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**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:**

### **PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Professionally Oriented Russian Language (optional course)» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1, 2, 3 semesters of the 1st and 2nd years. The implementation of the course is assigned to the department of Russian Language and Intercultural Communication. The course consists of 6 modules and 6 topics.

The main goal of the course is the implementation of the main goals 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 formation indicators (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 programme.

#### 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
<i>Contact academic hours</i>	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
<i>Self-studies (academic hours)</i>	87		29	29	29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	27		9	9	9
<b>Course workload</b>	<b>academic hours</b>	<b>216</b>	72	72	72
	<b>credit units</b>	<b>0</b>	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"	S
Module 6	Assimilation of a foreign ethnic culture as a process of forming a community of consciousness for intercultural communication	6.1	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

\* - 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.	
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## 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:*

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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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 Russian 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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**PEACEKEEPING ACTIVITY IN ASIAN-PACIFIC REGION**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Peacekeeping Activity in Asian-Pacific Region» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to study the regional aspects of modern international relations in peacekeeping using the example of integration processes taking place between the countries of the Asia-Pacific region.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Peacekeeping Activity 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 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;
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 «Peacekeeping Activity 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 «Peacekeeping Activity 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; International Conflicts;	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; Interventions in International Relations; Professional Ethics in International Relations;	Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; Non-state participants of international relations and world politics;
PC-1	Able to independently develop and design analytical materials	<i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Peacekeeping Activity in Asian-Pacific Region» is «2» 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)
			2
<i>Contact academic hours</i>	17		17
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
<i>Self-studies (academic hours)</i>	46		46
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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	Regionalization in international relations	1.1	Theoretical and applied aspects of the regional dimension of international relations. Macroregionalization and practice of global political interaction. International political region.	LC
Module 2	Regional subsystem of international relations	2.1	Evolution of the concept of regionalization. The concept of a regional complex. Regional security complexes.	LC
Module 3	Asia-Pacific region in international integration processes	3.1	Prerequisites for the rapprochement of states with a market economy. The intergovernmental forum "Asia-Pacific Economic Cooperation" (APEC) and its importance for the rapprochement of individual states and associations of the region. Russia's accession to APEC. Prospects for the development of integration processes within APEC.	LC
Module 4	Asia-Pacific region in international integration processes.	4.1	Southeast Asia in the mid-20th century: political situation, aspects of economic development. Creation of ASEAN: goals, participants, organizational structure, forms of interaction. Methods of trade liberalization. Course towards the creation of a free trade area within ASEAN. ASEAN expansion in the 1980-90s and the results of the association's activities at the beginning of the 21st century.	LC
Module 5	Security issues in the Asia-Pacific region	5.1	The Korean problem. China in the Asia-Pacific region. International organizations of the Asia-Pacific region. Japan in the Asia-Pacific region. ASEAN. Formulas for legitimizing international intervention in conflicts and internal affairs of states.	LC
Module 6	Peacekeeping features of Southeast Asian (SEA) countries	6.1	Changes and continuities in the peacekeeping and peacebuilding doctrines of the states of the region. Concepts and policies that should guide regional participation in peacekeeping and peacebuilding; regional peacekeeping initiatives; lessons learned from peacekeeping operations both in the region and beyond. United Nations Security Force in West New Guinea (UNSF), October 1962–April 1963. United Nations Indo-Pakistan Observer Mission (UNIPOM), September 1965–March 1966. United Nations Good Offices Mission in Afghanistan and Pakistan (UNGOMAP), May 1988–March 1990. United Nations Advance Mission in Cambodia (UNAMIC), October 1991–March 1992. United Nations Transitional Authority in Cambodia (UNTAC), March 1992–September 1993.	LC
Module 7	Peacekeeping and the Asia-Pacific region	7.1	Policies, Challenges and Future of UN Peacekeeping Operations in Asia and the Pacific. Subregional Contributions: North-East Asia, South-East Asia and South Asia. Individual Country Contributions including: Australia, Solomon Islands, Japan and Thailand. Regional Organizations – ASEAN Regional Forum and Asia-Pacific Economic Cooperation (APEC), relevant policy initiatives to implement the	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			policies recommended by the CSCAP PKO Study Group.	
Module 8	Conceptual approaches to peace and security.	8.1	United Nations Observer Mission in Tajikistan (UNMOT), December 1994–May 2000. United Nations Transitional Administration in East Timor (UNTAET), October 1999–May 2002. United Nations Mission of Support in East Timor (UNMISSET), May 2002–May 2005. United Nations Integrated Mission in Timor-Leste (UNMIT), August 2006–December 2012.	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. The Far East close to my heart. About Japan, China, Korea and not only: a collection of scientific and popular science papers in memory of Andrei Vladimirovich Ivanov / edited by A.D. Dikarev and A.V. Lukin; MGIMO MFA of Russia, Institute of International Studies, Center for East Asian and SCO Studies. Moscow: MGIMO-University, 2022. 830 p. ISBN 978-5-9228-2463-7.

2. History of international relations and foreign policy of Russia (1648-2020): textbook / A. S. Protopopov, V. M. Kozmenko, M. A. Shpakovskaya, O. K. Petrovich-Belkin. 5th ed. Moscow: Aspect Press, 2022. 464 p. ISBN 978-5-7567-1155-4.

3. Lebedeva M. M. World politics: textbook / M. M. Lebedeva. Moscow: Knorus, 2020. 254 p. ISBN 978-5-406-07470-1.

### Additional readings:

- 1.
- 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](http://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 «Peacekeeping Activity 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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**PEACEKEEPING ACTIVITY IN AFRICA**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Peacekeeping Activity in Africa» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Oriental and African Studies. The course consists of 8 modules and 8 topics.

The main goal of the course is to familiarize students with the main modern trends in the development of the African continent, the causes and prerequisites of numerous conflicts, as well as teaching students the theory and practice of peacekeeping in Africa.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Peacekeeping Activity 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 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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;
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 «Peacekeeping Activity 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 «Peacekeeping Activity 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-2	Able to manage the project at all stages of its life cycle.	Scientific and Research Work in the Semester; International Conflicts;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; <i>History of Wars and International Conflicts**</i> ;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>The Problem of Violence During Conflict**</i> ; Quantitative Analysis of Situational Models in World Policy;
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	International Conflicts; Global Security; Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; Non-state participants of international relations and world politics; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Peacekeeping Activity in Africa» is «2» 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)
			2
<i>Contact academic hours</i>	17		17
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
<i>Self-studies (academic hours)</i>	46		46
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>



