambridge University Press.

20. Schenk, C.R. (2023). Telegraph to Tether: Challenges in the Global Payments System and the Struggle between Private and Public Interests. In: Aliber, R.Z., Gudmundsson, M., Zoega, G. (eds) Fault Lines After COVID-19. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-26482-5_17

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Additional readings:
1. Global Firepower. https://www.globalfirepower.com/
- Correlates of War https://correlatesofwar.org/history/
-Bank for International Settlement https://www.bis.org/index.htm
The Wassenaar Arrangement on Export Controls for Conventional Arms and Dual-Use Goods and Technologies https://www.wassenaar.org/about-us/
Zangger Committee. https://zanggercommittee.org/
Department of Commerce Bureau of Industry and Security // Addition of Entities to the Entity List https://www.federalregister.gov/documents/2019/05/21/2019-10616/addition-of-entities-to-the-entity-list
Commerce Control Lists https://www.bis.doc.gov/index.php/regulations/commerce-control-list-ccl
  Bureau of Industry and Security // Department of Commerce https://www.bis.doc.gov/index.php/2011-09-12-15-43-33

Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which

university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course:
1. The set of lectures on the course «International Political Economy».

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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

MIGRATION, DEVELOPMENT AND GLOBAL SECURITY

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Migration, Development and Global Security» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 7 modules and 7 topics.

Main goal of the course is include the following: to explore international migration process, and unpacks its role in development, global security and international relations; analyse global trends and patterns of international migration, and the impact of displacements on sending and receiving countries as well the growing role of globalised migration in international debates; unpack the links between international migration and development of both receiving and sending countries beyond the East-West and South-North vectors; introduce students to migration theories through a number of approaches including non-western research paradigm and to apply the theoretical framework to national case studies.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Migration, Development and Global Security» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-2	Able to manage the project at all stages of its life cycle.	GC-2.1 Defines the project goal and objectives, project implementation strategy, considering time and resource constraints; GC-2.2 Determines alternative options for solving the assigned tasks, considering possible management risks;
GC-5	Able to analyse and consider the diversity of cultures in the process of intercultural interaction.	GC-5.1 Understands the peculiarities of development and socio-cultural differences of different countries and peoples considering their historical past and is able to take these peculiarities into account in the course of intercultural interaction; GC-5.2 Constructively interacts with representatives of different countries and peoples in solving professional tasks; GC-5.3 Demonstrates a deep understanding of the specifics of Russia's traditions, history and role in the world-historical process and is able to explain these specifics in a professional and reasoned manner in the course of intercultural communication.
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	GPC-1.1 Build communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other characteristics affecting professional communication and dialogue; GPC-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries; GPC-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures; GPC-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of

Competence code	Competence descriptor	Competence level indicator (within this course)	
		international contacts with the development of expert opinions and practical recommendations;	

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Migration, Development and Global Security» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Migration, Development and Global Security».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-2	Able to manage the project at all stages of its life cycle.	Scientific and Research Work in the Semester; IR and Development Theories;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; *Academic Writing in International Relations**;
GC-5	Able to analyse and consider the diversity of cultures in the process of intercultural interaction.	World Politics; Scientific and Research Work in the Semester;	*Human Rights and the International Security**;* Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GPC-1	Able to build professional communication in the state language of the Russian Federation and foreign language(s) on the profile of activity in a multicultural environment on the basis of application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* Great and emerging powers in global politics; Global Security; Professional Ethics in International Relations;	*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in Professional Practice**; Russian Language in Professional Practice**;*
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation;	*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		World Politics; Global Security; Professional Ethics in International Relations;	*Professional Practice**; Russian Language in Professional Practice**; Non-state participants of international relations and world politics; Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Migration, Development and Global Security» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*20*		*20*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	History of international migrations. Migration as a global phenomenon. Core terminology.	1.1	Colonial and post-colonial periods (participants, trajectories, regulations, contradictions, and consequences). Forced and voluntary migrations. Globalisation of international migration and the diversification of migrants' profiles. The actors, scale, patterns, and drivers of international migration in the 21st century. Role of international organisations in data collection and setting up policies and research agenda. Mobility and security challengers. Unit 1.2. Migration datasets (census, population registers, international monitoring systems). Terminology and classifications for migrant groups. Challenges of studying racial, religious, and ethnic differences within migration flows without creating stigma or inequality.The purposes and principles of the regional security.	LC, S
Module 2	Economic effects of migrations and migrants' remittances.	2.1	The economic effects of immigration in countries with aging populations and structural shortages of manpower in sectors that cannot be outsourced (building and public works, agriculture, care for the elderly, and tourism). Highly Skilled Migrant (HMS) policies and their impact on the receiving countries. Policy tools for regulating labour immigration. New regions of immigration (e.g. oil-producing states). Economic effects of international migration on the sending regions that have young populations, often increasingly urban and educated, massively impacted by unemployment, and tempted by mobility. Definitions of remittances. Forms and channels of remittances, the direct effect of remittances on the sending countries and on the well-being of local population. The impact of remittances on development and economic growth on a national scale. Economic and social implications of remittances. Indirect consequences of remittances and underlying threats to security in sending societies. Multiplayer effect of remittances. The impact of remittances in poverty reduction. Fundamental ethical questions in labour immigration policy. The ethics of temporary migration programmes that restrict migrant rights. Human costs of migration and remittances.	LC, S
Module 3	Cultural and religious issues. Ethical dilemmas of migration.	3.1	Globalisation of ways of life and modes of consumption. Situational and fluid identities. Critical approaches to devising population groups using the concepts of race and ethnicity — historical and contemporary examples. Policies of assimilation, segregation, integration and social protection (analysis of historical examples and contemporary practices). The ideas of superdiversity and intersectional research frames. The concept of transnationalism.	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			Religious issues and mobility. Diasporas as networking hubs, social institutes, and political actors. Lack of transparency in diasporic networks, roots of radicalisation and other security concerns. Methodological approaches to studies of securitisation of migration and danger of terrorist attacks. Transnational networks developed by the migrants themselves (family reunification, ethnic businesses, associative and religious networks), and policies set in place by countries of departure, with quasi-diasporic links (support to friendship associations, possibility of retaining the nationality of the country of origin, access to consular voting rights to enable migrants to participate in national elections).	
Module 4	Acute issues of border crossing in the 21 century. Irregular and undocumented migrations.	4.1	Practices of border-crossing (personal and institutional perspectives) in the past and present. Entry and admission ban. Migration flows and border enforcements. Maritime crossing and human trafficking. Organization of border crossings for profit and security issues. Organised crime and dangers of terrorism in the international migration studies. International deportation agreements. Return migration and practices of reintegration. Prima facie and screening procedures, age assessment procedures. Understanding undocumented, unauthorized, irregular migrations in different national contexts. Illegality in labour markets and its consequences.	LC, S
Module 5	Asylum rights and refugee situations. Migration and Natural Disasters.	5.1	UNHCR and the refugee question in the 21st century (in figures). New geography of asylum applications. The history of asylum: from Nansen passport to refugee crises in the 21century. Refugees in the EU: Dublin Convention determining the EU Member State responsible for examining an application for asylum lodged in one of the EU Member States (1990-2003). Reform of the Dublin system (Common European Asylum System). Asylum provision outside of the EU (case studies). National and regional approaches in the provision of temporary asylum and subsidiary protection: Convention Governing the Specific Aspects of Refugee Problems in Africa, the Cartagena Declaration on Refugees, Colloquium on the International Protection of Refugees in Central America (Mexico and Panama). Displacements as a result of global warming and natural disasters. The environmental issues (floods, sea level raising, cyclones and tornadoes, earthquakes, volcanic eruptions, desertification, soil depletion) as a source of future migrations in the absence of alternatives to migration. Case studies from different regions. Climate change and lessons from the past. Climate change and contemporary migrations. International discussions of the issue. Pandemics and mobility.	LC, S

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 6	Issues of citizenship, second citizenship, and statelessness. Political activism of migrants.	6.1	Causes of statelessness (state succession, conflict of laws, discrimination, and others). Mobility of stateless people. The development of the categories of nationality and citizenship. Political integration of migrants, civil rights of new citizens (former migrants), dual citizenship and multiple citizenship, absentees' vote. Migrants' political activism which changes the destination country's political landscape (case studies).	LC, S
Module 7	Global migration governance.	7.1	Major steps of multilateral efforts to manage international migration globally: a consensus on global migration governance at the 1994Cairo Conference on Population and Development and the 2000 report on replacement migration. International migration landscape defined by international organisations (UNHCR, the IOM, the ILO, the ICMC) and the parallel co-existence with state and regional migration management systems. Global Forums on Migration and Development (GFMD, former Global Migration group stemmed from Bern Initiative 2001) and the reports covering aspects of migration such as work, development, security of states and people, integration, protection of migrants and global governance. The UN Network on Migration as a part of 2030 framework for Sustainable development and the 2019 "Global Compact for Safe, Orderly and Regular Migration".	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic	

information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Anderson, B. and Blinder, B. (2015) "Who Counts as a Migrants? Definitions and their Consequences." Migration Observatory Briefing, COMPAS, University of Oxford.
2. Bartram, D., Poros, M. and Monforte, P.(2014). Key Concepts in Migration. NY: Sage.
3. Brettel C., Hollifield J. (2015), Migration Theory. Taking across disciplines, New York and London, Routledge.
4. Casteles S, De Haas H, Miller M (2014), The Age of Migration. International Population movements in the Modern World, New York, Palgrave Macmillan.
5. Massey DS, Durand J, Pren KA. (2015) Border Enforcement and Return Migration by Documented and Undocumented Mexicans. Journal of Ethnic and Migration Studies. 41(7):1015-1040.
6. Ruhs, M. (2013) The Price of Rights. Regulating International Labour Migration, Princeton University Press, Princeton and Oxford

