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

Faculty of Humanities and Social Sciences

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

COURSE SYLLABUS

Analysis of Situational Models in World Policy

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 course instruction is implemented within the professional education programme of higher education:

**WORLD POLICY: CONCEPTUAL BASES
AND CROSS-CULTURAL INTERACTION**

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The purpose of the academic discipline “Analysis of Situational Models in World Policy” is to provide students with systemic knowledge in the field of analysis of international situations, its formation and theoretical basis, as well as practical skills to conduct scientific analytical research by methods of scientific creativity, according to the laws of logic and preparation of professional scientific essays.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Studying the course “Analysis of Situational Models in World Policy” is aimed at the formation of the following competencies:

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 search, critically analyze problem situations on the basis of a systematic approach, develop a strategy of action.	GC -1.1 Systematically analyze professional situations and demonstrate critical thinking skills; GC -1.2 Comprehensively analyze a source of information in terms of the temporal and spatial conditions of its origin, objectivity and reliability; GC -1.3 Systematically analyze previously established in science approaches and explanations, identify their strengths and weaknesses sides, explanatory abilities and limitations; GC -1.4 Based on a systematic approach, builds own strategy of scientific inquiry and the logic of scientific reasoning;
GC-2	Able to manage a project at all stages of its lifecycle	GC-2.1 Determine the goal and objectives of the project, the strategy of its implementation taking into account time and resource constraints; GC-2.2 Determine alternative options for solving assigned tasks taking into account possible managerial risks; GC-2.3 Determine the expected results of solving assigned tasks; GC-2.4 Formulate reporting documentation on the results of project development and implementation;
GC-3	Able to organize and lead a team, developing a team strategy to achieve a set goal	GC-3.1 Demonstrates the ability for constructive team interaction, serving as managers and junior and mid-level staff; GC-3.2 Is able to responsibly strategize

Competence code	Competence descriptor	Competence formation indicators (within this course)
		self-development for the benefit of the team, organization, and department;
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	GC-5.1 Understands the specifics of development and socio-cultural differences of different countries and peoples, taking into account their historical past, and is able to take these specifics 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 traditions, history, and Russia's role in the world-historical process and is able to professionally and reasonably explain these specifics in the course of intercultural communication;
GC-6	Able to identify and implement priorities of own activities and ways to improve them based on self-assessment.	GC-6.1 Possesses skills of effective planning of time in order to realize own educational and professional projects; GC-6.2 Adequately assesses own physical capabilities, possesses basic skills of health saving; GC-6.3 Demonstrates mastery of methods and techniques of self-development.
OPC-2	Able to search and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.	OPC-2.1 Apply modern technologies of search, processing and analysis of information to interpret and forecast the development of international political processes; OPC-2.2 Use specialized databases and software to quickly search for information, necessary to solve professional problems; OPC-2.3 Adequately assess the information received to identify existing information gaps and identify attempts to informationally analyze and analyze information.
OPC-3	Able to assess, model and forecast global,	OPC-3.1 Use theoretical empirical methods to assess international political processes of various

Competence code	Competence descriptor	Competence formation indicators (within this course)
	macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes on the basis of applying methods of theoretical and empirical research and applied analysis.	levels. Possess positivist and hermeneutic methodology of comprehending political reality; OPC-3.2 Forecast the development (including on the basis of scenarios) of the situation within the framework of solving the main international problems affecting, above all, interests of the Russian Federation;
OPC-7	Able to independently build strategies to present the results of his professional activity, including in public format, based on selection of appropriate information and communication technologies and channels for dissemination of information	OPC-7.1 Build strategies for presenting the results of professional activity, taking into account their specifics and characteristics of the target audience; OPC-7.2 Build a convincing argumentation for achieving the goals of presenting the results of professional activity; OPC-7.3 Select optimal information and communication technologies and channels for disseminating information. Build a feedback system with target audiences to improve the effectiveness of communication;
PC-1	Able to independently develop and design analytical materials	PC-1.2 Develop forecasts on the development of global and regional trends for a long-term period; PC-1.4 Conduct and coordinate analytical work in the sphere of international contacts with the development of expert conclusions and practical recommendations;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) that contribute to the achievement of the expected learning outcomes as results of the “Analysis of Situational Models in World Policy” course study.