## 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 African Continent in the Geopolitical Strategies of Great Powers	1.1	The neocolonial division of Africa and its impact on the modern development of the continent. The national liberation movement on the black continent after World War II and liberation from colonial dependence. Alternatives for the development of new independent states: socialism and capitalism. African states of socialist orientation: Egypt, Algeria, Libya, Tanzania, the Democratic Republic of the Congo, Angola, Mozambique, Somalia, Ethiopia, etc. The Middle East conflict and its impact on African countries. Nationalization of the Suez Canal and the Suez crisis. Somalia in the system of international relations in the Horn of Africa. The idea of Greater Somalia and Islamic socialism. S. Barre. The Ethiopian-Somali War of 1977-1978 and the positions of the USA and the USSR. Foreign policy factor in the internal political conflict in Somalia. The Belgian Congo and the first civil war. Patrice Lumumba. D. Kasavube. M. Tshombe. D. Mabututu. The Role of Great Powers and International Organizations in Resolving the Congo Conflict. UN. Dag Hammarskjöld. UN Peacekeeping Forces. Katanga.	LC
Module 2	Conflicts on the African Continent	2.1	The Crisis of the World Communist Movement and the Weakening Influence of Socialist Ideas in Africa. Africa on the Margins of World Development. Afropeessimism. The New World Order and Africa's Place in the International Coordinate System. The End of the Global Confrontation between East and West and the Relegation of the Black Continent to the Periphery of World Politics.	LC
Module 3	The Collapse of the Bipolar System and the Political Development of Africa	3.1	United Nations Multidimensional Integrated Stabilization Mission in Mali, April 2013 - December 2023. African Union-United Nations Hybrid Operation in Darfur, July 2007 - December 2020. United Nations Angola Verification Mission I (UNAVEM I), January 1989 - June 1991. United Nations Angola Verification Mission II (UNAVEM II), June 1991–February 1995. United Nations Angola Verification Mission III (UNAVEM III), February 1995–June 1997. United Nations Aouzou Strip Observer Group (UNAOG), May–June 1994. United Nations Assistance Mission for Rwanda (UNAMIR), October 1993–March 1996. United Nations Mission in Côte d'Ivoire (MINUCI), May 2003–April 2004. United Nations Mission in Ethiopia and Eritrea (UNMEE), July 2000–July 2008. United Nations Mission in Sierra Leone (UNAMSIL), October 1999–December 2005.	LC
Module 4	Peacekeeping in Africa (Part 1)	4.1	United Nations Mission in the Central African Republic (MINURCA), April 1998–February 2000. United Nations Mission in the Central African Republic and Chad (MINURCAT), September 2007–December 2010. United Nations Observer Mission in Angola (MONUA), June 1997–February 1999. United Nations Observer Mission in Liberia (UNOMIL), September 1993–June 1996. United Nations Observer Mission in Sierra Leone (UNOMSIL), July 1998–October 1999. United Nations Observer Mission Uganda-Rwanda (UNOMUR), June 1993–September 1994. United Nations Operation in Burundi (ONUB), June 2004–December 2006. United Nations	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Operation in Côte d'Ivoire (UNOCI), April 2004–June 2017. United Nations Operation in Mozambique (ONUMOZ), December 1992–December 1994. United Nations Operation in Somalia I (UNOSOM I), April 1992–March 1993. United Nations Operation in Somalia II (UNOSOM II), March 1993–March 1995. United Nations Mission in the Sudan (UNMIS), March 2005–July 2011. United Nations Operation in the Congo (ONUC), July 1960–June 1964. United Nations Mission in the Democratic Republic of the Congo (MONUC), November 1999–June 2010. United Nations Transition Assistance Group (UNTAG), April 1989–March 1990. United Nations Mission in Liberia (UNMIL), September 2003–March 2018.	
Module 5	Peacekeeping in Africa (Part 2)	5.1	The neocolonial division of Africa and its impact on the modern development of the continent. The national liberation movement on the black continent after World War II and liberation from colonial dependence. Alternatives for the development of new independent states: socialism and capitalism. African states of socialist orientation: Egypt, Algeria, Libya, Tanzania, the Democratic Republic of the Congo, Angola, Mozambique, Somalia, Ethiopia, etc. The Middle East conflict and its impact on African countries. Nationalization of the Suez Canal and the Suez crisis. Somalia in the system of international relations in the Horn of Africa. The idea of Greater Somalia and Islamic socialism. S. Barre. The Ethiopian-Somali War of 1977-1978 and the positions of the USA and the USSR. Foreign policy factor in the internal political conflict in Somalia. The Belgian Congo and the first civil war. Patrice Lumumba. D. Kasavubu. M. Tshombe. D. Mabut. The Role of Great Powers and International Organizations in Resolving the Congo Conflict. UN. Dag Hammarskjöld. UN Peacekeeping Forces. Katanga.	LC
Module 6	Peacekeeping in Africa (Part 3)	6.1	The Crisis of the World Communist Movement and the Weakening Influence of Socialist Ideas in Africa. Africa on the Margins of World Development. Afro pessimism. The New World Order and Africa's Place in the International Coordinate System. The End of the Global Confrontation between East and West and the Relegation of the Black Continent to the Periphery of World Politics.	LC
Module 7	Peacekeeping in Africa (Part 4)	7.1	United Nations Multidimensional Integrated Stabilization Mission in Mali, April 2013 - December 2023. African Union-United Nations Hybrid Operation in Darfur, July 2007 - December 2020. United Nations Angola Verification Mission I (UNAVEM I), January 1989 - June 1991. United Nations Angola Verification Mission II (UNAVEM II), June 1991–February 1995. United Nations Angola Verification Mission III (UNAVEM III), February 1995–June 1997. United Nations Aouzou Strip Observer Group (UNASOG), May–June 1994. United Nations Assistance Mission for Rwanda (UNAMIR), October 1993–March 1996. United Nations Mission in Côte d'Ivoire (MINUCI), May 2003–April 2004. United Nations Mission in Ethiopia and Eritrea (UNMEE), July 2000–July 2008. United Nations Mission in Sierra Leone (UNAMSIL), October 1999–December 2005.	LC
Module 8	Peacekeeping in Africa (Part 5)	8.1	United Nations Mission in the Central African Republic (MINURCA), April 1998–February 2000. United Nations	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>Mission in the Central African Republic and Chad (MINURCAT), September 2007–December 2010. United Nations Observer Mission in Angola (MONUA), June 1997–February 1999. United Nations Observer Mission in Liberia (UNOMIL), September 1993–June 1996. United Nations Observer Mission in Sierra Leone (UNOMSIL), July 1998–October 1999. United Nations Observer Mission Uganda-Rwanda (UNOMUR), June 1993–September 1994. United Nations Operation in Burundi (ONUB), June 2004–December 2006. United Nations Operation in Côte d'Ivoire (UNOCI), April 2004–June 2017. United Nations Operation in Mozambique (ONUMOZ), December 1992–December 1994. United Nations Operation in Somalia I (UNOSOM I), April 1992–March 1993. United Nations Operation in Somalia II (UNOSOM II), March 1993–March 1995. United Nations Mission in the Sudan (UNMIS), March 2005–July 2011. United Nations Operation in the Congo (ONUC), July 1960–June 1964. United Nations Mission in the Democratic Republic of the Congo (MONUC), November 1999–June 2010. United Nations Transition Assistance Group (UNTAG), April 1989–March 1990. United Nations Mission in Liberia (UNMIL), September 2003–March 2018.</p>	

\* - 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. Nikitin A. International Security: World Order, Conflict Resolution, Arms Control, and Counter-Terrorism: textbook / A. Nikitin. Moscow: MGIMO, 2020. 339 p. ISBN 978-5-9228-2209-1.
2. Amara D., Degterev D. A., Egamov B. H. "Common interests" in UN peacekeeping

operations in Africa: an applied analysis of the staff composition // Problems of National Strategy. 2022. № 2. p. 76-101.