Additional readings:
1. Cismaș L. M, Curea-Pitorac R.I and Vădăsan I (2020) The impact of remittances on the receiving country: some evidence from Romania in European context, Economic Research-Ekonomska Istraživanja, 33:1, 1073-1094.
2. Grzymala-Kazlowska A. and Phillimore J (2018) Introduction: rethinking integration. New perspectives on adaptation and settlement in the era of super-diversity, Journal of Ethnic and Migration Studies, 44:2, 179-196.
3. Guadagno L. (2020) Migrants and the COVID-19 pandemic: An initial analysis. IOM https://publications.iom.int/system/files/pdf/mrs-60.pdf
4. Ionesco, D., Mokhanacheva, D., and Gemenne, F. (2017), The Atlas of Environmental Migration, Routledge.
5. Heath A.F. (2009) The Labour Market Integration Of The Children of Immigrants: Main Determinants of Educational and Labour Market Outcomes OECD file:///C:/Users/o_mor/Downloads/migr_child09_paper_heath_en.pdf
6. León-Ledesma M., Piracha, M., 2004. International Migration and the Role of Remittances in Eastern Europe. International Migration, 42, 4, 65–83.
7. Lowell, B.L., De La Garza, R.O., 2000. The Developmental Role of Remittances in US Latino Communities and in Latin American Countries. A Final Project Report, Inter-American Dialogue.
8. Lubambu K.M K (2013) The impacts of remittances on developing countries. EU Parliament report. https://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/433786/EXPO-DEVE_ET(2014)433786_EN.pdf
9. Naudé, W.A. (2010), "The Determinants of Migration from Sub-Saharan African Countries", Journal of African Economies, 19 (3): 330-356.
10. Ruhs, M. (2013) The Price of Rights. Regulating International Labour Migration, Princeton University Press, Princeton and Oxford
11. Sigona, N., Gamlen, A., Liberatore, G., and Neveu Kringelbach, H. (eds.) (2015) Diasporas Reimagined: Spaces, Practices and Belonging, Oxford: Oxford Diasporas Programme. https://www.compas.ox.ac.uk/2015/diasporas-reimagined-spaces-practices-and-belonging
12. Sutradhar, S.R. (2020) The impact of remittances on economic growth in Bangladesh, India, Pakistan and Sri Lanka. IJEPS 14, 275–295 (2020). https://doi.org/10.1007/s42495-020-00034-1 https://link.springer.com/article/10.1007/s42495-020-00034-1

Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which

university students have access on the basis of concluded agreements:
  – RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
  – EL "University Library Online" http://www.biblioclub.ru
  – EL "Yurayt" http://www.biblio-online.ru
  – EL "Student Consultant" www.studentlibrary.ru
  – EL "Znanium" https://znanium.ru/

  2. Databases and search engines:
  – Sage https://journals.sagepub.com/
  – Springer Nature Link https://link.springer.com/
  – Wiley Journal Database https://onlinelibrary.wiley.com/
  – Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course*:
  1. The set of lectures on the course «Migration, Development and Global Security».

  * - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

NON-STATE PARTICIPANTS OF INTERNATIONAL RELATIONS AND WORLD POLITICS

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Non-State Participants of International Relations and World Politics» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 3 semester of the 2nd year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 16 topics.

Main goal of the course is to acquire modern knowledge and skills to analyze world political processes and international relations through understanding the interests, positions, activities, opportunities to implement their goals and interests non-state participants in world politics.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Non-State Participants of International Relations and World Politics» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	GC-6.1 Possesses the skills of effective time planning in order to realize his/her own educational and professional projects; GC-6.2 Adequately assesses his/her own physical abilities, possesses basic health-saving skills; GC-6.3 Demonstrates mastery of self-development techniques and methods;
GPC-3	Able to assess, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	GPC-3.1 Use theoretical empirical methods to assess international political processes at various levels, master the positivist and hermeneutic methodology of comprehending political reality; GPC-3.2 Forecast the development (including on the basis of scenarios) of the situation within the framework of solving the main international problems affecting, first of all, the interests of the Russian Federation;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Non-State Participants of International Relations and World Politics» refers to the core part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Non-State Participants of International Relations and World Politics».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia; International terrorism; Energy Security; International Political Economy; *Security and Development Challenges in the Middle East**;	Research Work; Professional practice; Master's Thesis Preparation;
GPC-3	Able to assess, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	Scientific and Research Work in the Semester; International Political Economy;	Research Work; Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; *Security and Development Challenges in the CIS**; Security and Development Challenges in Russia**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in the Middle East**; Security and Development Challenges in Latin America**; Security and Development Challenges in Africa**;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		*The Political Economy of International Conflict**;*	

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Non-State Participants of International Relations and World Politics» is «4» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			3
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*83*		*83*
Self-preparation for exam/test with assessment (academic hours)	*27*		*27*
Course workload	**academic hours**	**144**	*144*
	credits	**4**	*4*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction to the discipline	1.1	Basic concepts characterizing the participants of international relations.	LC, S
		1.2	Historical background, the main stages of the formation and evolution of non-state actors (NA) of international relations, their role and place in the modern world.	LC, S
Module 2	The essence and role of the state as a party to international relations.	2.1	Origin, functions, historical forms of the state	LC, S
		2.2	Supranational institutions and typologies of IGOs, their role as international non-governmental participants.	LC, S
Module 3	Non-State Actors in International Relations (Intergovernmental Organizations (IGOs))	3.1	"The Invisible Continent" (J. Galtung). "The Second World" (C. Rosenau). Pol in standardization and global managementand.	LC, S
		3.2	Activities of international non-governmental organizations (IGOs) in modern conditions: main priorities, forms, methods, role, place.	LC, S
Module 4	Non-State Actors in International Relations (NGO Network).	4.1	The new role of environmental NGOs in world policy in the field of norm-setting, standardization and global governance.	LC, S
		4.2	Leading international environmental NGOs: "Greenpeace", "Critical Ecosystem Partnership Fund", in the world political arena "Green Cross International", etc.	LC, S
Module 5	Private military companies	5.1	PMCs, history of development, approaches to definition, types, forms of interaction	LC, S
		5.2	The "Swiss Initiative". The interaction of non-state actors among themselves is a variety of forms and methods.	LC, S
Module 6	Regions, megalopolis as actors of world politics (on the example of "Euroregions")	6.1	Regionalization as a trend of world politics. "Euroregions": the concept, prerequisites and conditions of formation.	LC, S
		6.2	Analysis of the phenomenon of Euroregions using the neofunctionalist approach and transactionalism. Organizational levels of Euroregions.	LC, S
Module 7	Radical movements and their role on the world stage (anti-globalists, terrorist organizations).	7.1	Definition, Types, Types. Terrorist Organizations as DoD Actors.	LC, S
		7.2	Domestic and Foreign Approaches to the Policy of Information Counteraction to Terrorism: Comparative Analysis. The Impact of Religion and Religious Organizations on International Processes.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes,	

	equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Daniela Irrera, Marianna Charountaki. Mapping Non-State Actors in International Relations/ Springer International Publishing, 2022.
https://www.google.ru/books/edition/Mapping_Non_State_Actors_in_Internationa/rUhxEAAAQBAJ?hl=ru&gbpv=0

2. Jeffrey Haynes, Peter Hough, Bruce Pilbeam/ World Politics International Relations and Globalisation in the 21st Century, SAGE Publications
https://www.google.ru/books/edition/World_Politics/cpGREAAAQBAJ?hl=ru&gbpv=0

Additional readings:
1. Tsygankov, P.A. Political dynamics of the modern world: theory and practice / P.A. Tsygankov ; Lomonosov Moscow State University. – Moscow : Moscow State University, 2014. – 574 p.
2. Pushkov A.K. Foreign policy of Russia and its national interests in the XXI century : textbook .- Moscow: MGIMO-Universitet, 2011 - 112 p.
3. Gaynanov D A Theory and mechanisms of modern public administration: Uchebnoe posobie / D.A. Gainanov, A.G. Ataeva, I.D. Zakirov. - M.: SIC INFRA-M, 2014. - 288 p.
4. Kochetkov A.P. Corporate elites. M.: Rossiiskaya politicheskaya entsiklopediya (ROSSPEN), 2012. 223 p. 5. Alekseeva T.A. Sovremennaya politicheskaya mysl (XX-XXI vv.). Politicheskaya teoriya i mezhdunarodnye otnosheniya [Elektronnyi resursii]: Uchebnoe posobie dlya vuzov/ Alekseeva T.A.— Electron. textnye data. — M.: Aspect Press, 2016.— 623 p.

5. Sovremennye mezhdunarodnye otnosheniya [Elektronnyi resurs]: Uchebnik/ A.V. Abramova[i dr.]. - Electron. text data.— M.: Aspect Press, 2016.— 688 c
6. Voskresensky A. D. Mirovoe kompleksnoe regionovedenie: Uchebnik / A.D. Voskresensky, E.V. Koldunova, A.A. Kireeva; Pod red. A.D. Voskresensky. - M.: Magister: NIC INFRA-M,2014. - 416 p.
Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
   1. The set of lectures on the course «Non-State Participants of International Relations and World Politics».

   * - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

SECURITY AND DEVELOPMENT CHALLENGES IN THE CIS
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Security and Development Challenges in the CIS» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

Main goal of the course is to study the main problems in ensuring regional security and key forms of development in the CIS.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Security and Development Challenges in the CIS» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Security and Development Challenges in the CIS» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Security and Development Challenges in the CIS».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy	Scientific and Research Work in the Semester; IR and Development Theories; Global Security;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	of action		in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; *International Conflict of New Generation and its Settlement***; *South-South Coopearation***; *Development and the Environment***; *Academic Writing in International Relations***;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; Non-state participants of international relations and world politics; *Human Rights and the International Security***; *International Conflict of New Generation and its Settlement***; *South-South Coopearation***; *Development and the Environment***; *Academic Writing in International Relations***;

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Security and Development Challenges in the CIS» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*29*		*29*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction to course	1.1	The definition of security. The basic distinctions between global security and regional security. The purposes and principles of regional security.	LC, S
Module 2	The collapse of the USSR and the creation of the CIS	2.1	Economic and political preconditions for the collapse of the USSR. The history of the creation of the CIS. The collapse of the USSR as an inter-ethnic contradictions factor aggravation in the CIS area.	LC, S
Module 3	Economic integration in the CIS	3.1	A Model of Economic Integration. The Union State of The Russian Federation and Belarus. The Eurasian Economic Community. The Customs Union. The Eurasian Economic Union as a New Stage of Integration.	LC, S
Module 4	Integration trends in the CIS.	4.1	Modern integration trends in the CIS area in the field of ensuring security. The problems of regional cooperation in the field of security. Collective Security Treaty Organization.	LC, S
Module 5	Information, financial and economic security in the CIS	5.1	Ensuring the information, financial and economic securities in the CIS. The role of the regional organizations in the CIS in ensuring information security	LC, S
Module 6	Cooperation in the Cultural and Humanitarian Areas	6.1	The Institutional Foundation of Cooperation. The International Foundation for Humanitarian Cooperation. Cooperation in the Area of Education. The CIS Network University. Cooperation in Culture. Cooperation in Sports.	LC, S
Module 7	Conflicts in the CIS	7.1	Nagorno-Karabakh conflict. Georgian-Ossetian conflict. Abkhaz-Georgian conflict. Adjara crisis. Transnistrian conflict. Kyrgyzstan-Tajikistan conflict. Ukrainian crisis.	LC, S
Module 8	Russian policy in the CIS.	8.1	The main features of Russian politics in the CIS countries. Russia's regional security role.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of	

	multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Drost, N., Cretti, G., & van Giersbergen, B. (2025). Central Asia emerging from the shadows: European Union – Central Asia relations in evolving Eurasian geopolitics. Clingendael Institute.

