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ФИО: Ястребов Олег Александрович
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**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
(RUDN University)**

Department of National Economy

COURSE SYLLABUS

BRICS IN THE GLOBAL ECONOMY

Recommended by the Didactic Council for the Education Field:

38.04.01 «Economy»

**The course instruction is implemented within the professional education
programme of higher education**

«International Business»

1. THE COURSE GOALS

The course is designed to enable students to systematically analyze the evolution, current structure, and future trajectories of BRICS within the international economic order.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course "BRICS in the Global Economy" is aimed at developing the following competencies (parts of competencies):

Table 2.1. The list of competencies formed by students in the mastering the COURSE

Competence code	Competence	Competence achievement indicators (within this course)
GC-1.	Able to carry out a critical analysis of problem situations based on a systematic approach, to develop a strategy of actions.	GC-1.1. Analyzes the task, pointing out its basic components; GC-1.2. Determines and ranks the information required to solve the task; GC-1.3. Searches for information to solve the task by various types of queries; GC-1.4. Offers solutions to the problem, analyzes the possible consequences of their use; GC-1.5. Analyzes the ways of solving problems of ideological, moral and personal character based on the use of basic philosophical ideas and categories in their historical development and socio-cultural context.
PC-1.	Able to analyze and forecast the main socio-economic indicators of the enterprise, industry, region and the economy as a whole	PC 1.1. Able to prepare analytical materials for the evaluation of economic policy measures and strategic decision-making at the micro and macro levels; PC 1.2. Able to analyze and use various sources of information for economic calculations PC 1.3. Able to make a forecast of the main socio-economic indicators of the enterprise, industry, region and the economy as a whole;
PC-3.	Able to independently carry out research activities and critically evaluate the results obtained	PC-3.1 Able to generalize and critically evaluate the results obtained by domestic and foreign researchers, identify promising areas, and draw up a research program; PC-3.2 Able to substantiate the relevance, theoretical and practical significance of the chosen topic of scientific research; PC-3.3 Able to conduct independent research in accordance with the developed program and present the results to the scientific community in the form of an article or report

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The Course "BRICS in the Global Economy" refers to the Optional Disciplines formed by the participants in the educational relations of the block Higher Education Programme Structure

As part of the Higher Education Programme Structure, students also master other disciplines and / or practices that contribute to the achievement of the planned results of mastering the Course "BRICS in the Global Economy".

Table 3.1. The list of components of the Higher Education Program Structure that contribute to the achievement of the planned results of mastering the Course

Competence code	Competence	Previous Disciplines (Modules) *	Subsequent Disciplines (Modules)*
GC-1.	Able to carry out a critical analysis of problem situations based on a systematic approach, to develop a strategy of actions.	International trade Corporate innovation policy	Management of sustainable business development
PC-1.	Able to analyze and forecast the main socio-economic indicators of the enterprise, industry, region and the economy as a whole	Business' evaluation and company's cost management	Corporate governance Corporate Security Doing business in Russia
PC-3.	Able to independently carry out research activities and critically evaluate the results obtained	Business' evaluation and company's cost management	Corporate governance Corporate Security Doing business in Russia

* - filled in in accordance with the matrix of competencies

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

Course Workload and Academic Activities 5 credits, including 2 credits for the course work

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

Types of academic activities during the period of the HE programmastering	Course workload, academic hours	Semesters			
		1	2	3	4
<i>Contact academic hours</i>	<i>54</i>			<i>54</i>	
lectures	18			18	
Seminars	36			36	
Course work	72			72	
<i>Self-study, academic hours</i>	<i>36</i>			<i>36</i>	
<i>Evaluation and assessment</i>	<i>18</i>			<i>18</i>	
Course workload	academic hours	180		180	
	credits	6		6	

5. COURSE CONTENTS

Table 5.1. The content of the course (module) by type of educational work

Name of the course module	Topic title	Content of the topic	Types of academic activities
Module 1. The History and Foundations of BRICS	Topic 1.1. The Genesis of BRICS	Origins of the BRIC acronym. Political and economic rationale for formalizing BRICS. South Africa's inclusion. Early summits and trust-building mechanisms. Evolution from investment narrative to geopolitical platform.	Lectures, seminars
	Topic 1.2. Comparative Development Models of the Five BRICS Countries	Brazil (commodity dependence, deindustrialization, social policies). Russia (resource nationalism, sanctions resilience, import substitution). India (services-led growth, informal economy, demographic dividend). China (state-led export-oriented growth, industrial policy). South Africa (middle-income trap, inequality, regional anchor role).	Lectures, seminars
	Topic 1.3. BRICS Institutions	New Development Bank. Contingent Reserve Arrangement. BRICS Business Council and Women's Business Alliance. Think tanks, academic forums, and parliamentary exchanges. Comparative institutional strength against international frameworks.	Lectures, seminars
Module 2. Trade, Finance, and Technology in BRICS	Topic 2.1. Intra-BRICS and International Trade	Trade complementarity and competition among BRICS members. Bilateral trade agreements within BRICS. Barriers to deeper integration. Use of local currencies in trade settlement. BRICS Trade Fair and sectoral cooperation.	Lectures, seminars
	Topic 2.2. Financial Integration of BRICS Countries	Cross-border banking and capital market linkages. BRICS bond markets and the NDB's local currency bonds. Payments systems integration. Financial inclusion and fintech cooperation. Currency internationalization strategies.	Lectures, seminars