3. Bokeriya S. A. Partnership between the UN and the AU in the field of peacekeeping: trends and challenges // Bulletin of International Organizations. 2022. T. 17, № 2. p. 189—207. <https://doi.org/10.17323/1996-7845-2022-02-08>.

4. Larionova M. V. UN Development Decades (1961-2000): evolution of evaluation systems in the context of development theories // Bulletin of Peoples' Friendship University of Russia. Series: International Relations. 2020. T. 20. № 1. p. 170—183. <https://doi.org/10.22363/2313-0660-2020-20-1-170-183>.

*Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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 «Peacekeeping Activity 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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**MEGATRENDS AND GLOBAL AFFAIRS**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Megatrends and Global Affairs» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to introduce students to an academic research laboratory, to provide them with basic knowledge, skills and abilities as university-level research scientists. The main emphasis in studying the attitudes and priorities of changing global politics and economics is on identifying the conceptual aspects of the change process. New directions of development of our living space, which can be called the "Roadmap of the 21st century", are studied. The focus of the study is on Megatrends and Global Affairs of our time, as well as new trends emerging in the course of globalization. Attention is paid to judging the most important factors influencing the formation and determining the limits of implementation of megatrends.

## 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-8	Able to develop proposals and recommendations for applied research and consulting.	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-9	Able to participate in the implementation of basic professional and additional educational programmes.	GPC-9.5 Organise various forms of extracurricular activities as tutors (Model UN, Model EU);
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; International Conflicts; Global Security; Interventions in International Relations; 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; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; 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;
GPC-8	Able to develop proposals and recommendations for applied research and consulting.	<i>Russian Language in Professional Practice**</i> ;	Professional practice; <i>Russian Language in Professional Practice**</i> ;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	<i>Great and emerging powers in global politics</i> ; <i>International Conflicts</i> ; <i>Foreign policy process and decision-making in Russia</i> ;	Quantitative Analysis of Situational Models in World Policy;
PC-1	Able to independently develop and design analytical materials	<i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; <i>International Conflicts</i> ;	Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<i>Great and emerging powers in global politics;</i> <i>Foreign policy process and decision-making in russia;</i> <i>Interventions in International Relations;</i> <i>World Politics;</i> <i>Global Security;</i> <i>Professional Ethics in International Relations;</i> <i>Scientific and Research Work in the Semester;</i>	Conflicts; <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i> 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/internshipsprogramme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Megatrends and Global Affairs» is «3» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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 importance of the era of globalization.	1.1	Origins of globalization: global problems; complex global interdependence; importance of multilateral international negotiations. New context: 3 levels of globalization and new diplomacy. New stage of integration of world politics and economy. Transition to the G-world. Megatrends and problems of international development in 1991-2012. Impact of the end of the Cold War on world development. Post-bipolar world and the USA. Joint formal and informal ways of solving problems.	LC, S
Module 2	Globalization and the global integration process.	2.1	Challenges of globalization. Changes in the system of international relations. Changes in the decision-making system in the world. New level of regional integration. Space: SCO. Shanghai Cooperation Organization and EurAsEC. Eurasian Economic Community.	LC, S
Module 3	The importance of new international communication and transport projects.	3.1	Space of the international transport corridor. "North-South". Logistics of the international BRICS group. Traditional integration organizations: Problems of identity in the new world order. Characteristics of "Greater Europe"; Commonwealth of Independent States; East Asia.	LC, S
Module 4	A new level of global integration: the search for an open partnership.	4.1	The BRICS space: Brasilia, Russia, India, China, South Africa. Description of the BRICS mission. Discourse within BRICS on development and cooperation. New development paradigm. New intercontinental open partnership. Status and technology cooperation. New leaders for a new world.	LC, S
Module 5	The concepts and policies of the Club of Rome for a transforming world.	5.1	Club of Rome. 8 Millennium Development Goals. Revolution of consciousness. Global world: human potential, network interaction, interdependence. Shaping our future. Sustainable development. Interdependence between society, economy, environment. ELF - environment, local people, future. Key agreements on sustainable development.	LC, S
Module 6	The role of the concept of sustainable development in the formation of a new world order.	6.1	Definition of the concept of "sustainable development". Key characteristics of the concept of sustainable development. Sustainable development standards and certification systems. Key factors determining its maintenance and implementation. UN final documents. Comparative studies in the field of sustainable development. The concept of triple bottom line. Man, society, nature: the problem of development.	LC, S
Module 7	Global landscape The global landscape of 2025.	7.1	Key principles of the evolution of cooperation and partnership in the 21st century. The path to the formation of a global multipolar system. Alternative development models. Prospects for development and cooperation in the era of globalization. Formation of a multipolar world order. The United States as the most powerful country. The Eurasia-Africa-America partnership and its main characteristics. The key importance of leadership.	LC, S
Module 8	A new problem of hegemony.	8.1	Basic principles of the evolution of cooperation and partnership in the 21st century. The path to the formation of a global multipolar system. Alternative development models. Prospects for development and cooperation in the era of globalization. Formation of a multipolar world order. The United States as the most powerful country.	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			The Eurasia-Africa-America partnership and its main characteristics. The key importance of leadership.	

\* - 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. BBCWorldService//URL : <http://www.bbc.co.uk/worldservice/programs/globalization/>
2. European Perspectives on the New American Foreign Policy Agenda: the EU and the World in 2009 / Ed. by A. de Vasconcelos. - Paris: EU Institute for Security Studies, 2009.
3. Global Trends 2025: A Transformed World. - Washington, 2008, November.
4. Global Trends 2030: The World in 2030 // URL: <http://www.freeworldacademy.com/globalleader/trends.htm>

### Additional readings:

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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**

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

**COURSE SYLLABUS**

**INTERVENTIONS IN INTERNATIONAL RELATIONS**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Interventions in International Relations» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1st semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop students' systemic understanding of intervention in international relations and the dilemmas faced by participants in confrontations. As a result of mastering the discipline, students should study the specifics of conflicts at various levels of security; features of the model of peace enforcement operations and the model of peacekeeping operations; master key theories of conflict; learn to independently analyze conflicts, build conflict maps, develop the ability to independently understand methods of conflict resolution - crisis management.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Interventions in International Relations» 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-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;
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-5.4 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;

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Interventions in International Relations» 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 «Interventions in International Relations».