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 lead a team, developing a team strategy to achieve a set goal	<p>Научно-исследовательская работа в семестре; Прикладной количественный анализ и моделирование международных отношений; Типология и структура акторов международных отношений; Риски в международных отношениях**;</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Дисциплины Вуза-Партнера;</p>
GC-2	Able to manage a project at all stages of its lifecycle	<p>Прикладной количественный анализ и моделирование международных отношений; Типология и структура акторов международных отношений; Риски в международных отношениях**; Научно-исследовательская работа в семестре;</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Дисциплины Вуза-Партнера;</p>
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	<p>Научно-исследовательская работа в семестре; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Внешнелитературный процесс и формирование внешней политики РФ;</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Дисциплины Вуза-Партнера</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>Моделирование и прогнозирование международных отношений; История и методология исследования международных отношений и мировой политики; Human Rights and International Security**; Информационные технологии в международных отношениях и мировой политике**;</p>	
GC-1	<p>Able to search, critically analyze problem situations on the basis of a systematic approach, develop a strategy of action.</p>	<p>Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Историография международных отношений; Внешнеполитический процесс и формирование внешней политики РФ; Теория дипломатии и современная дипломатическая система; Моделирование и прогнозирование международных отношений; Типология и структура акторов международных отношений; История и методология исследования международных</p>	<p>Дисциплины Вуза-Партнера; Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр);</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>отношений и мировой политики; Human Rights and International Security**; Информационные технологии в международных отношениях и мировой политике**; Риски в международных отношениях**; Научно-исследовательская работа в семестре;</p>	
GC-6	<p>Able to identify and implement priorities of own activities and ways to improve them based on self-assessment.</p>	<p>Научно-исследовательская работа в семестре; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Теория дипломатии и современная дипломатическая система; Моделирование и прогнозирование международных отношений; Риски в международных отношениях**;</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Дисциплины Вуза-Партнера;</p>
OPC-2	<p>Able to search and apply promising information and communication technologies and software tools for complex setting and solving problems of professional activity.</p>	<p>Научно-исследовательская работа в семестре; Прикладной количественный анализ и моделирование международных отношений; Моделирование и</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Дисциплины Вуза-Партнера;</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		прогнозирование международных отношений;	
ОПС-3	Able to assess, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes on the basis of applying methods of theoretical and empirical research and applied analysis.	Прикладной количественный анализ и моделирование международных отношений; История и методология исследования международных отношений и мировой политики; Научно-исследовательская работа в семестре;	Дисциплины Вуза-Партнера; Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр);
ОПС-7	Able to independently build strategies to present the results of his professional activity, including in public format, based on selection of appropriate information and communication technologies and channels for dissemination of information	Моделирование и прогнозирование международных отношений; Типология и структура акторов международных отношений; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Иностранный язык в профессиональной деятельности**; Русский язык в профессиональной деятельности**; Внешнеполитический процесс и формирование внешней политики РФ; Теория дипломатии и современная дипломатическая	Дисциплины Вуза-Партнера; Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Иностранный язык в профессиональной деятельности (Вуз-Партнер)

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		система; Научно-исследовательская работа в семестре;	
PC-1	Able to independently develop and design analytical materials	Научно-исследовательская работа в семестре; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Иностранный язык в профессиональной деятельности**; Русский язык в профессиональной деятельности**; Историография международных отношений; Внешнеполитический процесс и формирование внешней политики РФ; Теория дипломатии и современная дипломатическая система; Моделирование и прогнозирование международных отношений; Типология и структура акторов международных отношений; История и методология исследования международных отношений и мировой политики;	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре (ВузПартнёр); Иностранный язык в профессиональной деятельности (Вуз-Партнер); Дисциплины Вуза-Партнера;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Human Rights and International Security**; Информационные технологии в международных отношениях и мировой политике**; Риски в международных отношениях**;	