2. Rasoulinezhad E. Energy Trade and Economic Integration between the Commonwealth Independent States and China // Journal of Economic Integration. 2020. Vol. 35. No. 1. P. 172-190.

3. Kurylev K., Ivkina N. Ukrainian Experience of Using Private Military Campaigns // Постсоветские исследования. 2021. Т. 4. № 1. С. 17-25.

4. GÜLER, M. Ç. (2021). The Quest for Soviet Legacy in Russian Foreign Policy. Insight Turkey, 23(2), 283–293.

5. Franco, Marc. "Russian Grand Strategy and How to Handle It." Egmont Institute, 2021.

6. KELKITLI, F. A. (2022). Small State Foreign Policy in Central Asia: The Cases of Kyrgyzstan, Tajikistan, and Turkmenistan. Insight Turkey, 24(4), 145–166
7. ÅSLUND, A., HARING, M., TAYLOR, W. B., HERBST, J. E., FRIED, D., & VERSHBOW, A. (2021). Biden and Ukraine: A Strategy for the New Administration. Atlantic Council.

Additional readings:
1. Курылев К.П., Малышев Д.В., Станис Д.В. Мировая экономика и международные отношения. 2022. Т. 66. № 1. С. 119-128.

2. Bazavluk, S. V., Kurylev, K. P., & Savin, L. V. (2022). Eurasianism, Eurasian Economic Union and multipolarity: Assessments of foreign experts. Vestnik RUDN. International Relations, 22(1), 30—42.

3. Foreign Policies of the CIS States: A Comprehensive Reference / Denis Degterev and Konstantin Kurylev (eds.). Boulder: Lynne Rienner Publishers, 2019. 517 p.

4. Degterev D., Vasilyuk I., Baum V. Multiplexity Parameters of the CIS Foreign Policy:

Applied Analysis. World Economy and International Relations, 2018, vol. 62, No 1, pp. 63-75.

5. Курылев К.П. Внешняя политика Украины в контексте формирования региональной системы безопасности в Европе / Монография. М.: РУДН, 2014. 531 с.

6. Drahokoupil J., Martin Myant M. Varieties of Capitalism, Varieties of Vulnerabilities: Financial Crisis and its Impact on Welfare States in Eastern Europe and the Commonwealth of Independent States // Historical Social Research. 2010. Vol. 35. No. 2 (132). P. 266-295.

7. Пархитько Н.П., Курылев К.П., Станис Д.В. Военно-политическое и военно-техническое сотрудничество государств Центральной Азии // Военная мысль. 2020. № 7. С. 22-39.

8. Tanja A. Börzel. Building Member States: How the EU Promotes Political Change in Its New Members, Accession Candidates, and Eastern Neighbors // Geopolitics, History, And International Relations. 2016. Vol. 8. No. 1. P. 76-112.

9. Zhengyuan X. In the Shadow of Great Powers: A Comparative Study of Various Approaches to Regionalism in Central Asia // Connections. 2010. Vol. 9. No. 4. P. 37-52

10. Tsvyk A., Kurylev K. The idea of a "Greater Europe" in Russian Foreign Policy: Past and Present // RUDN Journal of Russian History. 2020. Vol 19. No. 2. P. 438–447
11. Tolipov F. Strategic Implications of the War in Ukraine for the Post-Soviet Space: A View from Central Asia // Connections. 2015. Vol. 14. No. 4. P. 11-20

Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course:
1. The set of lectures on the course «Security and Development Challenges in the CIS».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

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FACULTY OF HUMANITIES AND SOCIAL SCIENCES
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COURSE SYLLABUS

SECURITY AND DEVELOPMENT CHALLENGES IN RUSSIA
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Security and Development Challenges in Russia» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

Main goal of the course is to study the actual history of the formation and development of the security system, the main modern concepts of security at the global, regional and local levels as a methodological basis for understanding the processes of security and development challenges in Russia.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Security and Development Challenges in Russia» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Security and Development Challenges in Russia» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Security and Development Challenges in Russia».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern	Scientific and Research Work in the	*Foreign Language in*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	communicative technologies, including in foreign language(s), for academic and professional interaction.	Semester; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; Great and emerging powers in global politics; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course);	*Professional Practice***; *Russian Language in Professional Practice***; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course); Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	*Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; *Non-state participants of international relations and world politics; Human Rights and the International Security***; *International Conflict of New Generation and its Settlement***; *South-South Coopearation***; *Development and the Environment***; *Academic Writing in International Relations***;

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Security and Development Challenges in Russia» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*29*		*29*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	*72*	*72*
	credits	*2*	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1		1.1	International, regional, national security concept.	LC, S
Module 2		2.1	The concept of collective security.	LC, S
Module 3		3.1	'The Cold War and its impact on changing views on the security system	LC, S
Module 4		4.1	The formation of a modern system of international security.	LC, S
Module 5		5.1	Military threats on the international, regional, national levels.	LC, S
Module 6		6.1	Information security in Russia	LC, S
Module 7		7.1	Contemporary Challenges in Russia's Security.	LC, S
Module 8		8.1	Types of security in Russia: Economic security, energy security, ecological security, cultural security, other types.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Foreign Policies of the CIS States: A Comprehensive Reference / Denis Degterev and

Konstantin Kurylev (eds.). Boulder: Lynne Rienner Publishers, 2019. 517 p.

2. Degterev D., Vasilyuk I., Baum V. Multiplexity Parameters of the CIS Foreign Policy: Applied Analysis. World Economy and International Relations, 2018, vol. 62, No 1, pp. 63-75.

3. Курылев К.П. Внешняя политика GCраины в контексте формирования региональной системы безопасности в Европе / Монография. М.: РУДН, 2014. 531

Additional readings:

1. Курылев К.П., Малышев Д.В., Станис Д.В. Мировая экономика и международные отношения. 2022. Т. 66. No 1. С. 119-128.

2. Bazavluk, S. V., Kurylev, K. P., & Savin, L. V. (2022). Eurasianism, Eurasian Economic Union and multipolarity: Assessments of foreign experts. Vestnik RUDN. International Relations, 22(1), 30—42.

3. Rasoulinezhad E. Energy Trade and Economic Integration between the Commonwealth Independent States and China // Journal of Economic Integration. 2020. Vol. 35. No. 1. P. 172-190.

4. Drahokoupil J., Martin Myant M. Varieties of Capitalism, Varieties of Vulnerabilities: Financial Crisis and its Impact on Welfare States in Eastern Europe and the Commonwealth of Independent States // Historical Social Research. 2010. Vol. 35. No. 2 (132). P. 266-295.

5. Kurylev K., Ivkina N. Ukrainian Experience of Using Private Military Campaigns // Постсоветские исследования. 2021. Т. 4. No 1. С. 17-25.

6. Пархитько Н.П., Курылев К.П., Станис Д.В. Военно-политическое и военно-техническое сотрудничество государств Центральной Азии // Военная мысль. 2020. No 6. С. 22-39.

7. Tanja A. Börzel. Building Member States: How the EU Promotes Political Change in Its New Members, Accession Candidates, and Eastern Neighbors // Geopolitics, History, And International Relations. 2016. Vol. 8. No. 1. P. 76-112.

8. Zhengyuan X. In the Shadow of Great Powers: A Comparative Study of Various Approaches to Regionalism in Central Asia // Connections. 2010. Vol. 9. No. 4. P. 37-52

9. Tsvyk A., Kurylev K. The idea of a "Greater Europe" in Russian Foreign Policy: Past and Present // RUDN Journal of Russian History. 2020. Vol 19. No. 2. P. 438–447.

10. Tolipov F. Strategic Implications of the War in Ukraine for the Post-Soviet Space: A View from Central Asia // Connections. 2015. Vol. 14. No. 4. P. 11-20

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
   – RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
   – EL "University Library Online" http://www.biblioclub.ru
   – EL "Yurayt" http://www.biblio-online.ru
   – EL "Student Consultant" www.studentlibrary.ru
   – EL "Znanium" https://znanium.ru/

2. Databases and search engines:
   – Sage https://journals.sagepub.com/
   – Springer Nature Link https://link.springer.com/
   – Wiley Journal Database https://onlinelibrary.wiley.com/
   – Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
    1. The set of lectures on the course «Security and Development Challenges in Russia».

    * - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

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FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

SECURITY AND DEVELOPMENT CHALLENGES IN ASIAN-PACIFIC REGION
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Security and Development Challenges in Asian-Pacific Region» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 9 modules and 9 topics.

Main goal of the course is to provide students with an integral vision of contemporary security issues in Asia-Pacific Region countries, foreign political, domestic political, military and unmilitary threats.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Security and Development Challenges in Asian-Pacific Region» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Security and Development Challenges in Asian-Pacific Region» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Security and Development Challenges in Asian-Pacific Region».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic	Scientific and Research Work in the Semester; IR and Development Theories;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	approach, develop a strategy of action	Global Security;	Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; *International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Non-state participants of international relations and world politics; *Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Security and Development Challenges in Asian-Pacific Region» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*17*		*17*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
Self-studies (academic hours)	*46*		*46*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Security factor in International Relations and World Politics.	1.1	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. 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	LC
Module 2	Security Problem in the Asia Pacific region.	2.1	A brief history of territorial disputes in APR. The role and place of the Asia Pacific region in world politics. The impact of global factors on the regional security. The role of the Asian major powers - Russia, China, Japan and India - in regional security. The evolution of diplomatic forms and methods. Institutions of diplomacy in the past and present. The new diplomacy: trends and challenges. Old vs. new diplomacy. Problems, challenges and emerging issues in resolving territorial disputes. The impact of globalization on the evolution of diplomacy (focus on negation on resolving problems).	LC
Module 3	Russia's role in Asia-Pacific security architecture.	3.1	Tasks and functions of Russia in APR. Content of diplomatic work, its main components. Place of diplomatic service in the system of state power. Main actors of the foreign policy process and diplomatic activity within resolving territorial disputes. The primary importance of diplomacy in peacetime in foreign policy. Russia's role in Asia-Pacific security architecture. The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors. The value of international organizations for the multilateral diplomacy development. International organisation diplomacy: background, international organisation as a diplomatic forum, parliamentary diplomacy, different role of governments, differences in the work of national delegations, other participants: NGOs, observers, and liaison personnel. National negotiation styles: theory and practice. Key characteristics	LC
Module 4	China's foreign policy towards the Asia-Pacific region. The «One belt, one road» initiative. Japan and Asia-Pacific region. India's role in APR.	4.1	Tasks and functions of China in APR. Content of diplomatic work, its main components. Place of diplomatic service in the system of state power. Main actors of the foreign policy process and diplomatic activity within resolving territorial disputes. The primary importance of diplomacy in peacetime in foreign policy. China's role in Asia-Pacific security architecture. The growing importance of	LC