*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.		Quantitative Analysis of Situational Models in World Policy; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.		Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Non-state participants of international relations and world politics; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Africa**</i> ; 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.		Research Work; Master's Thesis Preparation; Scientific and Research Work in the Semester; Theory and practice of diplomacy; <i>Russian Language in</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>Professional Practice**;</i>
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; <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; <i>Peacekeeping in the CIS**;</i> <i>Peacekeeping Activity of Russia, China**;</i> <i>Peacekeeping Activity in Asian-Pacific Region**;</i> <i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i> <i>Human Rights and Peacekeeping Activity**;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i>

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

\*\* - elective disciplines/internshipsprogramme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Interventions in International Relations» is «3» 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
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	47		47
<i>Self-preparation for exam/test with assessment (academic hours)</i>	27		27
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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	Key concepts: conflict, war, violence, peace.	1.1	Classification of theories of conflict origin. Subjects and objects of violent actions, content, forms and means of application, purposes of application, legitimization of the use of violence. Types of violent actions.	LC, S
Module 2	Conflict resolution.	2.1	The nature of modern international political conflicts. The main approaches to the study of the system of international relations and the causes of conflicts. The predictive and analytical component of the study of international conflicts and their resolution. Methods of conflict analysis. Quantitative methods. Systems analysis. Research tools: survey, observation, document analysis. Content analysis of documents. Qualitative methods: expert survey, focus group, in-depth interview. Delphi method.	LC, S
Module 3	Humanitarian intervention.	3.1	The concept of the concept, alternatives and modifications of the IPC. Humanitarian intervention - in modern international law and practice Methods of conflict prevention and peacekeeping. International organizations and conflict resolution. The role of coercive measures in modern conditions. Types of coercion (application of sanctions, introduction of peacekeeping forces, enforcement of peace). Experience in using coercive measures: their capabilities and limitations of coercive ones. Evolution of coercive measures. Problems associated with the use of coercive measures. "Second generation" operations. "Humanitarian intervention".	LC, S
Module 4	The concept of "responsibility to protect".	4.1	Responsibility to protect: timely and decisive response. The problem of legal regulation of the concept of "responsibility to protect". The relationship between the principles of international law, the principle of non-interference in the internal affairs of states and the provisions of the UN Charter, which enshrined the decisive role of the UN Security Council. Early warning, assessment and responsibility to protect. Report of the High-level Panel on Threats, Challenges and Change, established by the UN Secretary-General in 2004.	LC, S
Module 5	International legal foundations of peacekeeping and new trends in peacekeeping	5.1	International legal grounds for conducting peacekeeping operations. International organizations and conflict resolution. Peacekeeping policy of the leading countries of the world. The role of coercive measures in modern conditions. Types of coercion (application of sanctions, introduction of peacekeeping forces, enforcement of peace). The structure of peacekeeping missions Mandates and mechanisms of UN peacekeeping activities Experience in the use of coercive measures: their capabilities and limitations.	LC, S
Module 6	UN peacekeeping	6.1	Working mechanisms in the field of peacekeeping.	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
	operations.		History of UN peacekeeping. UN peacekeeping: features and trends. Peacebuilding and post-conflict settlement. Features of peacebuilding.	
Module 7	Participation of regional intergovernmental organizations in conflict resolution	7.1	Participation of regional intergovernmental organizations in conflict resolution (EU, CIS, African Union). Participation of regional intergovernmental organizations in conflict resolution (CIS). Participation of regional intergovernmental organizations in conflict resolution (AU, ECOWAS, SADEC). OSCE peacekeeping activities. Humanitarian aspects of peacekeeping.	LC, S
Module 8	UN peacekeeping reform	8.1	Improving peacekeeping. Action for Peacekeeping (A4P) and Action for Peacekeeping + (A4P+).	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. Degterev D. A. Assessment of the current balance of forces in the international arena and the formation of a multipolar world: a monograph / D. A. Degterev. Moscow: Rusains, 2020. 213 p. ISBN 978-5-4365-4649-0.
2. History of international relations and foreign policy of Russia (1648-2020): textbook / A. S. Protopopov, V. M. Kozmenko, M. A. Shpakovskaya, O. K. Petrovich-Belkin. 5th ed. Moscow: Aspect Press, 2022. 464 p. ISBN 978-5-7567-1155- 4.
3. Nikitin A. I. International conflicts: intervention, peacekeeping, settlement: textbook / A. I. Nikitin. I. International conflicts: intervention, peacekeeping, settlement: textbook / A. I.

Nikitin. 2nd edition, revised and expanded. Moscow: Aspect Press, 2020. 384 p. ISBN 978-5-7567-1065-6.

*Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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 «Interventions in International Relations».

\* - 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**

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

**COURSE SYLLABUS**

**INTERNATIONAL ORGANIZATIONS AND PEACE PROCESS**

---

(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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

---

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «International Organizations and Peace Process» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to examine the global system of international organizations, classify them, introduce students to the specifics of their activities, show the features of participation of various countries in their functioning; form an idea of the concept and typology of international organizations; teach students to analyze traditional and new approaches to the development and adoption of decisions by international organizations; promote understanding of the patterns of evolution and formation of interstate cooperation and prospects for the development of international organizations; show the differences between the state and non-state sectors of international organizations; develop skills in applying the acquired theoretical knowledge to prepare analytical reviews on the problem; analyze the role and place of the Russian Federation in its relations with international organizations.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «International Organizations and Peace Process» 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-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.3 Uses modern communication technologies for professional purposes;
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-1.4 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;

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «International Organizations and Peace Process» 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 Organizations and Peace Process».