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

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload is equal to 3 credits (108 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	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	34			34	
including:					
Lectures (LC)	17			17	
Lab work (LW)	0			0	
Seminars (workshops/tutorials) (S)	17			17	
<i>Self-studies</i>	65			65	
<i>Evaluation and assessment (exam/passing/failing grade)</i>	9			9	
Course workload	academic hours	108		108	
	credits	3		3	

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Introduction. Definition of situation analysis, methodology and predictive potential.	Brief description: Unlike the exact sciences, humanities and social sciences are limited in effective research methods. In order to overcome this traditional limitation, the interdisciplinary approach and the method	LC,S

Course module title	Course module contents (topics)	Academic activities types
	<p>of situation analysis are used. This type of analysis was originally used to analyze markets in marketing economics, before being adapted for international relations. With the help of situation model analysis, which came to the humanities from marketing, researchers in the field of international relations can avoid the high margin of error of the methods of knowledge characteristic of the humanities. This allows for a systematic, accurate and comprehensive analysis of contemporary international relations issues, providing the necessary depth to the research.</p>	
<p>The basics of conducting a situation analysis. The basic steps in implementing a situation analysis. Identification of actors international conflict. Identifying actors of international conflict, defining their hierarchy, Political psychology of leaders of opposing parties.</p>	<p>Brief Description: The practice of situational analysis has strict rules in terms of applying the analytical model. Conducting an accurate, in-depth, comprehensive analysis presupposes the student's ability to collect and evaluate information, identify trends and patterns within the field of international relations. Underlying the difficulty of conducting an unbiased analysis is understanding the nature of international conflicts. Based on this, the student must be able to identify direct and indirect participants in a conflict, make a balanced assessment of their interests and degree of intervention in the conflict, psychology and motivation of the participants in the conflict. Bringing elements of conflictology into the organizational and methodological structure of analysis contributes to understanding the importance of an interdisciplinary approach within the study of contemporary problems of international relations.</p>	<p>LC,S</p>
<p>Preparing situational scenario. Creating a situational scenario based on most relevant events of international relations, practical aspects. Historical dynamics</p>	<p>Brief Description: A descriptive scenario of an international situation is the most important part of situational analysis, without which it is impossible to implement it. The student should understand the specifics of forming a correct and adequate scenario for the situation. The class is practical in nature, the student will study</p>	<p>LC,S</p>

Course module title	Course module contents (topics)	Academic activities types
and political tradition in analyzing conflicts, Legal aspect of international conflicts	practical aspects of creating a situation analysis and then apply them in practice in relation to contemporary problems of international relations. In particular, the student is required to consider historical dynamics and political tradition as part of the methodology for developing a scenario for situational analysis. Differences in the interpretation of different schools of thought in international relations directly affect both the scenario generated and its further analysis	
Organization of an expert group for situational analysis and comprehensive analysis of an international conflict. Basic steps to organize an expert group for conducting situation analysis, ethical and practical aspect. Identity analysis of actors of international conflict, Economic analysis of international conflict, Balance of power of participants of international conflict	Brief description: Creating an expert group is the second step in conducting a valid situation analysis. The interdisciplinarity of the situation analysis method facilitates the formation of a balanced expert group, where the specialization of one third of the members is directly related to the topic of the analysis, the specialization of a third group concerns related problems associated with the problem being studied; and the remaining part is made up of narrowly focused specialists aimed at studying specific aspects of the problem being studied. In addition to the peculiarities of the correct formation of an expert group, it is also important to understand the various types of analysis included in situational analysis: analysis of the identity of the actors in an international conflict, economic analysis of an international conflict, analysis of the balance of power of the participants in the conflict, and the use of international databases for content and event analysis. The difference between the variables under consideration and peculiarities of their interpretation.	LC,S
Summarizing situation analysis. Summarizing situational analysis, preparing final document. Creating own databases	Brief description: summarizing the situation analysis is the part of the process where students are faced with the need to balance and harmonize the sometimes quite different opinions of the expert panel. In particular, it is important to understand and be aware of such aspects of influence,	LC,S

