

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Ястребов Олег Александрович
Должность: Ректор
Дата подписания: 28.05.2026 13:00:45
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

Federal State independent educational institution of higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA

named after Patrice Lumumba

RUDN University

Institute of Medicine

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

COURSE SYLLABUS

Psychology of Ethnic Conflict

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

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

General Medicine

higher education programme profile/specialisation title

2026 г.

1. COURSE GOAL(s)

The discipline "Psychology of Ethnic Conflict" is included in the curriculum of the Specialist program "General Medicine" in the field 31.05.01 "General Medicine" and is studied in the 3rd semester of the 2nd year. The discipline is implemented by the Department of Psychology and Pedagogy. The discipline consists of 4 sections and 15 topics and is aimed at studying the Psychology of Ethnic Conflict.

The aim of mastering the discipline is to form and develop ethnopsychological competence among RUDN students for the prevention and constructive resolution of ethnic conflicts in professional, educational, and everyday spheres of life.

1. 2. REQUIREMENTS FOR THE RESULTS OF DISCIPLINE

Mastering the course (module) "Psychology of ethnic conflict is aimed at the development of the following competences /competences in part: UC-5

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
UC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-5.3. Builds social professional interaction taking into account international legislation in the field of healthcare and the peculiarities of intercultural interaction

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

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

* - Underline whatever applicable.

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 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*
UC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	Philosophy History of Russia The foundations of Russian statehood; The History of religions in Russia; Russian language and speech culture; Foreign language**; Foreign language (optional); Russian for international students	History of medicine; Foreign language (optional); Russian for international students; Methods of teaching Russian as a foreign language; Basics of translation; Public health and healthcare, economics health care

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

2. VOLUME OF THE DISCIPLINE AND TYPES OF ACADEMIC WORK

The total workload of the discipline "Psychology of Ethnic Conflict" is "2" credit units.

Таблица 4.1. Виды учебной работы по периодам освоения образовательной программы высшего образования для очной формы обучения.

Type of academic activities	Total academic hours		Semesters/training modules
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	0		0
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	34		34
<i>Self-studies</i>	29		29
<i>Evaluation and assessment (exam/passing/failing grade)</i>	9		9
Course workload	academic hours	72	72
	credits	2	2

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Section 1. Introduction to the psychology of Ethnic conflict.	<p style="text-align: center;">1.1</p> <p style="text-align: center;">Ethnopsychology and Ethnoconflictology as Branches of Science. Key Concepts.</p> <p>Ethnopsychology studies the psychological makeup of ethnic communities, while ethnoconflictology studies the patterns of the emergence, development, and resolution of ethnic conflicts. This topic examines key concepts: ethnicity, ethnic identity, ethnic stereotypes, and prejudices. The research methods used in both disciplines are also analyzed.</p>	S
	<p style="text-align: center;">1.2</p> <p style="text-align: center;">The Essence of the Ethnosocial Process.</p> <p>Ethnosocial processes describe the dynamics of change in ethnic communities under the influence of social, economic, and political factors. Processes such as assimilation (the absorption of one ethnic group into another), consolidation (the unification of related groups), integration, and ethnic revival are examined. Special attention is given to the role of migration and urbanization in changing the ethnic structure of society.</p>	S
	<p style="text-align: center;">1.3</p> <p style="text-align: center;">Diaspora and its characteristics.</p> <p>A diaspora is a stable ethnic group living outside its historical homeland and preserving its cultural identity, language, traditions, and internal solidarity. Key characteristics of a diaspora include the presence of a collective memory of the homeland, a desire to support or return to it, and the functioning of ethnic organizations. Various typologies of diasporas (historical, labor, classical, and modern) are analyzed, as well as their role in the host society.</p>	S
	<p style="text-align: center;">1.4</p> <p>National Character and Mentality. National character is a set of stable psychological traits inherent to the majority of representatives of a given nation (temperament, habits, value orientations). Mentality is a deeper and more stable layer of collective consciousness, associated with archetypes, ways of perceiving the world, and nonverbal logic. This topic also examines methods for studying national character (folklore analysis, cross-cultural tests) and a critique of the risk of stereotyping.</p>	