*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.	<i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> Great and emerging powers in global politics; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course); Scientific and Research Work in the Semester;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course);
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	<i>International Conflicts;</i> <i>Global Security;</i> <i>Interventions in International Relations;</i> <i>Professional Ethics in International Relations;</i> <i>Scientific and Research Work in the Semester;</i>	Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i> 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-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	<i>Scientific and Research Work in the Semester;</i> <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> <i>Great and emerging powers in global politics;</i> <i>Global Security;</i> <i>Professional Ethics in International Relations;</i>	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International Conflicts; <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	spiritual culture of Russia and foreign countries.		<i>Professional Practice**</i> ;
PC-1	Able to independently develop and design analytical materials	<i>Scientific and Research Work in the Semester;</i> <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> <i>International Conflicts;</i> <i>Great and emerging powers in global politics;</i> <i>Foreign policy process and decision-making in Russia;</i> <i>Interventions in International Relations;</i> <i>World Politics;</i> <i>Global Security;</i> <i>Professional Ethics in International Relations;</i>	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Organizations and Peace Process» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	20		20
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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: goals, objectives, modern scientific literature, documents on the problem under study, literature.	1.1	Международные организации, основные источники и историография. Терминология. Методология изучения международных организаций. Основные теоретические подходы к изучению международных организаций. Функции международных организаций, критерии, цели и виды деятельности. Классификация, принципы, основные направления деятельности МО. Система современных международных организаций. Политические, экономические, финансовые, гуманитарные, технологические и военные цели международного сотрудничества, лежащие в основе создания организаций.	LC, S
Module 2	Peace process: terms and concepts	2.1	Данный раздел исследует базовые вопросы определений. Общепринятое формальное, техническое понимание «мирного процесса» как простой серии письменных мирных договоренностей подвергается сомнению как неполное. Распространенные внутренне позитивные интерпретации «мирных процессов» критически оцениваются как лишенные эмпирического обоснования и создающие завышенные ожидания относительно исходов. Рассматриваются два противоположных крайних подхода в концептуальной и политической сферах: (а) восприятие мирных процессов как самоцели, которую нужно достичь любыми средствами, и (б) попытки понизить их статус до категории, вторичной по отношению к мирным соглашениям. Несмотря на то что отдельные соглашения проще выявлять, кодировать и учитывать в базах данных, основное внимание уделяется категории «мирный процесс», а не индивидуальным соглашениям как его (промежуточным) результатам, при этом для адекватного определения мирных процессов предпочтение отдается качественному анализу.	LC, S
Module 3	Peace process	3.1	Выводы из данных о частоте, результатах и эффективности мирных процессов. Этот раздел изучает результативность, распространение и модели переговорных решений вооруженных конфликтов через анализ ключевых академических массивов данных. Вопреки краткому оптимизму после холодной войны относительно глобальных перспектив мирного разрешения конфликтов, переговорное завершение не является доминирующим исходом для большинства современных вооруженных столкновений. Исследуется неоднозначная статистика мирных процессов, отмечается, что две трети вооруженных конфликтов полностью лишены мирного процесса, а переговорные решения представляют только четверть всех разрешений	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			конфликтов в XXI веке. «Идеальная модель» линейного движения к всеобъемлющим мирным соглашениям анализируется в контексте текущих тенденций, включая уменьшение числа устойчивых, полных и окончательных мирных соглашений, увеличение прерывистых, нелинейных, параллельных и фрагментированных переговоров, а также рост числа перемирий, временных частичных договоренностей и локально согласованных решений.	
Module 4	International conferences and PP.	4.1	Гаагские мирные конференции 1899 и 1907 годов, Версальская конференция 1919 года, Конференция ООН по международной организации в Сан-Франциско 1945 года, Парижская мирная конференция 1946 года, Венская конференция по праву международных договоров 1968-1969 годов, Конференция ООН по морскому праву 1958, 1960, 1973-1982 годов, Совещание по безопасности и сотрудничеству в Европе (СБСЕ), Совещание руководителей СССР, США, Великобритании - Тегеран 1943 года, Крымская (Ялтинская) 1945 года и Потсдамская 1945 года.	LC, S
Module 5	League of Nations and PP. United Nations: structure, functions, projects and PP	5.1	Лига Наций, предпосылки создания, структура, основные направления деятельности. Успехи и недостатки. Организация Объединенных Наций (ООН), история, структура. Формирование и эволюция системы ООН. Структура ООН. «Семейство организаций ООН». Совет Безопасности ООН - задача поддержания мира и безопасности. Миротворчество. Взаимодействие с неправительственными организациями. Деятельность и координация гуманитарной помощи. Разработка и кодификация международного права. Деятельность в областях сотрудничества. Информационные центры, службы и бюро ООН.	LC, S
Module 6	International military-political and economic organizations.	6.1	Возникновение и развитие универсальных международных организаций. Цели и принципы. Членство в организациях. Структура управления. Задачи и проекты. Принципы реформирования.	LC, S
Module 7	International trade and economic organizations and industrial development organizations, international financial organizations.	7.1	Экономический и социальный совет ООН, ГАТТ-ВТО. Конференция ООН по торговле и развитию (ЮНКТАД). Международная торговая палата (МТП). Международный валютный фонд (МВФ) и группа Всемирного банка. Международный банк реконструкции и развития (МБРР). Международные организации транспорта и связи.	LC, S
Module 8	Formation and evolution of military-political alliances, Western European Union,	8.1	Военно-политические блоки в период холодной войны. Экономическая интеграция. Трансформация Североатлантического союза. Процесс расширения НАТО. Партнерство ради мира. Европейский компонент безопасности и обороны (ESBO). Миротворческая деятельность	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
	NATO.		НАТО. Отношения между Россией и НАТО (Совет Россия-НАТО).	

\* - 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. Non-state participants in world politics [Text]: Textbook for universities/UMO of universities of the Russian Federation on education in the field of MO, Scientific and scientific method. Council on Political Science of the Ministry of Education. and science of the Russian Federation. - Ed. M.M. Lebedeva, M.V. Kharkevich. Kharkevich. - M.: Aspect Press, 2013. - 208 p.: il. - (New generation textbook). - ISBN 978-5-7567-0697-0.

2. Council of Europe: 800 million Europeans/Comp. Division of Relations with Societies. - Strasbourg: Department. document. and publications, 2007. - 119 p.

3. Law of international organizations [Text/electronic resource]: Textbook and workshop for undergraduate and graduate studies/A.H. Abashidze [et al]; Ed. Abashidze [et al.]; Ed. A.H. Abashidze. Abashidze. - Electronic text data. - M.: Ywright, 2016, 2018. - 505 p.: il. - (Bachelor and Master. Academic course). - ISBN 978-5-9916-6161-4. - ISBN 978-5-5-534-03839-2 : 1159.00

### Additional readings:

- 1.
- 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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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 Organizations and Peace Process».

\* - 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**

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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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

---

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «International Terrorism» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to study modern international terrorism. Course objectives: to reveal the problematic nature of the concept of "terrorism"; to present a holistic view of international terrorism as a threat to international security; to explore the origins and essence of terrorism; to examine the main terrorist movements and give a brief overview of the activities of their leading organizations; to study Russia's role in countering international terrorism; to analyze foreign experience in countering terrorism.

## 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 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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-6	Able to determine and realize priorities of own activity and ways of its improvement on the basis of self-assessment.	GC-6.2 Адекватно оценивает собственные физические возможности, владеет базовыми навыками здоровьесбережения;
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;

## 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*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Previous courses/modules*</b>	<b>Subsequent courses/modules*</b>
GC-5	Able to analyse and consider the diversity of cultures in the process of intercultural interaction.	Scientific and Research Work in the Semester; World Politics;	<i>Human Rights and Peacekeeping Activity**;</i> Research Work; Master's Thesis Preparation; Scientific and Research Work in the Semester;
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	International Conflicts; Global Security; Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	<i>Contemporary Foreign Policy of Russia and International Conflicts;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i> <i>Non-state participants of international relations and world politics;</i> 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; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	<i>Master's Thesis Preparation;</i> <i>Scientific and Research Work in the Semester;</i>
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;	<i>Research Work;</i> <i>Professional practice;</i> <i>Master's Thesis Preparation;</i> <i>Scientific and Research Work in the Semester;</i> <i>Quantitative Analysis of Situational Models in World Policy;</i>
PC-1	Able to independently develop and design analytical materials	Scientific and Research Work in the Semester; <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i>	<i>Research Work;</i> <i>Professional practice;</i> <i>Master's Thesis Preparation;</i> <i>Scientific and Research Work in the Semester;</i> <i>Quantitative Analysis of</i>



Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations;	<i>Situational Models in World Policy;</i> <i>Contemporary Foreign Policy of Russia and International Conflicts;</i> <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> <i>Non-state participants of international relations and world politics;</i> <i>Human Rights and Peacekeeping Activity**;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i>