Name of the course module	Topic title	Content of the topic	Types of academic activities
	Topic 2.3. Digital Economy, Technology, and the Innovation Gap	Digital infrastructure disparities. BRICS cooperation in AI, semiconductors, and space technology. E-commerce and digital payments. Data localization laws and cross-border data flow conflicts. Bridging the innovation gap through R&D spending, patents, and tech transfer.	Lectures, seminars
Module 3. Future Trajectories of BRICS	Topic 3.1. The Role of BRICS in Global Governance	BRICS and IMF. BRICS and World Bank. BRICS in climate change and sustainable development negotiations. WTO reform and dispute settlement alignment. Countering Western sanctions.	Lectures, seminars
	Topic 3.2. The Expanded BRICS	The 2023-2024 expansion. Motivations of new members. Institutional challenges. Economic weight of BRICS+. Future enlargement: partner countries, criteria, and strategic implications.	Lectures, seminars

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

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

Classroom for Academic Activity Type	Classroom equipment	Specialized educational / laboratory equipment, software and materials for mastering the discipline
		release), Skype

7. RESOURCES RECOMMENDED FOR COURSE STUDY

- *Main reading(sources)*

1. Erokhin, V., Gao, T., & Yu, P. (2026). *International Trade and Economic Development in BRICS: Challenges and Opportunities*. Singapore: Springer Nature. <https://link.springer.com/book/9789819588008>.
2. Zondi, S. (2022). *The Political Economy of Intra-BRICS Cooperation: Challenges and Prospects*. Cham: Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-97397-1>.

- *Additional (optional) reading (sources)*

1. Bastanifar, I., Khan, K.H., & Koch, H. (2025). Understanding BRICSIZATION Through an Economic Geopolitical Model. *Journal of Open Innovation: Technology, Market, and Complexity*, 11(1), 100440. <https://doi.org/10.1016/j.joitmc.2024.100440>.
2. Nach, M., & Ncwadi, R. (2024). BRICS Economic Integration: Prospects and Challenges. *South African Journal of International Affairs*, 31(2), 151–166. <https://doi.org/10.1080/10220461.2024.2380676>.
3. Omoigberale, O. (2025). The Expanded BRICS: A Catalyst for Global Transformation or Advocate for Incremental Change? *South African Journal of International Affairs*, 32(1–2), 51–70. <https://doi.org/10.1080/10220461.2025.2518522>.
4. Prabhakar, A.H. (2026). *The BRICS Coalition and a New Global Order*. Apple Academic Press. <https://www.appleacademicpress.com/the-brics-coalition-and-a-new-global-order-/9781779642929>.

- Electronic libraries with access for RUDN students . Databases and search engines

EBS of RUDN University and third-party EBS, to which university students have access based on concluded agreements:

- RUDN Electronic Library System - RUDN EBS <http://lib.rudn.ru/MegaPro/Web>
- ELS "University Library Online" <http://www.biblioclub.ru>
- EBS Yurayt <http://www.biblio-online.ru>
- ELS "Student Consultant" www.studentlibrary.ru
- EBS "Lan" <http://e.lanbook.com/>

2. Databases and search engines:

- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

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

1. A course of lectures on the discipline "BRICS in the Global Economy".
2. Topics for independent reports
3. Essay Topics

* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in TUIS!

<https://esystem.rudn.ru/course/index.php?categoryid=833>

8. EVALUATION MATERIALS AND SCORE-RATING SYSTEM FOR ASSESSING THE LEVEL OF FORMATION OF COMPETENCES IN THE COURSE

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

*** - OM and BRS are formed on the basis of the requirements of the relevant local normative act of the Peoples' Friendship University of Russia.**

Associate Professor,
Department of National Economy

V.L. Erokhin

Program Supervisor,
Associate Professor,
Department of National Economy

E.A. Egorycheva

Professor, Head,
Department of National Economy

Y.N. Moseykin