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
			top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors. The value of international organizations for the multilateral diplomacy development. International organisation diplomacy: background, international organisation as a diplomatic forum, parliamentary diplomacy, different role of governments, differences in the work of national delegations, other participants: NGOs, observers, and liaison personnel. National negotiation styles: theory and practice. Key characteristics. The «One belt, one road» initiative. Japan and Asia-Pacific region. India's role in APR.	
Module 5	Asian foreign policy of the USA. Conflicts and Crises in the Asia-Pacific region and their Impact on the Regional Security	5.1	Asian foreign policy of the USA. Conflicts and Crises in the Asia-Pacific region and their Impact on the Regional Security. Content of diplomatic work, its main components. Place of diplomatic service in the system of state power. Main actors of the foreign policy process and diplomatic activity within resolving territorial disputes. The primary importance of diplomacy in peacetime in foreign policy. USA's role in Asia-Pacific security architecture. The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors. The value of international organizations for the multilateral diplomacy development. International organisation diplomacy: background, international organisation as a diplomatic forum, parliamentary diplomacy, different role of governments, differences in the work of national delegations, other participants: NGOs, observers, and liaison personnel. National negotiation styles: theory and practice. Key characteristics. The «One belt, one road» initiative. Japan and Asia-Pacific region. India's role in APR.	LC
Module 6	The Korean Peninsula conflict. Background and issues.	6.1	The Korean Peninsula conflict. Background and issues. South Korea's role in APR. Military index. North Korea's role in APR. The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors.	LC
Module 7	The Taiwan Issue. The PRC-Taiwan relations.	7.1	China's role in ARR& USA's role in region. Competition between China and USA in Asia. The background of the Taiwan issue. The PRC-Taiwan and USA-Taiwan relations. Military factor. The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors.	LC
Module 8	Territorial disputes in the South China sea. The	8.1	Territorial disputes in the South China sea. The Spratly Islands and the Paracel Islands. Territorial	LC

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
	Spratly Islands and the Paracel Islands. Territorial disputes in the East China sea and China-Japan relations.		disputes in the East China sea and China-Japan relations. The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors.	
Module 9	Asia-Pacific security cooperation. Regional organizations.	9.1	The value of international organizations for the multilateral diplomacy development. International organisation diplomacy: background, international organisation as a diplomatic forum, parliamentary diplomacy, different role of governments, differences in the work of national delegations, other participants: NGOs, observers, and liaison personnel. National negotiation styles: theory and practice.	LC

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Berridge G.R. Diplomatic Theory from Machiavelli to Kissinger / G.R. Berridge, Keens-Soper Maurice, T.G. Otte; G.R.Berridge et al. - New York: Palgrave, 2001. - 216 p. - (Studies in Diplomacy). - ISBN 0-333-75365-8 : 3923.37.

2. Berridge G.R. Diplomacy: theory and practice / G.R. Berridge. - 2nd ed.; - London : Palgrave, 2002. - 234 p. - ISBN 0-333-96928-6 : 4140.73.

Additional readings:

1. Hocking, Brian. Non-State Actors and the Transformation of Diplomacy // The Ashgate Research Companion to Non-State Actors / ed. by B. Reinalda. - Surrey, Ashgate, 2011.

Available from: eBook Academic Collection (EBSCOhost)

2. Keith Hamilton & Richard Langhorne, The Practice of Diplomacy: Its Evolution, Theory and Administration. London: Routledge, 2010.

3. Michel Kostecki, Olivier Naray. Commercial Diplomacy and International Business. – (Clingendael Discussion Papers in Diplomacy, No.107). - The Hague: Netherlands Institute of International Relations, Clingendael, 2007.
http://www.clingendael.nl/sites/default/files/20070400_cdsp_diplomacy_kostecki_naray.pdf

4. Riordan, Shaun, Reforming Foreign Services for the Twenty-First Century // The Hague Journal of Diplomacy. 2007. - Vol.2, №2.

5. Starkey B. Negotiating a Complex World : An Introduction to International Negotiation / B. Starkey, M. A. Boyer, J. Wilkenfeld. - Lanham : Rowman & Littlefield, 1999.

6. Tatiana V. Zonova. Consular Service in Russia. Past Problems, New Challeges // Consular Affairs And Diplomacy / ed. By A. Fernandez, J. Melissen. Leiden: Martinus Nijhoff Publishers; 2011. – P. 173-198. (Available from: eBook Academic Collection (EBSCOhost))

7. Tatiana V. Zonova. Diplomatic Cultures: Comparing Russia and the West in Terms of a 'Modern Model of Diplomacy'// The Hague Journal of Diplomacy. 2007. - №2.

8. Tatiana Zonova. Diplomatic Theory of International Relations (book review) // The Hague Journal of Diplomacy. 2012. №7.

9. The new public diplomacy : soft power in international relations / ed. by J. Melissen. - Hampshire : Palgrave, 2005.

Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «Security and Development Challenges in Asian-Pacific Region».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

SECURITY AND DEVELOPMENT CHALLENGES IN THE MIDDLE EAST
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Security and Development Challenges in the Middle East» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

Main goal of the course is to introduce to the students the main security issues related to the Middle East in the light of the global political processes and contemporary geopolitical, political-military, and geoeconomic situations in the region.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Security and Development Challenges in the Middle East» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	GC-6.1 Possesses the skills of effective time planning in order to realize his/her own educational and professional projects; GC-6.2 Adequately assesses his/her own physical abilities, possesses basic health-saving skills; GC-6.3 Demonstrates mastery of self-development techniques and methods;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Security and Development Challenges in the Middle East» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Security and Development Challenges in the Middle East».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment	Scientific and Research Work in the Semester; Foreign policy process and decision-making in russia;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Non-state participants of international relations and

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			world politics;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; Non-state participants of international relations and world politics; *Human Rights and the International Security***; *International Conflict of New Generation and its Settlement***; *South-South Coopearation***; *Development and the Environment***; *Academic Writing in International Relations***;

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Security and Development Challenges in the Middle East» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*17*		*17*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
Self-studies (academic hours)	*46*		*46*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Security Factor in the Post-Bipolar World	1.1	Main security challenges for the macro-region of the Middle East and North Africa (MENA); terrorism, Islamic fundamentalism, and political Islam; MENA as an element of the Eurasian Arc of Instability vs. the emerging foci of sustainable development; the problems of food security and technological sovereignty in the MENA region; Arab world and Eurasia; Arab dimension / vector of BRICS	LC
Module 2	Conflicts, Crises, and Deeply Divided Societies in the MENA Region and Their Impact on the Regional Security	2.1	Inter-state and domestic conflicts in the MENA region; problems of confessionalism (taifiya) and regionalism (iqlimiya) in deeply divided societies (Iraq, Lebanon); tribalism (qabiliya) in deeply divided societies (Libya, Mauritania, Yemen), failed state scenario (Somalia), tribal identity (nasab) in Arab societies (UAE and other GCC monarchies)	LC
Module 3	Security Problems and Challenges for the Arab Maghreb	3.1	Western Sahara conflict; Arab Maghreb Union; First Arab spring in Tunisia; problems of social and economic modernization of Algeria and Morocco; political future of Libya and Mauritania; prospects for the development of Russia-Maghreb relations; perspective role of Russia in settling the conflict in Libya	LC
Module 4	Security Problems and Challenges for the Countries of the Red Sea Subregion	4.1	Afar – Issa antagonisms in Djibouti; First Arab spring in Egypt, political future of Sudan and Yemen; parallel economies in Somalia; Russia – Egypt relations; perspective role of Russia in settling the conflicts in Sudan and Yemen	LC
Module 5	Security Problems and Challenges for the Countries of the Eastern Mediterranean and Mesopotamia	5.1	Notions of Greater Syria (Bilad al-Sham) and the Fertile Crescent (al-Hilal al-Hasib); Syrian refugees problem; Kurdish problem; "Islamic State" and post-ISIS's caliphate developments, political future of Syria and perspective role of Russia in settling the conflict in Syria; Russia – Iraq; Russia – Türkiye relations	LC
Module 6	Israel as the Western Outpost in the MENA Region	6.1	Palestinian problem and the Israeli-Palestinian conflict and the two-state solution; Egypt – Israel peace treaty (1979); Israel – Jordan peace treaty (1994); Abraham Accords (2020); US's support of Israel; Shimon Peres's concept of the "New Middle East;" confrontation between Israel and the "Axis of Resistance"	LC
Module 7	Security Problems and Challenges for the Countries of the Persian Gulf	7.1	Gulf Cooperation Council (GCC); Qatar diplomatic crisis (2017-2021); Russia's Collective Security Concept for the Persian Gulf; Russia – Gulf Cooperation Council; Russia's bilateral relations with GCC member countries; GCC and BRICS; Treaty on Comprehensive Strategic Partnership Between Russia and Iran (2025)	LC

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 8	Gaza War and Its Influence on the Regional Security	8.1	Causes and premises of the Gaza war; impact of the Gaza war on the MENA region and beyond; Gaza war vs. "India – Middle East – Europe" Economic Corridor (IMEC) / Belt and Road Initiative; political and economic future of the Gaza strip and perspective roles of foreign actors	LC

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Ahmadian H. (2019). Societal (In) Security in the Middle East: Radicalism as a Reaction? Bristol, UK: E-International Relations Publishing. – 10 P. URL: https://www.e-ir.info/pdf/78552 .

2. Dehshiri MR. (2024). Fire in the Middle East: Prospects for Regional Peace. Moscow: Valdai Discussion Club. URL: https://valdaiclub.com/a/highlights/fire-in-the-middle-east-prospects-for-regional/ .

3. Hinnebusch R. (2003). The International Politics of the Middle East. Manchester, UK: Manchester University Press. – 262 p. URL: https://www.academia.edu/85134799/The_International_Politics_of_the_Middle_East .