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Terrorism» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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	Terrorism and counter-terrorism activities: theoretical issues	1.1	Conceptual apparatus. The concepts of "terrorism", "International Terrorism", "terrorist activity", "terrorist act", "terrorist organization", "counter-terrorist activity". The problem of defining the concept of "terrorism" by the world community. Historiographic and source study review. Study of the classification of terrorism. The origins and essence of terrorism. Political, social, economic, national, racial and religious prerequisites for international terrorism.	LC, S
Module 2	History of terrorism	2.1	The emergence of terrorism in the 19th century. The emergence of terrorism in Russia. Terrorist activity in the Russian Empire. Terrorist activity in Soviet Russia and the USSR. State terrorism in the 20th century. New forms and methods of terrorist activity in the second half of the 20th century and at the present stage.	LC, S
Module 3	International Terrorism: concept, essence, content.	3.1	Study of the concept of terrorism. Consideration of the phenomenon of terrorism from various perspectives: ideologists of terrorist movements, ordinary participants in terrorist groups and their environment, people who survived terrorist attacks, employees of anti-terrorist units and political leaders. Analysis of the positions of international organizations regarding the phenomenon of terrorism. The importance of abstracting from emotional reactions to terrorist acts for a comprehensive and impartial analysis. The dualistic nature of objective reality, conflict situations in the organic and inorganic world. Functions, positioning and organization of social conflicts. Approaches to the study of political conflicts, their constituent elements and participants: direct and indirect parties, initiators, instigators, mediators and victims. Characteristic features of social and political confrontations. Evolution and potential aggravation of social conflicts. The position of terrorism in the structure of political and social conflicts. Terrorism as a tool for achieving political goals. Actual problems of typology of forms of modern terrorism. Categorization of terrorism: by tactical methods, by impact on international relations, by tools used in committing terrorist acts. The relationship of terrorism with other forms of political violence (revolutionary violence, extremism, radicalism, political assassinations, military actions, genocide): the problems of differentiation of concepts. The origins of terrorist activity. Classification systems of terrorism, their advantages and disadvantages. Mixed types of terrorism. Factors that enhance the effect of terrorism (media, cross-border connections, modern technologies, etc.). Multifaceted study of terrorism: philosophical, historical, political science, legal, sociological, religious, technical,	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			psychological perspectives. Historical forms of political violence and classification of violence according to D. Hartung. Political terrorism: goals, objects and methodology. Information terrorism: intimidation and dissemination of destructive rumors. Economic terrorism and its methods. Social (everyday) terrorism as a form of everyday intimidation in physical, social and psychological aspects. Consequences of social terrorism.	
Module 4	Classification of types and methods of modern terrorism.	4.1	Conceptual apparatus. The concepts of "terrorism", "International Terrorism", "terrorist activity", "terrorist act", "terrorist organization", "counter-terrorist activity". The problem of defining the concept of "terrorism" by the world community. Historiographic and source study review. Study of the classification of terrorism. The origins and essence of terrorism. Political, social, economic, national, racial and religious prerequisites for international terrorism.	LC, S
Module 5	International Terrorism as a global problem of our time	5.1	The phenomenon of terrorism in the 20th and early 21st centuries. Transformation of forms and methods of terrorist activity. Conceptual aspects of modern terrorism. International Terrorism as a reflection of globalization trends and contradictions, its place among other global challenges. Transnational terrorism as a destabilizing factor in international relations. National and transnational terrorist structures of the second half of the 20th – early 21st centuries: historical development, geographical distribution, stages and features of criminal activity of the terrorist underground. The economic dimension of terrorism as a component of the global economy, assessment of the current state. The position of international terrorism in the system of global security threats. Basic principles and mechanisms of international cooperation in the field of countering terrorism. International agreements on combating terrorism. Political actors countering international terrorism as a global threat to security. Political, legal and informational support for anti-terrorist activities at the international level. The practice of localizing socio-political conflicts, suppressing terrorist and partisan activity, reconciliation processes in areas of local armed conflicts. Recommendations and experience of international organizations and individual states. Institutional mechanisms of the international fight against transnational terrorism. Legal basis for interstate cooperation in countering international terrorism. International cooperation in suppressing the financing of terrorism.	LC, S
Module 6	International experience in the field of combating terrorism and the practice of counter-terrorism cooperation	6.1	Specific features of socio-political conflicts during the collapse of the USSR. The discrepancy between the expectations of various social groups and reality. Factors of emergence and dynamics of development of local armed conflicts. Emergence of terrorism as an effective method of blackmail and intimidation in the context of the futility of	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			open armed resistance and guerrilla actions. Impact of the Chechen conflict on the situation in the North Caucasus. Counter-terrorism operation of the Russian Federation in 1999. Russia's contribution to international cooperation in the fight against terrorism. Regional activities of Russia. Russian initiatives in the field of countering international terrorism. "The concept of countering terrorism in the Russian Federation". Coordinating role of the Ministry of Foreign Affairs of the Russian Federation in the field of international anti-terrorist cooperation of federal executive bodies. Function of the National Anti-Terrorist Committee for the implementation of decisions taken within the framework of international anti-terrorist cooperation.	
Module 7	Priority areas of counter-terrorism activities in the policy of the Russian Federation	7.1	Terrorism as a permanent element of world politics. The current phase of international terrorism and the main vectors of its development. Multidimensionality of state terrorism. The terrorist attacks of September 11, 2001 and the formation of a global anti-terrorist coalition. Changes in US policy after September 11 and the Bush Doctrine. The 2002 US National Security Strategy. State functions in preventing terrorism and other forms of violence. Study of the causes and conditions that contribute to the emergence and maintenance of terrorist activity in specific regions. Ensuring public safety and preventing citizens from being involved in terrorist activities. Suppressing terrorist acts, countering the terrorist underground, depriving it of support from the local population. Preventing the transformation of extremist manifestations into terrorist acts, local armed conflicts and civil wars. NATO expansion to the east. The anti-terrorist operation in Afghanistan. The problem of the relationship between the fight against terrorism and issues of national sovereignty and democracy. Coordination of efforts of nation states in countering terrorism. The US military campaign in Iraq. Unilateralism in American politics. Democratic and Republican models of US security policy. Methodology and intermediate results of the anti-terrorist struggle.	LC, S
Module 8	Priority areas of counter-terrorism activities in the policy of foreign countries	8.1	The phenomenon of terrorism in the 20th and early 21st centuries. Transformation of forms and methods of terrorist activity. Conceptual aspects of modern terrorism. International Terrorism as a reflection of globalization trends and contradictions, its place among other global challenges. Transnational terrorism as a destabilizing factor in international relations. National and transnational terrorist structures of the second half of the 20th – early 21st centuries: historical development, geographical distribution, stages and features of criminal activity of the terrorist underground. The economic dimension of terrorism as a component of the global economy, assessment of the current state. The position of international terrorism in the system of global	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			security threats. Basic principles and mechanisms of international cooperation in the field of countering terrorism. International agreements on combating terrorism. Political actors countering international terrorism as a global threat to security. Political, legal and informational support for anti-terrorist activities at the international level. The practice of localizing socio-political conflicts, suppressing terrorist and partisan activity, reconciliation processes in areas of local armed conflicts. Recommendations and experience of international organizations and individual states. Institutional mechanisms of the international fight against transnational terrorism. Legal basis for interstate cooperation in countering international terrorism. International cooperation in suppressing the financing of terrorism.	