Course module title	Course module contents (topics)	Academic activities types
<p>on conflicts, Conducting research based on databases.</p>	<p>as ethnic, political, historical, religious, economic and worldviews. 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 it come up with a balanced and average result. It is the harmonious combination of sometimes diametrically opposing views presented by experts during the situational analyses that indicates the high quality of this analysis and the high potential for real implementation of its results in practice. On the basis of the findings, the secretariat, i.e. the executive body responsible for organizing and conducting the analysis, should present the findings in the form of a final document, an article, a collection of articles or a monograph. The publication of the results of the situation analysis is an integral part of it and contributes to the further utilization of its results within the scientific community.</p>	
<p>The 2003 Iraq War. Practical application of the skills of conducting situation analysis on a given topic. Economic, social, military, political aspects of conflict. Identification of parties, prerequisites and results of the conflict. Forecasting further development of the situation and potential ways of settlement of the conflict.</p>	<p>Brief description: Practical lesson. Students examine in detail a case study on a given topic and take turns reconciling the role of various bodies in the structure of situational analysis. Thus, students are required to put forward a correct situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem under consideration. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The war in Iraq in 2003 with the participation of NATO coalition is one of the first alarming bells of the new millennium. The formation of a monopolar world and the clear designation of the United States as the only superpower in the world led to the disregard of both the norms of international law and the opinion</p>	<p>LC,S</p>

Course module title	Course module contents (topics)	Academic activities types
	<p>of the United Nations regarding intervention in the situation in Iraq. September 9, 2001 served as an occasion for the U.S. authorities to build the most convenient conditions for justification of aggressive policy both inside the country and abroad. The example of the war in Iraq shows in practice how the intervention of a large state in the sovereign affairs of another weaker country does not lead to the solution of a problem, but generates a pile of new ones.</p>	
<p>North Korea and the issue of possession of nuclear technology. Practical application of skills to conduct situational analysis on a given topic. Economic, social, military, political aspects of conflict. Identify parties, prerequisites and results of the conflict. Forecasting further development of the situation and potential ways to resolve the conflict.</p>	<p>Brief description: Practical training. Students examine in detail a case study on a given topic and take turns reconciling the role of various bodies in the structure of situational analysis. Thus, students are required to put forward a correct situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem under consideration. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The main problem with the proliferation of nuclear weapons is that there is no way to guarantee their safety and security and that they will not fall into the hands of terrorists, extremists and organized crime. Such elements are ready to use weapons of mass destruction to intimidate the world community and demand exceptional conditions unacceptable to civilized communities. North Korea is a country extremely susceptible to the ideological influence of the struggle with the West. The biggest problem is that the country's leader actively declares a desire to wipe countries like the United States off the face of the earth by military methods. Constant threats make this rogue country dangerous, especially in case nuclear missiles appear in its hands. The principle of</p>	<p>LC,S</p>

Course module title	Course module contents (topics)	Academic activities types
	<p>mutual destruction, created during the cold war, continues to exist even now. Even with all the disarmament initiatives, there are enough weapons of mass destruction to destroy the entire planet. North Korea, therefore, could be the trigger that could start this process. In addition, North Korea's leaders openly hope to use nuclear weapons as a shield against the influence of the rest of the world and as a guarantee that their aggressive policy toward South Korea will be turned a blind eye in the future.</p>	
<p>Nagorno-Karabakh, conflict between Azerbaijan and Armenia. Practical application of skills conducting situation analysis on a given topic. Economic, social, military, political aspects of the conflict. Determination of sides, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of settlement of the conflict.</p>	<p>Brief description: Practical lesson. Students examine in detail a case study on a given topic and take turns reconciling the role of various bodies in the structure of situational analysis. Thus, students are required to put forward a correct situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem under consideration. Afterwards, the students should compare their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part The Nagorno-Karabakh conflict dates back to the times of the Russian Empire. Until now it existed in a passive form, being restrained by a strong central power. After the collapse of the Soviet Union strict control came to an end, and the newly independent Armenia and Azerbaijan began armed struggle for the region. The essence of the problem comes down to the status of a small mountainous area of land, rich in water resources. The majority of the population here since the times of Russian Empire are Armenians, so their desire to be independent or to become part of Armenia is quite understandable. Nevertheless,</p>	<p>LC,S</p>