4. Koch B., Stivachtis YA. eds. (2022). Regional Security in the Middle East: Sectors, Variables, and Issues. Bristol, UK: E-International Relations Publishing. – 242 p. URL: https://www.academia.edu/74977674/Regional_Security_in_the_Middle_East .

5. Mabon S. ed. (2018). Saudi Arabia and Iran: The Struggle to Shape the Middle East. New York: The Foreign Policy Center – Carnegie Corporation. – 29 p. URL: https://fpc.org.uk/wp-content/uploads/2018/11/Saudi-Arabia-and-Iran-The-Struggle-to-Shape-the-Middle-East-Report.pdf .

6. Naumkin V., Aksenenok A. (scientific consultants), Bocharev I. (project manager). (2024). Project: Security and Development in the Middle East: Trends and Challenges. Moscow: Russian International Affairs Council. URL: https://russiancouncil.ru/en/projects/regional/middle-east/ .

7. Rabie M. (2021). The Rise of Islamic Fundamentalism. Available at the ResearchGate. – 25 p. URL: https://www.researchgate.net/publication/350189555_The_Rise_of_Islamic_Fundamentalism .

8. Şeker BŞ. (2023). Security Environment of the Red Sea. In: Çomak H., Şeker BŞ., Şahi M. Afrika Jeopolitiği – African Geopolitics. Istanbul: Nobel Publishing: 293-304. Available at the ResearchGate. URL: https://www.researchgate.net/publication/371719209_Security_Environment_of_The_Red_Sea .

9. Strategic Dossier Preview: Turbulence in the Eastern Mediterranean: Geopolitical, Security, and Energy Dynamics. (2023). London: The International Institute for Strategic Studies (IISS). – 22 p.
10. Subbotin I. Special Forces at the Ready: How the War in Gaza Brought the U.S. Back to the Middle East. Moscow: Russian International Affairs Council. URL: https://russiancouncil.ru/en/analytics-and-comments/analytics/special-forces-at-the-ready-how-the-war-in-gaza-brought-the-u-s-back-to-the-middle-east/ .

11. Zolfaghari M., Jariani F. (2021). Food Security in the Middle East and North Africa (MENA). Munich Personal RePEc Archive. Paper No 105078. Available at the ResearchGate. URL: https://www.researchgate.net/publication/348116091_Food_Security_in_the_Middle_East_and_North_Africa_MENA .

12. Zoubir Y. (2017). Security Challenges in the Maghreb. EuroMesco Policy Brief. No 70. Available at the ResearchGate. – 12 p. URL: https://www.researchgate.net/publication/314119170_Security_Challenges_in_the_Maghreb .

Additional readings:
1. Askari H. (2013). Conflicts in the Persian Gulf: Origins and Evolution. New York: Palgrave Macmillan. – XIX, 213 p. DOI: https://doi.org/10.1057/9781137358387 .

2. Ben Hassen T., EI Bilali H. (2022). Sustainable Development Goals in the Middle East and North Africa (MENA) Region: Policy and Governance. In: Leal Filho W., Abubakar IR., da Silva I., Pretorius R., Tarabieh K. eds. SDGs in Africa and the Middle East Region. Implementing the UN Sustainable Development Goals – Regional Perspectives. Cham: Springer; 1-16. DOI: https://doi.org/10.1007/978-3-030-91260-4_20-1 .

3. Flockhart T. (2014). Post-Bipolar Challenges: New Visions and New Activities. In: Mayer S. ed. NATO's Post-Cold War Politics. New Security Challenges Series: 71-88. London: Palgrave Macmillan. DOI: https://doi.org/10.1057/9781137330307_4 .

4. Hassan HA. (2024). Fragility and Security Challenges in the Greater Maghreb. In: Yan HD., Bajo-Rubio O., Kwan D.S., Yu FL.T. eds. Conflicts and Challenges in the Middle East. Perspectives on Development in the Middle East and North Africa (MENA) Region. Cham: Springer: 251-271. DOI: https://doi.org/10.1007/978-3-031-62739-2_14

5. Hiltermann J. (2018). The Middle East in Chaos: Of Orders and Borders. International Crisis Group (e-resource). URL: https://www.crisisgroup.org/middle-east-north-africa/middle-east-chaos-orders-and-borders .

6. Peres S. (1993). The New Middle East. NYC: Henry Holt & Co. 1st ed. – 224 p.

7. Saban I. (2004). Minority Rights in Deeply Divided Societies: A Framework for Analysis and the Case of the Arab-Palestinian Minority in Israel. New York University Journal of International Law and Politics. Vol 36: 885-1003.

8. Saikal A. ed. (2016). The Arab World and Iran: A Turbulent Region in Transition. New York: Palgrave Macmillan. – XV, 220 p. DOI: https://doi.org/10.1057/978-1-137-55966-1 .

Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org
Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «Security and Development Challenges in the Middle East».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

SECURITY AND DEVELOPMENT CHALLENGES IN LATIN AMERICA

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Security and Development Challenges in Latin America» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 5 modules and 5 topics.

Main goal of the course is to form a comprehensive understanding of the features of the analysis of situational models in Latin America relations; theoretical foundations of its evolution, the mechanism of functioning; the main modern trends and methodology. This course has a practical orientation and is designed for students to better understand the essence of regional politics within Latin America.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Security and Development Challenges in Latin America» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Security and Development Challenges in Latin America» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Security and Development Challenges in Latin America».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	Scientific and Research Work in the Semester; IR and Development Theories; Global Security;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; *International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* Non-state participants of international relations and world politics; *Human Rights and the International Security**; International Conflict of New Generation and its Settlement**; South-South Coopearation**; Development and the Environment**; Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Security and Development Challenges in Latin America» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*17*		*17*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
Self-studies (academic hours)	*46*		*46*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction. Definition of situation analysis, methodology and predictive potential.	1.1	Unlike the exact sciences, the humanities and social sciences are limited in effective research methods. In order to overcome this traditional limitation an interdisciplinary approach and situation analysis method is used. This type of analysis was originally applied to market analysis in marketing economics and then adapted to international relations.	LC
Module 2	Fundamentals of conducting a situation analysis. Key steps in implementing a situation analysis. Identification of actors international conflict. Identification of actors international conflict, defining their hierarchy, Political psychology of the leaders of the opposing sides.	2.1	The practice of situational analysis has strict rules in terms of the application of the analytical model. Conducting an accurate, in-depth, comprehensive analysis involves the student's ability to gather and assess information, identify trends and patterns within the field of international relations.	LC
Module 3	Preparing a Situation Scenario. Creation of situation scenarios based on the most relevant international events relations, practical aspects. Historical Dynamics and Political Tradition in Conflict Analysis, Legal Aspects of International Conflicts	3.1	The descriptive scenario of an international situation is the most important part of a situation analysis, without which it cannot be carried out.	LC
Module 4	Establishing a Situation Analysis Expert Group and Comprehensive Analysis of International Conflict. Key steps in organising a team of experts to undertake a situational analysis, ethical and practical. Analysis of the Identity of Actors in International Conflict, Economic Analysis of International Conflict, Balance of Power of International Conflict	4.1	Besides peculiarities of correct formation of expert group, it is also important to understand different types of analysis included in situational analysis: analysis of identity of international conflict actors, economic analysis of international conflict, analysis of power balance of conflict participants, application of international databases to conduct content and event analysis. The distinction between the types of analysis under consideration variables and the specifics of their treatment.	LC
Module 5	Summarizing the situation analysis. Summarizing the results of the situation analysis, preparing a final document. Creation of own databases on conflicts, Conducting database-driven research.	5.1	Summarizing the situation analysis is the part of the process where students are faced with balancing and balancing the sometimes quite different views of the expert panel. It is especially important to understand and be aware of influences such as ethnic, political, historical, religious, economic and attitudinal. It is about the need, within the framework of respect for expert opinion, to collect data, analyze it, evaluate it and, on the basis of this, arrive at a balanced and averaged result.	LC

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
        1. Policy World: Policy Studies Organization Proceedings // Review of Policy Research , 2009
        2. Neymark. M. In the Face of the Strategic Choice: New Imperatives of World Policy // Problemy Postsovetskogo Prostranstva, 2017.
Additional readings:
        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
Internet sources:
        1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
        – RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
        – EL "University Library Online" http://www.biblioclub.ru
        – EL "Yurayt" http://www.biblio-online.ru
        – EL "Student Consultant" www.studentlibrary.ru
        – EL "Znanium" https://znanium.ru/

        2. Databases and search engines:
        – Sage https://journals.sagepub.com/
        – Springer Nature Link https://link.springer.com/
        – Wiley Journal Database https://onlinelibrary.wiley.com/
        – Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
      1. The set of lectures on the course «Security and Development Challenges in Latin America».

      * - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

SECURITY AND DEVELOPMENT CHALLENGES IN AFRICA

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Security and Development Challenges in Africa» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 2 semester of the 1st year. The discipline is implemented by the department of Oriental and African Studies. The discipline consists of 3 modules and 18 topics.

Main goal of the 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.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Security and Development Challenges in Africa» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-2	Able to manage the project at all stages of its life cycle.	GC-2.1 Defines the project goal and objectives, project implementation strategy, considering time and resource constraints;
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the set goal	GC-3.1 Demonstrates the ability to work constructively as a team player in leadership and junior and middle management roles; GC-3.2 Able to responsibly build a strategy of self-development in the interests of the team, organization, department;
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Security and Development Challenges in Africa» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Security and Development Challenges in Africa».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the set goal	Scientific and Research Work in the Semester; Development Cooperation; Professional Ethics in International Relations;	Quantitative Analysis of Situational Models in World Policy; Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GC-2	Able to manage the project at all stages of its life cycle.	IR and Development Theories; Scientific and Research Work in the Semester;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; *Academic Writing in International Relations**;*
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; *Foreign Language in Professional Practice**;* *Russian Language in Professional Practice**;* Non-state participants of international relations and world politics; *Human Rights and the International Security**;* *International Conflict of New Generation and its Settlement**;* *South-South Coopearation**;* *Development and the Environment**;* *Academic Writing in International Relations**;*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Security and Development Challenges in Africa» is «2» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			2
Contact academic hours	*17*		*17*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
Self-studies (academic hours)	*46*		*46*
Self-preparation for exam/test with assessment (academic hours)	*9*		*9*
Course workload	**academic hours**	**72**	*72*
	credits	**2**	*2*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1		1.1	A global and regional reduction in conflict and its impact on peace keeping in Africa. The Africa Action Plan – Promoting Peace & Security. International aspects of conflict situations in Africa. The Conflict Prevention Pool.	LC
		1.2	African Peace and Security Architecture.	LC
		1.3	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.	LC
		1.4	Sub-regional Security. Sub-regional mechanisms for conflict management. ECOWAS. SADC. IGAD.	LC
Module 2		2.1	Engagement with Civil Society on Peace and Security. Organic Agriculture and Food security in Africa.	LC
		2.2	New threats (terrorism, narcotics trafficking, maritime safety and security).	LC
		2.3	International Security and African regional security: perspectives from South Africa. Framework for defining South Africa`s security. Regional security agenda. Internal and external threats. Responsibility to Protect doctrine (R2P, 2005). New challenges for BRICS.	LC
		2.4	South Africa and BRICS security vision. New challenges for BRICS.	LC
		2.5	West and Central Africa security problems. Conflict regions and international migration challenge.	LC
		2.6	East Africa security problems. Conflict regions and international migration challenge.	LC
		2.7	International Security and African regional security: cyclical violent conflict and post conflict reconstruction.	LC
		2.8	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.¶	LC
Module 3		3.1	The role of natural resource exploitation in fuelling conflict across Africa. Perspectives and problems.	LC
		3.2	Conflicts and Conflict Diamonds. Kimberley Process in action.	LC
		3.3	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.	LC
		3.4	Globalization and Africa. The spread of global terrorism. New ideas for more safer Africa.	LC
		3.5	Mapping the future Africa: priorities for conflict resolution.	LC
		3.6	Conclusion The main conclusions of the training	LC