\* - 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. Zheltov M.V. Islamic terrorism: radicalization, recruitment, indoctrination: a monograph / V.V. Zheltov, M.V. Zheltov. Zheltov, M.V. Zheltov. 2nd edition, revised and reworked. Moscow: Vuzovsky учебник: INFRA-M, 2018. 110 p.

2. Mikhailov A. E. Problems of understanding international terrorism: general theoretical

aspect: a monograph / A. E. Mikhailov. Moscow: Prometheus, 2019. 120 p. ISBN 978-5-907166-38-7.

3. Modern threats to the state and society: radicalism, terrorism, information warfare, "color revolutions". [Text]: Study Guide / Edited by O.E. Grishin, V.N. Davydov. Moscow: PFUR Publishing House, 2018. 306 p. ISBN 978-5-209-08313-9

4. Sosnin, V.A. Psychology of suicidal terrorism: historical analogies and geopolitical trends in the 21st century: Monograph / V.A. Sosnin; Edited by A.L. Zhuravlev. Moscow: Forum: Infra-M, 2019. 256 p. ISBN 978-5-00091-643-8.

*Additional readings:*

- 1.
- 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](http://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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**HUMAN RIGHTS AND PEACEKEEPING ACTIVITY**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)



## 1. THE GOAL OF THE COURSE

Course «Human Rights and Peacekeeping Activity» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop in students the knowledge and skills necessary for professional activities related to the implementation of legislation regulating public relations between subjects of the protection of human rights and freedoms in peacekeeping activities at the international and domestic levels.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Human Rights and Peacekeeping Activity» 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-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-5.3 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;
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 «Human Rights and Peacekeeping Activity» 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 «Human Rights and Peacekeeping Activity».

*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	Scientific and Research Work in the Semester; World Politics;	Research Work; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	interaction.	Migration, Development and Global Security; History of Religions in Russia; International terrorism; <i>Peacekeeping Activity in the Middle East**</i> ;	
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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>Peacekeeping Activity in Africa**</i> ;	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 programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Human Rights and Peacekeeping Activity» is «3» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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 and content of human rights	1.1	Philosophical, civilizational, social, moral, political and legal aspects of human rights. Human rights in the global world. The nature of human rights: Natural law and positivistic approaches. Legal status of man and citizen. Man and the state - person-oriented and systemic approaches. The state - person-oriented and system-oriented concepts. Human rights in the global world. Tolerance and dialogue of cultures. Classification of human rights and freedoms. Generations of human rights and freedoms. Types of human rights and freedoms. Individual and collective rights. Rights and responsibilities of social groups and the state. Ideas of human rights in antiquity and the Middle Ages. Development of ideas about human rights in the Renaissance, Reformation and Enlightenment. Natural law and positivistic theories. Enshrining human rights in the legislation of states: Magna Carta of 1215, Habeas Corpus Act of 1679, Bill of Rights of 1689, US Constitution of 1787, Bill of Rights (USA) 1789-1791, Declaration of the Rights of Man and of the Citizen of 1789. Modern times in the 20th and 21st centuries. Human rights in the history of philosophical and socio-political life of Russia and Soviet law. Criminal prosecution of political dissent during the period of stagnation. History of the dissident (human rights) movement in the USSR. Restructuring of the political and legal system in Russia. Adoption of the Declaration of the Rights and Freedoms of Man and Citizen of the RSFSR in 1991 and the Constitution of the Russian Federation in 1993. Concepts of law and their evolution. Natural concept of the origin of law and its connection with religious ideas. Positivist concept of law: achievements and problems. Historical concept of law. Legal and legist concepts of law. Soviet interpretation of law. The problem of compatibility of the concept of natural human rights with various concepts of law. The concept of human rights. The concept of human rights as part of the ideology of liberalism.	LC, S
Module 2	History of the formation and development of human rights and fundamental freedoms	2.1	The American and French revolutions and the ideology of human rights. The Russian revolution of 1917 and its influence on the concept of human rights. The defeat of German fascism, the Nuremberg trials and the creation of the UN. Modern concepts of human rights. Existing definitions of human rights. Human rights as a synonym for freedom. Human rights as a reflection of the dignity of the individual. Human rights as a claim to possess certain prerequisites and opportunities. Human rights as a characteristic of the relationship between an individual and the state. Human rights as an instrument for limiting power. A variant of a complex definition.	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
Module 3	Human rights in the context of law, ideology and world politics	3.1	The Universal Declaration of Human Rights of 1948. Discussions around its adoption. The UN Security Council as a body sanctioning humanitarian interventions. Successes and failures of the UN peacekeeping forces. The priority of human rights and the problem of political confrontation. Introduction of the post of the UN High Commissioner for Human Rights. Transformation of the Human Rights Committee into the UN Human Rights Council. The United Nations and non-governmental organizations. The Council of Europe as an organization created in 1948 to implement the goals of democracy and the principles of human rights. The Institute of the Council of Europe Commissioner for Human Rights.	LC, S
Module 4	Human rights in the context of law, ideologies and world politics	4.1	The Council of Europe and European non-governmental organizations. The Institute of the Ombudsman as an institution of state power and an institution for the protection of human rights. The first generation of human rights: personal, civil and political rights. The second generation: social and economic rights. The third generation of rights: the rights of disadvantaged minorities. The problem of the relationship between minority rights and human rights. The relationship between the principle of the universality of human rights and the principle of multiculturalism. The problem of the relationship and guarantees of the rights of victims and the accused. The problem of protecting human rights in the context of the fight against terrorism. Human rights and the problem of humanitarian interventions	LC, S
Module 5	International system of human rights protection. Human rights: generations and unresolved problems	5.1	Treaty-based (universal and regional) and customary sources of international human rights law. The importance of acts of international organizations and conferences for the protection of human rights. Norms of "soft law". Sources of international law on the protection of refugees and internally displaced persons. Sources of Russian law on the protection of human rights, refugees and internally displaced persons.	LC, S
Module 6	International system of human rights protection. Human rights: generations and unresolved problems	6.1	Concept and basic principles of international human rights law. Principles of Russian legislation in the field of human rights protection and fundamental.	LC, S
Module 7	Sources of international human rights law	7.1	Philosophical, civilizational, social, moral, political and legal aspects of human rights. Human rights in the global world. The nature of human rights: Natural law and positivistic approaches. Legal status of man and citizen. Man and the state - person-oriented and systemic approaches. The state - person-oriented and system-oriented concepts. Human rights in the global world. Tolerance and dialogue of cultures. Classification of human rights and freedoms. Generations of human rights and freedoms. Types of human rights and freedoms. Individual and collective rights. Rights and responsibilities of social groups	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			and the state. Ideas of human rights in antiquity and the Middle Ages. Development of ideas about human rights in the Renaissance, Reformation and Enlightenment. Natural law and positivistic theories. Enshrining human rights in the legislation of states: Magna Carta of 1215, Habeas Corpus Act of 1679, Bill of Rights of 1689, US Constitution of 1787, Bill of Rights (USA) 1789-1791, Declaration of the Rights of Man and of the Citizen of 1789. Modern times in the 20th and 21st centuries. Human rights in the history of philosophical and socio-political life of Russia and Soviet law. Criminal prosecution of political dissent during the period of stagnation. History of the dissident (human rights) movement in the USSR. Restructuring of the political and legal system in Russia. Adoption of the Declaration of the Rights and Freedoms of Man and Citizen of the RSFSR in 1991 and the Constitution of the Russian Federation in 1993. Concepts of law and their evolution. Natural concept of the origin of law and its connection with religious ideas. Positivist concept of law: achievements and problems. Historical concept of law. Legal and legist concepts of law. Soviet interpretation of law. The problem of compatibility of the concept of natural human rights with various concepts of law. The concept of human rights. The concept of human rights as part of the ideology of liberalism.	
Module 8	Principles of international law and protection of human rights	8.1	The American and French revolutions and the ideology of human rights. The Russian revolution of 1917 and its influence on the concept of human rights. The defeat of German fascism, the Nuremberg trials and the creation of the UN. Modern concepts of human rights. Existing definitions of human rights. Human rights as a synonym for freedom. Human rights as a reflection of the dignity of the individual. Human rights as a claim to possess certain prerequisites and opportunities. Human rights as a characteristic of the relationship between an individual and the state. Human rights as an instrument for limiting power. A variant of a complex definition.	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. Goncharov V. V., Petrenko E. G. G. Human rights in international and Russian law: textbook / V. V. Goncharov, E. G. Petrenko. Krasnodar: KubGAU, 2020. 134 p.