	<p style="text-align: center;">1.5 Types of Cultures.</p> <p>These topics examine various bases for classifying cultures: regional (Western vs. Eastern), religious, and civilizational. Particular attention is paid to applied typologies: the distinction between high- and low-context cultures (E. Hall), the classification of cultures according to G. Hofstede's parameters (individualism/collectivism, power distance, etc.), and the division into mono-active, poly-active, and reactive cultures (R. Lewis). Knowledge of these typologies allows for effective intercultural communication, managing multinational teams, and preventing cultural conflicts.</p>	S
--	--	---

	<p>1.5 Types of Cultures. These topics examine various bases for classifying cultures: regional (Western vs. Eastern), religious, and civilizational. Particular attention is paid to applied typologies: the distinction between high- and low-context cultures (E. Hall), the classification of cultures according to G. Hofstede's parameters (individualism/collectivism, power distance, etc.), and the division into mono-active, poly-active, and reactive cultures (R. Lewis). Knowledge of these typologies allows for effective intercultural communication, managing multinational teams, and preventing cultural conflicts.</p>	S
Section 2. Intercultural communication and interethnic relations	<p>2.1 Social and Ethnic Identity. Social identity is a component of a person's self-concept that is formed through the awareness of one's belonging to certain social groups (professional, religious, age, etc.). Ethnic identity is a narrower concept, denoting the awareness of one's belonging to a specific ethnic community, as well as the emotional experience of this fact. This topic examines the stages of ethnic identity formation (according to Jean Piaget and John Finney), as well as positive and negative strategies for maintaining it (biethnicity, marginalization, separation, assimilation).</p>	S
	<p>2.2 Characteristics of Interpersonal and Intergroup Perception. Ethnocentrism. Ethnic Stereotypes. Intergroup perception differs from interpersonal perception in that a person evaluates another not as a unique individual, but as a representative of a specific ethnic group. Ethnocentrism is the tendency to perceive one's own culture as the "center of the world" and to evaluate other cultures through its prism (according to W. Sumner). Ethnic stereotypes are schematized, simplified, emotionally charged images of ethnic groups, which are divided into autostereotypes (the image of one's own group) and heterostereotypes (the image of others). This topic also analyzes the mechanisms of the emergence of prejudices and their role in interethnic conflicts.</p>	S
	<p>2.3 Culturally Specific Aspects These topics examine the specific features of verbal and nonverbal communication in different cultures, which can become sources of misunderstanding and conflict. Culture-specific communication parameters are analyzed: attitudes toward time (monochronic and polychronic cultures), distance between interlocutors (proxemics), the acceptability of touch, the intensity of gestures, and the significance of silence, smiling, and eye contact. Particular attention is paid to the rules of etiquette in business and everyday communication, as well as typical communication barriers that arise when representatives of different cultures interact (for example, the varying degrees of contextuality of speech according to E. Hall). Understanding these aspects helps prevent intercultural conflicts and build effective interactions in multinational teams.</p>	S

Section 3. Ethnic conflicts.	<p>3.1</p> <p>Causes of Ethnic Contradictions and Conflicts. Classification of Ethnic Conflicts.</p> <p>The causes of ethnic conflicts are divided into several levels: socio-economic (competition for resources, land, jobs), political and legal (language status, borders, representation in government), cultural and linguistic (discrimination against language, education, religion), and historical and psychological (historical grievances, enemy image). This topic examines various classifications of ethnic conflicts: by sphere of manifestation (political, territorial, linguistic), by the nature of the actions (institutional, open clashes), and by the goals of the parties (status, separatist, irredentist). Understanding the causes and typology allows for the selection of appropriate methods for conflict prevention and resolution..</p>	S
	<p>3.2</p> <p>Dynamics of Ethnic Conflict.</p> <p>The dynamics of ethnic conflict include successive stages of its development: pre-conflict (accumulation of contradictions, formation of negative images), incident (precipitation of open conflict), escalation (increase in scale, involvement of new participants, radicalization of positions), culmination (peak of confrontation), de-escalation (reduction of tension), and resolution (settlement or fading). A characteristic feature of ethnic conflicts is a long latent stage, when contradictions exist but are not openly expressed. Escalation mechanisms are also analyzed: polarization of groups, dehumanization of the enemy, rumor spreading, and propaganda.</p>	S3