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		course. Return expectations.	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Boko Haram: a new paradigm to West Africa security challenges [Текст] : статья на английском языке / S.A. Bokeriya, O.D. Omo-Ogbebor
// Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 2. - С. 274-284.

2. Феномен новых войн: обновленная природа конфликтов и дипломатия насилия [Текст] = The phenomenon of New wars: changing nature and violence diplomacy : статья на английском языке / Д.И. Стрелавина
// Вестник Российского университета дружбы народов: Всеобщая история. - 2018. - № т. 10 (2). - С. 201 - 206.

3. Борьба Южного Судана за независимость и ее влияние на судьбы Африки [Текст] = South Sudan struggle for independence, and its implication for Africa : статья на английском языке / Э. Кумса
// Вестник Российского университета дружбы народов: Социология. - 2017. - № т. 17 (4). - С. 513 - 523.

4. India and the BRICS: Global Bandwagoning and Regional Balancing (Индия и БРИКС: "глобальный концерт" и региональный баланс) [Текст] : статья на английском языке / M.D. Stephen
// Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 4. - С. 595-602.

5. Conflicts in the XXI centure [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.

Additional readings:
1. Cameroon fighting Boko Haram (Камерун в борьбе с "Боко Харам") [Текст] : статья на английском языке / Kouma Jean Cottin Gelin
// Вестник Российского университета дружбы народов: Международные отношения. - 2017. - № т. 17 (4). - С. 727-737.

2. Megatrends and Global Problems (MT&GP) [Текст/электронный ресурс] = Megatrends and Global Affairs : 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

3. Некоторые последствия изменений в распределении населения мира: насколько глобализированным останется мир? [Текст] = Some implications of the changes in the world population distribution: how the globalized will the world remain? : статья на английском языке / Ю.В. Зинькина [и др.]
// Вестник Российского университета дружбы народов: Социология. - 2018. - № т. 18 (2). - С. 271 - 283.

4. Bond P.
The BRICS' Centrifugal Geopolitical Economy (Центробежная геоэкономика БРИКС) [Текст/электронный ресурс] : статья на английском языке / P. Bond
// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 517 - 534.

5. Африка: поиск идентичности и диалог с миром: Ежегодник - 2018 [Электронный ресурс] = Africa: in Search of Identity and Dialogue with Mankind: Yearbook - 2018 : Сборник статей / Под ред. Н.С. Кирабаева, Л.В. Пономаренко, В.И. Юртаева, Е.А. Долгинова. - Электронные текстовые данные. - М. : Изд-во РУДН, 2018. - 256 с. : ил. - (Африканские исследования). - ISBN 978-5-209-08666-6.
6. Африка: вызов постколониального будущего: Ежегодник - 2016 [Текст] = Africa: Challenge of Postcolonial Future: Yearbook - 2016 : Сборник статей / Под ред. Н.С.Кирабаева, Л.В.Пономаренко, В.И.Юртаева, Е.А.Долгинова. - М. : Изд-во РУДН, 2016. - 319 с. : ил. - (Африканские исследования). - ISBN 978-5-209-07221-8 : 0.00.
Internet sources:
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
     1. The set of lectures on the course «Security and Development Challenges in Africa».

     * - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «International Conflict of New Generation and its Settlement» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 3 semester of the 2nd year. The discipline is implemented by the department of Oriental and African Studies. The discipline consists of 2 modules and 10 topics.

Main goal of the 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. It offers comprehensive coverage of conflict management and possible solutions to conflict.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «International Conflict of New Generation and its Settlement» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «International Conflict of New Generation and its Settlement» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «International Conflict of New Generation and its Settlement».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse	Scientific and Research Work in the	Research Work;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	problem situations on the basis of a systematic approach, develop a strategy of action	Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; IR and Development Theories; Global Security; International Political Economy; *Security and Development Challenges in the CIS**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in Latin America**; The Political Economy of International Conflict**;*	Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; *Security and Development Challenges in the CIS**; Security and Development Challenges in Russia**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in the Middle East**; Security and Development Challenges in Latin America**; Security and Development Challenges in Africa**; The Political Economy of International Conflict**;*	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Conflict of New Generation and its Settlement» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			3
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
Module 1	The Essence and Typology of International Conflict.	1.1	A conflict phenomenon in international relations. Fundamental and applied aspects of international conflict studying.	LC
		1.2	Levels of disputed interaction: political and legal specificity of global, regional and interstate conflicts. Structure and dynamics of international conflict. International political crisis.	LC, S
		1.3	The basic global issues of the present (a problem of power resources, ecological and demographic issues, terrorism and drug business, a refugee problem, etc.) in context of international conflict.	S
		1.4	Essence, main reasons and classification of ethnopolitical conflicts. The dynamics of ethnopolitical conflicts.	LC, S
		1.5	Territorial, political, economic, confessional and ethnocultural origins of separatism.	LC, S
		1.6	The armed violence, terror and war as a political conflict. World war as a multilevel conflict.	LC, S
Module 2	International Conflict Settlement.	2.1	International conflict management: mediation, conflict prevention, implementation of peace agreements, peace enforcement, humanitarian intervention, and refugee crisis management.	LC
		2.2	The role of international and regional organizations in conflict and crisis settlement The United Nations activities: preventive diplomacy initiatives, peacekeeping, peacemaking, peacebuilding.	S
		2.3	Case Study: Territorial Disputes in International Relations Territorial disputes in Africa and Latin America.	LC, S
		2.4	Case Study: Regional conflicts in the Middle East. Disputed potential of the Southern and Eastern Asia. Regional and local conflicts in the post-Soviet space.	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of	

	specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Askari H. Conflicts in the Persian Gulf: Origins and Evolution. Palgrave Macmillan, 2013. URL: http://esystem.pfur.ru/mod/data/view.php?d=429

2. Bjørn Mølle. Conflict Theory. Research Center on Development and International Relations (DIR) . Aalborg University Denmark.2015.

3. Mueller John. The Stupidity of War. American Foreign Policy and the Case for Complacency. Cambridge, 2021.

4. Savicheva E. International Conflict of New Generation and its Settlement. Moscow, 2013.

5. The Struggle for the Eastern Mediterranean. Interests and Ambitions. Moscow, 2023.

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

Additional readings:

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

2. Lewis B. What Went Wrong? The Clash Between Islam and Modernity in the Middle East. New York: Perennial, 2018.

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

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

5. Slantchev, Branislav L. Military Threats: The Costs of Coercion and the Price of Peace. Cambridge, UK: Cambridge University Press, 2011. DOI: 10.1017/CBO9780511778940

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web

– EL "University Library Online" http://www.biblioclub.ru

– EL "Yurayt" http://www.biblio-online.ru

– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:

– Sage https://journals.sagepub.com/

– Springer Nature Link https://link.springer.com/

– Wiley Journal Database https://onlinelibrary.wiley.com/

– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «International Conflict of New Generation and its Settlement».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

SOUTH-SOUTH COOPERATION

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «South-South Cooperation» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 3 semester of the 2nd year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 10 modules and 10 topics.

The course «South-South Cooperation» provides the study of development' problem withing the frames of North-South cooperation and ODA, and the activity of OEDC and the needs of under-developed countries, the global South. Now the South increasingly challenges the North as the centre of development.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «South-South Cooperation» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «South-South Cooperation» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «South-South Cooperation».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	of action	International Relation in the XXI-st century; IR and Development Theories; Global Security; International Political Economy; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in Latin America***; *The Political Economy of International Conflict***;	
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice***; *Russian Language in Professional Practice***; IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; *Security and Development Challenges in the CIS***; *Security and Development Challenges in Russia***; *Security and Development Challenges in Asian-Pacific Region***; *Security and Development Challenges in the Middle East***; *Security and Development Challenges in Latin America***; *Security and Development Challenges in Africa***; *The Political Economy of International Conflict***;	Research Work; Professional practice; Master's Thesis Preparation;