Course module title	Course module contents (topics)	Academic activities types
	<p>de facto, due to the artificial formation of borders in the USSR, Karabakh actually according to all norms of international law belongs to Azerbaijan, which has repeatedly tried to influence the national composition of the population of Karabakh. So far, an intermediate option has been reached, which does not suit both sides - Karabakh has autonomy, but is not independent. The indirect participants of conflict are Russia, Turkey, USA, European countries.</p>	
<p>Civil War in East Ukraine. Practical application of the skills of conducting situational analysis on a given topic. Economic, social, military, political aspects of the conflict. Determination of parties, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of settlement of the conflict.</p>	<p>Brief description: Practical lesson. Students examine in detail a case study on a given topic and take turns to assume the role of various authorities in the structure of situational analysis. Thus, students are required to put forward a correct situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem under consideration. Afterwards, students should compare their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The war in Eastern Ukraine, caused by a successful attempt by Western powers to change the legitimate government in Kiev, has split Ukraine into two parts. The issue of interference by other states in the sovereign affairs of any country has long been the subject of discussion in the expert community. An attempt by Western countries to secure their own interests in the post-Soviet space and to suppress any possibility of contacts between this state and Russia. The war between separatists LNR, DNR on the one hand and official Kiev on the other - has received its embodiment at the global level as well. The conflict also involves indirectly the USA and Russia, which pursue qualitatively different goals and have essentially different roles. The world community and</p>	<p>LC,S</p>

Course module title	Course module contents (topics)	Academic activities types
	<p>the UN, as practice has shown, were unable to offer an effective way to settle the conflict. The Minsk Agreements, concluded with the presence of all interested parties are mostly simply ignored, creating an unacceptable precedent not only within the framework of international conflicts, but also setting an unfavorable practice of interaction between different countries.</p>	
<p>Conflict in Libya 2011 . Practical application of skills conducting situational analysis on a given topic. Economic, social, military, political aspects of the conflict. Identification of parties, prerequisites and results of the conflict. Forecast of further development of the situation and potential ways of settlement of the conflict.</p>	<p>Brief description: Practical lesson. Students examine in detail a case study on a given topic and take turns reconciling the role of various bodies in the structure of situational analysis. Thus, students are required to put forward a correct situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem under consideration. The students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The Arab Spring proved to be the political event that completely turned the situation in the Middle East and North Africa upside down. With the help of social media and mass media, Western countries actually instigated the change of unwanted governments in North Africa. Libya, being the main favorite to unite Africa within the framework of a really functioning African Union, came under the heaviest blow. By actually using force to disperse those who wanted to overthrow Gaddafi, the country's leader untied the Western bloc's hands for further "humanitarian intervention," which took de facto forms.</p>	<p>LC,S</p>
<p>Conflict in Syria. Involvement of the USA and Russia. Practical application of skills</p>	<p>Brief description: Practical lesson. Students examine in detail a case study on a given topic and take turns reconciling the role of various bodies in the structure of situational analysis. Thus,</p>	

Course module title	Course module contents (topics)	Academic activities types
conducting situation analysis on a given topic. Economic, social, military, political aspects of the conflict. Identification of parties, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of settlement of the conflict.	students are required to put forward a correct situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem under consideration. The students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The Syrian issue is rightly the most topical issue at present. It is one of the first conflicts where Russia acts as an open counterweight to the United States. The Western countries, accustomed in the new millennium to unilaterally correct the problems in the Middle East and North Africa according to their personal view, are now forced to reckon with the fact that a counterweight has appeared on the international arena, which will not allow the example of Libya and Iraq, new centers of instability and Islamic radicalism, to be repeated.	

* - 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.	List of specialised equipment, stands, visual posters, etc.