	<p>3.3 Conflict Interaction. Conflict interaction is a process of direct confrontation between parties, involving behavioral strategies, communication, and resource utilization. This topic examines typical behavioral strategies in ethnic conflict (rivalry, cooperation, compromise, avoidance, and accommodation), as well as the tactics used by the parties (pressure, ultimatums, mediation, boycott, and provocation). Psychological phenomena accompanying conflict interaction are analyzed: group polarization, attribution of responsibility, "enemy image," intragroup favoritism, and intergroup discrimination.</p>	S
	<p>3.4 Methods for Resolving Ethnic Conflicts Methods for resolving ethnic conflicts are divided into preventive (prophylaxis) and reactive (resolving an existing conflict). Preventive measures include ethnocultural education, multiculturalism policies, ensuring equal representation, and developing interethnic dialogue. Resolution methods include negotiations, mediation, arbitration, the use of traditional reconciliation mechanisms, separating the parties (buffer zones), and the deployment of peacekeeping forces. Particular attention is paid to post-conflict rehabilitation: working with historical memory, reintegrating refugees, and reconciliation and rehabilitation programs. It is emphasized that effective conflict resolution requires a combination of political, legal, economic, and psychological measures.</p>	S
Section 4. Work in a multiethnic team and prevention of ethnic conflicts.	<p>4.1 Prevention of Ethnic Conflicts. Prevention of ethnic conflicts is a system of measures aimed at eliminating or neutralizing factors that could lead to open conflict. Three levels of prevention are distinguished: early warning (tension monitoring, risk analysis), deep prevention (integration policy, equal access to resources, Ethnocultural education) and prompt response to early signs of conflict. Key prevention tools include interethnic dialogue, support for bilingualism, combating discrimination in the media, and developing public organizations that bring together representatives of different ethnic groups. It is important to emphasize that prevention is significantly more effective and less costly than resolving an already raging conflict.</p>	S

	<p>4.2</p> <p>Working in a Multi-Ethnic Team. Working in a multi-ethnic team requires managers and employees to understand the cultural characteristics, communication styles, and value orientations of representatives of different ethnic groups. Key principles of effective interaction include respect for cultural differences, rejection of ethnic stereotypes and prejudices, creation of equal opportunities for all employees, and transparent and fair performance evaluation criteria. This topic analyzes typical challenges faced by multi-ethnic teams (language barriers, different task performance styles, celebration of national holidays, and non-verbal communication) and offers practical recommendations for overcoming them (adaptation programs, intercultural competence training, corporate events that bring together different cultures).</p>	S
	<p>4.3</p> <p>Fostering Tolerance and a Culture of Interethnic Communication Fostering tolerance is a purposeful process of developing respect for other cultures, languages, customs, and beliefs, as well as a willingness to engage constructively with representatives of other ethnic groups. The main areas of work are cognitive (knowledge of the cultures and history of other peoples), emotional (developing empathy, reducing anxiety when interacting with "outsiders"), and behavioral (developing conflict-free communication skills and dispute resolution skills). This topic examines the forms and methods of fostering tolerance in educational institutions and work teams: intercultural Trainings, national culture festivals, joint projects, discussion clubs, and analysis and debriefing of real-life situations of interethnic misunderstanding. It is noted that the culture of interethnic communication is not an innate quality, but an acquired competence that requires continuous development.</p>	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 seminar-type classes, group and individual consultations, ongoing assessments, and midterm assessments, equipped with specialized furniture and multimedia presentation technology.	Auditoriums with multimedia equipment, RUDN scientific library.
Elf-studies	A classroom for independent student work (can be used for seminars and consultations), equipped with specialized furniture and computers with access to the Electronic Information System (EISS).	Auditoriums with multimedia equipment, RUDN scientific library.