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «South-South Cooperation» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			3
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	The theoretical foundation of SSC. Diversity of theories. Levels of analysis.	1.1	The main purpose of the course is to provide students with an understanding of the concept of SSC, its economic initiatives and political realities. It also includes political, military, economic, or cultural relationships; humanitarian assistance and technical cooperation between developing countries; the allocation of financial resources for development projects and regional integration as well as the constitution of blocks—a common position and agenda in multilateral negotiations.	LC, S
Module 2	The rise and fall of SSC. SSC and Cold War. The ideology in SSC.	2.1	The course includes the study of stapes of SSC, the categories of "North" and "South," "donors" and "recipients," and "developed" and "developing" countries are being blurred and challenged. The terms "North–South partnerships" or "multilateral arrangements" as traditional powers and international organizations feel the necessity to catch-up with ongoing shifts	LC, S
Module 3	Aid policy implementation, definition of SSC	3.1	In the 2000s, has had important implications for the restructuring of development agendas and aid practices, both globally and in developing countries. it can include political, military, economic, or cultural relationships; humanitarian assistance and technical cooperation between developing countries; the allocation of financial resources for development projects and regional integration as well as the constitution of blocks—a common position and agenda in multilateral negotiations.	LC, S
Module 4	South–South cooperation as a source of inspiration for replicating successful development models.¶China model of SSC ¶	4.1	The objective of this session is to study China for infrastructure projects in Africa, the Chinese development "model" (Rwanda and Ethiopia). Successful development models (China) and a wellspring of resources that traditional donors do not provide. China's foreign policy in Africa has undeni- ably drawn the most attention, due both to the volume of its aid and growing interest in this powerful global political and economic actor. This has sometimes obscured the activities and paradigms deployed by China in other regions, or by other Southern donor countries.	LC, S
Module 5	BRICS, IBSA	5.1	The activity of BRICS and IBSA, banks, foundations, programs.	LC, S
Module 6	India's model, South Africa.	6.1	Challenges of Technical cooperation in Africa. Status and profile in the field of international development assistance	LC, S
Module 7	Cuba and Venezuela in SSC	7.1	Challenges of Technical cooperation in Latin America. Status and profile in the field of international development assistance	LC, S
Module 8	Brazil and technical cooperation	8.1	Challenges of Technical cooperation in Africa. Status and profile in the field of international development assistance	LC, S
Module 9	Case study (East Timor and SSC)	9.1	The pole of Brazil, Indonesia, China, USA and Australia	LC, S
Module 10	Turkey as a new donor	10.1	Status and profile in the field of international development assistance	LC, S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. South-South Cooperation Beyond the Myths. Rising Donors, New Aid Practices? . Palgrave Macmillan, 2017. ISBN 978-1-137-53969-4 (eBook)

2. Кузнецов А.В. Концепции экономического взаимодействия по линии Юг-Юг. // Контуры глобальных трансформаций: политика, экономика, право. Т.12, №3, с730-46.

3. Дегтерев Д.А. Содействие международному развитию: Эволюция международно-правовых режимов и эффективность внешней помощи .2016. 320 с

4. Павлова Е.Б. Колониальное наследие как проблема и ресурс при сотрудничестве Юг-Юг: случай Бразилии // Вестник Российского университета дружбы народов. Серия: Международные отношения. 2017. Т. 17. № 1. С. 48—58.

Additional readings:

1. Fernández, Ruben (ed.), Cooperación Sur–Sur: un desafío al sistema de ayuda. Medellín: The Reality of Aid. Quoted in Benzi, Daniele, and Guiseppe Le Brutto.

2. "La cooperación Sur–Sur en América Latina a principios del siglo XXI (un enfoque menos indulgente)." In Volver al desarrollo o salir de él. Límites y potencialidades del cambio desde América Latina, edited by Liza Aceves and Hector Sotomayor, 217–250. México D.F.: Ediciones EyC.

3. Alden, Chris, Sally Morphet, and Marco A. Vieira. The South in world politics. Basingstoke: Palgrave Macmillan, 2010; Hurrell, Andrew, and Sandeep Sengupta. "Emerging powers, North–South relations and global climate politics." International Affairs 88 (2012): 463–484.

4. Eyben, Rosalind, and Laura Savage. "Emerging and submerging powers: Imagined

geographies in the new development part- nership at the Busan Fourth High Level Forum." The Journal of Development Studies 49 (2013): 457–469.

5. Broadman, Harry G. "China and India go to Africa: New deals in the developing world." Foreign Affairs 87(2008): 95–109; de Campos, Rodrigo Pires, Joao B. B. Lima, and Laura. L. A. Lopes. "Os forúns de alto nível da Organização para a Cooperação e o Desenvolvimento Econômico (OCDE): Limites e perspectivas da posição brasileira na agenda sobre efe- tividade da ajuda internacional." Boletim de Economia e Política Internacional 8 (2011): 27-40;

6. Woods, Ngaire. "Whose aid? Whose influence? China, emerging donors and the silent revolution in development assis- tance." International Affairs 84 (2008): 1205–1221;

7. Morais, Michelle. "South–South cooperation, policy transfer and best-practice reasoning: The transfer of the solidarity in liter- acy program from Brazil to Mozambique." International Institute of Social Studies of Erasmus University Working Paper General Series 406 (2005): 1–52.

8. Vieira, M. A., & Alden, Ch. (2011) India, Brazil, and South Africa (IBSA): South-South cooperation and the paradox of regional leadership. Global Governance, 17(4), 507—528.

9. Olivier, G., & Fioramonti, L. (2011). The emerging 'global south': the EU in the eyes of India, Brazil and South Africa. In: Fioramonti, L., Luccarelli, S., editors. External Perceptions of the European Union as a Global Actor. London and New York: Routlegde. P. 105—119.

10. Mielniczuk, F. (2013). BRICS in the Contemporary World: changing identities, converging interests. Third World Quarterly, 34(6), 1079—1080. DOI: 10.1080/01436597.2013.802506.

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:
1. The set of lectures on the course «South-South Cooperation».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

DEVELOPMENT AND THE ENVIRONMENT
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Development and the Environment» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 3 semester of the 2nd year. The discipline is implemented by the department of Theory and History of International Relations. The discipline consists of 8 modules and 8 topics.

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

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Development and the Environment» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	GC-1.1 Systematically analyses professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyses the source of information in terms of temporal and spatial conditions of its origin, objectivity and reliability; GC-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of the systematic approach builds its own strategy of scientific search and logic of scientific argumentation.
PC-1	Able to independently develop and design analytical materials.	PC-1.1 Evaluate international political processes, drawing informed conclusions; PC-1.2 Develop forecasts on the development of global and regional trends for the long term; PC-1.3 Develop corporate development strategies in areas of professional competence using international political analysis skills; PC-1.4 Conduct and coordinate analytical work in the field of international contacts with the development of expert opinions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Development and the Environment» refers to the elective part of block 1 of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Development and the Environment».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; IR and Development Theories; Global Security; International Political Economy; *Security and Development Challenges in the CIS**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in Latin America**; The Political Economy of International Conflict**;*	Research Work; Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials.	Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; *Foreign Language in Professional Practice**; Russian Language in Professional Practice**;* IR and Development Theories; Great and emerging powers in global politics; Foreign policy process and decision-making in russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; Energy Security; International Political Economy; International organizations and peace process; Migration, Development and Global Security; *Security and Development Challenges in the CIS**; Security and Development Challenges in Russia**; Security and Development Challenges in Asian-Pacific Region**; Security and Development Challenges in the Middle East**; Security and Development*	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Challenges in Latin America**; *Security and Development Challenges in Africa**;* *The Political Economy of International Conflict**;*	

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Development and the Environment» is «3» credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)
			3
Contact academic hours	*34*		*34*
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
Self-studies (academic hours)	*56*		*56*
Self-preparation for exam/test with assessment (academic hours)	*18*		*18*
Course workload	**academic hours**	*108*	*108*
	credits	*3*	*3*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Introduction to the environment and development agenda	1.1	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.	LC, S
Module 2	International legal framework governing the environmental agenda.	2.1	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	LC, S
Module 3	International environmental regimes	3.1	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.	LC, S
Module 4	Economic Growth and the Environment Sustainable Development	4.1	Economic growth influences and the Environment. Study of current global initiatives. The role of ESCAP and SDG. The current situation. New risks and challenges triggered by the pandemic of COVID-19. The role of Green Economy, Sustainable Consumption and Production and Resource Efficiency for Sustainable Development. Environmental Economics and Climate Change. The interplay between environmental regimes and economic arrangements, especially the trade regime, the programs of the World Bank, and the international monetary system.	LC, S
Module 5	Environmental governance in special zones	5.1	Management of environmental issues in special areas. Existing controversies and programs for outer space. The Arctic and the environment.	LC, S
Module 6	Non-state actors' involvement in strengthening development and the environment agenda	6.1	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.	LC, S
Module 7	Regional initiatives to solve environmental problems	7.1	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.	LC, S
Module 8	Modern trends in mainstreaming environmental agenda	8.1	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.	

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Alexander Gillespie. International Environmental Law, Policy, and Ethics, 2nd Edition. ISBN
9780198713456, 0198713452, 2025
2. Ермолина, М. А. Международное право окружающей среды : учебник для вузов / М. А. Ермолина. — Москва : Издательство Юрайт, 2025. — 187 с. — (Высшее образование). — ISBN 978-5-534-15658-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: https://urait.ru/bcode/567593 (дата обращения: 05.05.2025).
3. 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.
4. Churie-Kallhauge, Angela and Elisabeth Gunnar Sjöstedt "Global Challenges: Furthering the Multilateral Process for Sustainable Development" // Routledge, 2017. Additional reading:

Additional readings:
1. Global Changes: Ethics, Politics and Environment in the Contemporary Technological World / ed. by Luca Valera, Juan Carlos Castilla // Springer, 2020.
2. A Research Agenda for Global Environmental Politics (2018) / ed. by Peter Dauvergne, Justin Alger // Cheltenham: Edward Elgar Publishing.
3. Black, Richard "Refugees, Environment and Development" // Routledge, 1998.
4. Matto Mildenberger and Anthony Leiserowitz (2017) Public opinion on climate change: Is there an economy–environment tradeoff?, Environmental Politics, 26:5, 801-824, DOI: 10.1080/09644016.2017.1322275
5. O'Neill, K. "The Environment in International Relations" / Cambridge University Press, 2009.
6. 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

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

8. 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

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

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web

– EL "University Library Online" http://www.biblioclub.ru

– EL "Yurayt" http://www.biblio-online.ru

– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:

– Sage https://journals.sagepub.com/

– Springer Nature Link https://link.springer.com/

– Wiley Journal Database https://onlinelibrary.wiley.com/

– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Development and the Environment».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

PROFESSIONALLY ORIENTED FOREIGN LANGUAGE
(OPTIONAL COURSE)
(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS
(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION
(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Professionally Oriented Foreign Language (optional course)» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1st, 2nd, 3rd semesters of the 1st and 2nd years. The discipline is implemented by the department of Foreign Languages. The discipline consists of 9 modules and 11 topics.

The main objective of the course is to improve the initial level of foreign language proficiency achieved by students at the previous level of education; to develop professionally significant skills and experience of foreign language communication in all types of speech activity in the context of professional and scientific communication; to further develop their linguistic and communicative qualifications, necessary for professional communication, as well as for further self-education.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Professionally Oriented Foreign Language (optional course)» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Professionally Oriented Foreign Language (optional course)» refers to the optional disciplines of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Professionally Oriented Foreign Language (optional course)».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.		Research Work; Professional practice; Master's Thesis Preparation;

* to be filled in according to the competence matrix of the higher education programme.

** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Professionally Oriented Foreign Language (optional course)» is 216 academic hours.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)		
			1	2	3
Contact academic hours	*102*		*34*	*34*	*34*
Lectures (LC)	0		0	0	0
Lab work (LW)	0		0	0	0
Seminars (workshops/tutorials) (S)	102		34	34	34
Self-studies (academic hours)	*87*		*29*	*29*	*29*
Self-preparation for exam/test with assessment (academic hours)	*27*		*9*	*9*	*9*
Course workload	**academic hours**	**216**	72	72	72
	credits	**0**	*0*	*0*	*0*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	The world of science. Scientific progress.	1.1	The world of science. Scientific discoveries, theories and problems associated with them.	S
Module 2	Science and scientific methods. Science and society.	2.1	Various aspects of science and scientific methods.	S
		2.2	Reading, taking notes and reviewing scientific articles on the issues under study.	S
Module 3	Science and education. Writing an article.	3.1	The level and degree of influence of science on society.	S
		3.2	Academic translation of a text in the specialty.	S
Module 4	Participation in international conferences.	4.1	Science and education.	S
Module 5	Effective presentation. Technical means.	5.1	Writing an introduction and conclusion to a scientific article on the issues under study.	S
Module 6	Effective presentation. Answers to questions.	6.1	Rules for participation in international conferences and basic principles for preparing a report.	S
Module 7	Science and ethics.	7.1	Establishing contact with the audience, technical means of presentation.	S
Module 8	The world of science. Scientific progress.	8.1	Successful completion of the presentation. Answers to questions.	S
Module 9	Science and scientific methods.	9.1	Moral and ethical standards of a modern humanitarian scientist.	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Некоторые вопросы теории перевода [Текст/электронный ресурс] = SomeProblemsofTranslationTheory: Учебное пособие по курсу "Теория и практика

перевода" (на английском языке. Для студентов гуманитарных специальностей / Авт. колл. Н.В.Болдовская, Л.К.Заева, Е.С.Морозова и др. - Электронные текстовые данные. - М. : Изд-во РУДН, 2017. - 104 с. - ISBN 978-5-209-07085-6: 73.31http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=457509&idb=0

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

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

4. Кузнецов В. Г. Функциональные стили современного французского языка (публицистический и научный) : Учебное пособие для вузов / В.Г. Кузнецов. - М. : Высшая школа, 1991. - 160 с. : ил. - (Для институтов и факультетов иностранных языков).

5. Родина, С. В. Wissenschaftliches Schreiben im Deutschen : учебное пособие по академическому письму на немецком языке для студентов бакалавриата и магистратуры : [16+] / С. В. Родина ; Южный федеральный университет, Институт управления в экономических, экологических и социальных системах. – Ростов-на-Дону ; Таганрог : Южный федеральный университет, 2018. – 99 с.

6. Денисенко Г.В., Андреева И.В. Политология по-испански. Учебное пособие. -М., 2021. 258 с.

Additional readings:

1. Карцева Е.Ю., Кулиева Ш.А., Максимова О.Б., Паймакова Е.А., Тавберидзе Д.В.EnglishforSocialSciencesandHumanities. PartI. Английский для гуманитариев. Часть I. Учеб. пособие. – М.: Цифровичок, 2016. – 62с.

2. Карцева Е.Ю., Кулиева Ш.А., Максимова О.Б., Паймакова Е.А., Тавберидзе Д.В.EnglishforSocialSciencesandHumanities. PartII. Английский для гуманитариев. Часть II Учеб. пособие. – М.: Цифровичок, 2016. – 68с.

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

4. Тексты по специальности, подбираемые преподавателем индивидуально для каждого студента

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web
– EL "University Library Online" http://www.biblioclub.ru
– EL "Yurayt" http://www.biblio-online.ru
– EL "Student Consultant" www.studentlibrary.ru
– EL "Znanium" https://znanium.ru/

2. Databases and search engines:
– Sage https://journals.sagepub.com/
– Springer Nature Link https://link.springer.com/
– Wiley Journal Database https://onlinelibrary.wiley.com/
– Scientometric database "Lens" https://www.lens.org

Training toolkit for self- studies to master the course*:

1. The set of lectures on the course «Professionally Oriented Foreign Language (optional course)».

* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia named after Patrice Lumumba»

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

PROFESSIONALLY ORIENTED RUSSIAN LANGUAGE (OPTIONAL COURSE)

(course title)

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

(field of studies / speciality code and title)

The student's internship is implemented within the professional education programme of higher education:

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

(higher education programme profile/specialisation title)

2025

1. INTERNSHIP GOAL(s)

Course «Professionally Oriented Russian Language (optional course)» is part of the master's program «Global Security And Development Cooperation» field of studies 41.04.05 «International Relations» and studied in 1st, 2nd, 3rd semesters of the 1st and 2nd years. The discipline is implemented by the department of Russian Language and Intercultural Communication. The discipline consists of 6 modules and 6 topics.

The main goal of the course is the implementation of the main objectives aimed at developing students' linguistic, speech and communicative competencies. These competencies involve both the acquisition of purely linguistic knowledge (lexical, phonetic, grammatical) and their normative use in oral and written speech, which requires the need to develop various types of speech activity (speaking, reading, listening, writing), the development of socio-cultural skills and abilities that ensure the use of the Russian language as a means of communication, education and self-education, as well as a tool for cooperation and interaction in the modern world.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Professionally Oriented Russian Language (optional course)» is aimed at the development of the following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence level indicator (within this course)
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level; GC-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s); GC-4.3 Uses modern communication technologies for professional purposes; GC-4.4 Strategizes oral and written communication in Russian, native and foreign language(s) in academic and professional interaction;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Professionally Oriented Russian Language (optional course)» refers to the optional disciplines of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course «Professionally Oriented Russian Language (optional course)».

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.		Research Work; Professional practice; Master's Thesis Preparation;

* to be filled in according to the competence matrix of the higher education programme.
** - elective disciplines/internships.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Professionally Oriented Russian Language (optional course)» is 216 academic hours.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)

Type of academic activities	TOTAL academic hours		Semester(s)		
			1	2	3
Contact academic hours	*102*		*34*	*34*	*34*
Lectures (LC)	0		0	0	0
Lab work (LW)	0		0	0	0
Seminars (workshops/tutorials) (S)	102		34	34	34
Self-studies (academic hours)	*87*		*29*	*29*	*29*
Self-preparation for exam/test with assessment (academic hours)	*27*		*9*	*9*	*9*
Course workload	**academic hours**	*216*	*72*	*72*	*72*
	credits	*0*	*0*	*0*	*0*

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Number of module	Course module title		Course module contents (topics)	Type of academic activities*
Module 1	Stereotypes	1.1	Text "What are stereotypes and who needs them"; Writing: an essay on the topic "How do you feel about stereotypes?" Speaking: based on the classification of stereotypes, give examples of stereotypes from your own life; a conversation on the topic "Do stereotypes have positive aspects? If so, what are they?".	S
Module 2	The relationship between activity, communication and communication (organization of communication)	2.1	Text "The relationship between activity, communication and interaction"; Speaking: a conversation on the topic "Russian in words", what are the similarities and differences between proverbs and sayings in the Russian language and in your native language.	S
Module 3	Primary and secondary linguistic personality	3.1	Text "Primary and secondary linguistic personality" Speaking: a conversation on the topic "Family and family relationships in Russian speech"; writing a story about your family, childhood, how you imagine your future family	S
Module 4	Cultural concepts in the conceptual sphere of the Russian language	4.1	Texts "Cultural concept", "Concept sphere of the Russian language" Speaking: a conversation on the topic "The concept of "bread" in the Russian language and Russian culture".	S
Module 5	Commonality of consciousness of communicants as a necessary prerequisite for sign communication	5.1	Text "Commonality of consciousness of communicants as a necessary prerequisite for symbolic communication" Speaking: conversation on the topic "The concept of "soul" as the soul of the Russian linguistic picture of the world of Russians"; discussion of the meaning of Russian proverbs and sayings with the word "soul". Text "Assimilation of foreign ethnic culture as a process of forming a community of consciousness for intercultural communication". Speaking: conversation on the topic "Holiday-idleness; work-laziness in the ideas of Russians". Writing: writing an essay on one of the proposed topics	S
Module 6	Assimilation of a foreign ethnic culture as a process of forming a community of consciousness for intercultural communication	6.1	Text "What are stereotypes and who needs them"; Writing: an essay on the topic "How do you feel about stereotypes?" Speaking: based on the classification of stereotypes, give examples of stereotypes from your own life; a conversation on the topic "Do stereotypes have positive aspects? If so, what are they?".	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)

Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Брагина М.А., Дронов В.В., Красс Н.А., Синячкин В.П., Тарасов Е.Ф. Лингвокультуроведческие аспекты формирования языкового сознания иностранных студентов в процессе изучения русского языка. М.: РУДН, 2008. – 347 с.

2. Яркина Л.П. Разговоры о жизни: Учебный комплекс по развитию речи для иностранцев, изучающих русский язык. – М.: Русский язык. Курсы, 2017. – 264 с.

3. Перевозникова А.К. Россия: страна и люди. Лингвострановедение: Учебное пособие для изучающих русский язык как иностранный. – М.: Русский язык. Курсы, 2015. – 184 с.

Additional readings:

1. Родникова Ж.Л. Корректировочный курс по грамматике русского языка. М.: Изд-во РУДН, 2003. - 298 с.

2. Иванова И.С., Карамышева Л.М., Куприянова Т.Ф., Мирошникова М.Г. Русский язык. Синтаксис. Учебное пособие для иностранцев. – 2-е изд., стереотип. – М.: Рус.яз. Курсы. 1999. - 152 с.

Internet sources:

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– RUDN Electronic Library System (RUDN ELS) https://mega.rudn.ru/MegaPro/Web

– EL "University Library Online" http://www.biblioclub.ru

– EL "Yurayt" http://www.biblio-online.ru

– EL "Student Consultant" www.studentlibrary.ru

– EL "Znanium" https://znanium.ru/

2. Databases and search engines:

– Sage https://journals.sagepub.com/

– Springer Nature Link https://link.springer.com/

– Wiley Journal Database https://onlinelibrary.wiley.com/

– Scientometric database "Lens" https://www.lens.org

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* - The training toolkit for self-studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

HEAD OF EDUCATIONAL DEPARTMENT:

Department of Theory and History of International Relations   **K.P. Kurilev**

educational department   *name and surname*

HEAD OF HIGHER EDUCATION PROGRAMME:

Professor, Department of Theory and History of International Relations   **M.A. Shpakovskaya**

position, educational department   *name and surname*