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main sources

1. Современные глобальные проблемы : Учебное пособие для вузов / Отв. ред. В.Г.Барановский, А.Д.Богатуров. - М. : Аспект Пресс, 2010. - 350 с. - ISBN 978- 5-7567-0595-9 : 310.00.
2. Кулагин Владимир Михайлович. Современная международная безопасность [Текст] : Учебное пособие / В.М. Кулагин. - М. : Кнорус, 2016. - 432 с. - (Бакалавриат). - ISBN 978-5-406-05199-3 : 678.48.
3. 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. - ISBN 978-5-7567-0850-9 : 600.00

Optional sources

1. История международных отношений и внешней политики России (1648-2017) [Текст/электронный ресурс] : Учебник / А.С. Протопопов [и др.]. - 4-е изд., испр. и доп. ;
Электронные текстовые данные. - М. : Аспект Пресс, 2018. - 448 с. - ISBN 978-5-7567-0944-5 : 800.00.
2. Байков Андрей Анатольевич. Современная мировая политика. Прикладной анализ : Учебное пособие для вузов / А.А. Байков, Д.Г. Балуев; Под ред. А.Д.Богатунова. -
2-е изд., испр. и доп. - М. : Аспект Пресс, 2010. - 592 с. : ил. - ISBN 978-5-7567-0580-5 : 530.00.
3. Зонова Тататьяна Владимировна. Дипломатия. Модели, формы, методы [Текст] : Учебник / Т.В. Зонова. - М. : Аспект Пресс, 2013. - 348 с. - ISBN 978-5- 7567-0690-1 : 440.00.
4. Chernenko E.F. New risks in international relations [Текст/электронный ресурс] = Новые риски в международных отношениях : Education and Methodical Complex / E.F. Chernenko. - Книга на английском языке; Электронные текстовые данные. - М. : PFUR, 2013. - 202 p. - ISBN 978-5-209-05061-2 : 358.67.
5. Системный мониторинг глобальных и региональных рисков:Арабская весна 2011 года [Текст] / Отв. ред. А.В.Коротаев, Ю.В.Зинькина, А.С.Ходунов. - М. : Изд-во ЛКИ, 2012. - 464 с. : ил. - ISBN 978-5-382-01344-2 : 555.00.
6. Заемский Владимир Федорович. ООН и миротворчество [Текст] : Курс лекций /

В.Ф. Заемский. - 2-е изд. - М. : International relations, 2012. - 328 с. - ISBN 978-5-7133-1410-1 : 387.00.

7. Системный мониторинг глобальных и региональных рисков: Арабская весна 2011 года [Текст] / Отв. ред. А.В.Коротаев, Ю.В.Зинькина, А.С.Ходунов. - М. : Изд-во ЛКИ, 2012. - 464 с. : ил. - ISBN 978-5-382-01344-2 : 555.00.

8. Мировая политика и International relations : Учебное пособие / Под ред. С.А.Ланцова, В.А.Ачкасова. - СПб. : Питер, 2009. - 448 с. - (Учебное пособие). - ISBN 978-5-469-00447-9 : 158.40.

9. Мартынов Б.Ф. Латинская Америка в современной мировой политике [Текст] : Монография / Б.Ф. Мартынов, В.П. Сударев; Отв. ред. В.М.Давыдов. - М. : Наука, 2009. - 581 с. : ил. - ISBN 978-5-02-036837-8 : 860.00.

10. Кулагин Владимир Михайлович. Международная безопасность : Учебное пособие / В.М. Кулагин. - М. : Аспект Пресс, 2007. - 318 с. - ISBN 978-5-7567-0411-2 : 220.00.

11. Лебедева Марина Михайловна. Мировая политика [Текст] : Учебник для вузов / М.М. Лебедева. - 2-е изд., испр. и доп. - М. : Аспект Пресс, 2006. - 365 с. : ил. - ISBN 5-7567-0428-0 : 196.35

12. Строганов Александр Иванович. Латинская Америка в 20 веке [Текст] : Учебное пособие / А.И. Строганов. - М. : Дрофа, 2002. - 416 с. : ил. - (Высшее образование). - ISBN 5-7107-6080-3 : 110.00

1. Electronic libraries with access for RUDN students:

– RUDN eLibrary System – <http://lib.rudn.ru/MegaPro/Web>

2. Databases and search engines

– Google <https://www.google.ru/>

– SCOPUS <http://www.elsevierscience.ru/products/scopus/>

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) <http://lib.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 "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"
-

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation
<http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the completion of the “Analysis of Situational Models in World Policy” course are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local regulatory act of RUDN University (regulation / order).

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