* - the classroom for independent student work MUST be specified!

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Berezhnova, L.N. Ethnopedagogy: textbook for universities / L. N. Berezhnova, I.L. Nabok, V. I. Shcheglov. – 3rd ed., revised and expanded. – Moscow: Akademiya, 2013. – 240 p.
 2. Conflictology: textbook for universities in economic and management specialties (060000) and humanities-social specialties (020000) / edited by V.P. Ratnikov. – 2nd ed., revised and expanded. – Moscow: Unity, 2009. – 512 p.
 3. Kortunov, S.V. National Identity: Understanding the Meaning / S.V. Kortunov. – Moscow: Aspect Press, 2009. – 590 p.
 4. Platonov, Yu.P. Ethnopsychology: textbook for universities / Yu. P. Platonov. – Moscow: Akademiya, 2012. – 240 p.
 5. Lebedeva, N. M. Ethnopsychology: textbook and practicum for universities / N. M. Lebedeva. — Moscow: Yurayt Publishing House, 2024.
 6. Botasheva A.K., Miller I.S. Ethnoconflictology. Study guide. – Pyatigorsk: PSU, 2021.
- Дополнительная литература:*
1. <http://znanium.com/bookread.php?book=185227> Kozyrev G.I. Conflictology: Textbook / G.I. Kozyrev. - Moscow: ID FORUM: INFRA-M, 2010. - 304 p.
 2. <http://znanium.com/bookread.php?book=203000> Dmitriev A.V. Conflictology: Textbook / A.V. Dmitriev. - 3rd ed., revised. - Moscow: Alfa-M: INFRA-M, 2009. - 336 p.

3. Набок И.Л. Педагогика межнационального общения: учебное пособие для студ. вузов по напр. "Педагогика" / И.Л. Набок. – М.: Академия, 2010. – 304 с.
4. <http://znanium.com/bookread.php?book=243921> Sadohin A.P. Ethnology: Textbook / A.P. Sadohin. - 3rd ed., revised and expanded. - М.: Alfa-M: INFRA-M, 2011. - 352 p.

Ресурсы информационно-телекоммуникационной сети «Интернет»:

1. RUDN E-library and external E-libraries to which university students have access based on concluded agreements - RUDN Electronic Library System – RUDN E-library <https://mega.rudn.ru/MegaPro/Web>

- EBS "University Online Library" <http://www.biblioclub.ru>
- EBS Yurait <http://www.biblio-online.ru>
- EBS "Student Consultant" www.studentlibrary.ru
- EBS "Znanium" <https://znanium.ru/>

2. Databases and Search Systems - Sage <https://journals.sagepub.com/> - Springer Nature Link <https://link.springer.com/> - Wiley Journal Database <https://onlinelibrary.wiley.com/> - Scientometric Database Lens.org <https://www.lens.org>

Учебно-методические материалы для самостоятельной работы обучающихся при освоении дисциплины/модуля:*

1. Lecture course on the discipline "Psychology of Ethnic Conflict".

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (UC-5) upon the course study completion 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 normative act of RUDN University (regulations / order).

DEVELOPERS:

Assistant of the Psychology and
Pedagogy Department
Faculty of Philology

Amantai Zhu. Ab.

position, department

signature

name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

Head of Psychology and
Pedagogy the Department
Faculty of Philology

Bashkin E.B.

HEAD OF HIGHER EDUCATION PROGRAMME:

First Deputy Director of
Institute of Medicine for
Academic Affairs

N.V. Sturov

position, department

signature

name and surname