2. Human rights: textbook / edited by I. V. Goncharov. Moscow: Prospect, 2020. 296 c. ISBN 978-5-392-29934-8.

3. Rusinova V. N. Human rights in armed conflicts: problems of correlation of norms of international humanitarian law and international human rights law: a monograph / V. N. Rusinova. Moscow: STATUT, 2015. 384 p. ISBN 978- 5-8354-1119-1.

4. Basova A. V. Human rights and hybrid wars: a monograph / A. V. Basova, V. Human rights and hybrid wars: a monograph / A. V. Basova, D. S. Velieva, E. A. Kapitonova. Moscow: Prospect, 2023. 184 p. ISBN 978-5-392-38508- 9.

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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 «Human Rights and Peacekeeping Activity».

\* - 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**

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

**COURSE SYLLABUS**

**GREAT AND EMERGING POWERS IN GLOBAL POLITICS**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

---

(higher education programme profile/specialisation title)



## 1. THE GOAL OF THE COURSE

Course «Great and Emerging Powers in Global Politics» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1st semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 9 modules and 9 topics.

The main aim of the course is to provide students with an intellectual challenge by introducing them to the main theories, concepts and issues in security studies. The course provides an introduction and overview of key theoretical, empirical and policy issues in human rights and international security, and considers the changing nature of security in the post-Cold War and post-9/11 contexts. The module provides a foundation for further postgraduate study in international relations and security studies or for careers in governments, international organisations, 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 formation indicators (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-4.3 Uses modern communication technologies for professional purposes;
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-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-9	Able to participate in the implementation of basic professional and additional educational programmes.	GPC-9.2 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; PC-1.2 Develop forecasts on the development of global and regional trends for the long term;

Competence code	Competence descriptor	Competence formation indicators (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 «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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Theory and practice of diplomacy; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course); International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i> ;
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.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; UN Peacekeeping Activity;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			Conflict Resolution and Peacekeeping; 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;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.		Theory and practice of diplomacy; Quantitative Analysis of Situational Models in World Policy; Megatrends and Global Affairs;
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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i> <i>Human Rights and Peacekeeping Activity**;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i>

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Great and Emerging Powers in Global Politics» is «3» 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
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	65		65
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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.	1.1	Regional integration is a process in which neighbouring states enter into an agreement to improve cooperation through common institutions and rules. The objectives of the agreement may range from economic to political and environmental, although it typically takes the form of a political economy initiative in which commercial interests are the focus to achieve broader socio-political and security objectives defined by national governments. Regional integration is organised either through supranational institutional structures or through intergovernmental decision-making bodies, or a combination of both. In the past, regional integration efforts have often aimed to remove barriers to free trade within the region, increase the free movement of people, labour, goods and capital across national borders, reduce the likelihood of regional armed conflict (e.g. through confidence- and security-building measures) and adopt coherent regional positions on policy issues such as the environment, climate change and migration. Intraregional trade refers to trade oriented towards economic exchange predominantly between countries in the same region or economic area. In recent years, countries in economic trading regimes such as ASEAN in Southeast Asia, for example, have increased their levels of trade and exchange among themselves, which reduces inflation and tariff barriers associated with external markets and leads to increased prosperity.	LC, S
Module 2	General aspects of regional integration.	2.1	The EU has its origins in the European Coal and Steel Community (ECSC) and the European Economic Community (EEC), formed by the Inner Six countries in 1951 and 1958 respectively. Over the years, the community and its successors have grown in size as new member states joined and in power as the policy areas within their competence expanded. In	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			1993, the Maastricht Treaty established the European Union under its current name and introduced European citizenship. The last major amendment to the EU's constitutional foundations, the Lisbon Treaty, came into force in 2009. ASEAN was preceded by an organization called the Association of Southeast Asian Nations (ASEAN), consisting of the Philippines, Malaysia, and Thailand, which was first formed in 1961. However, the bloc itself was inaugurated on August 8, 1967, when the foreign ministers of five countries - Indonesia, Malaysia, the Philippines, Singapore, and Thailand - met at the Thai Foreign Ministry in Bangkok and signed the ASEAN Declaration, better known as the Bangkok Declaration.	
Module 3	European subsystem of international relations.	3.1	Regional integration is a process in which neighbouring states enter into an agreement to improve cooperation through common institutions and rules. The objectives of the agreement may range from economic to political and environmental, although it typically takes the form of a political economy initiative in which commercial interests are the focus to achieve broader socio-political and security objectives defined by national governments. Regional integration is organised either through supranational institutional structures or through intergovernmental decision-making bodies, or a combination of both. In the past, regional integration efforts have often aimed to remove barriers to free trade within the region, increase the free movement of people, labour, goods and capital across national borders, reduce the likelihood of regional armed conflict (e.g. through confidence- and security-building measures) and adopt coherent regional positions on policy issues such as the environment, climate change and migration. Intraregional trade refers to trade oriented towards economic exchange predominantly between countries in the same region or economic area. In recent years, countries in	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			economic trading regimes such as ASEAN in Southeast Asia, for example, have increased their levels of trade and exchange among themselves, which reduces inflation and tariff barriers associated with external markets and leads to increased prosperity.	
Module 4	Asian subsystem of international relations.	4.1	The EU has its origins in the European Coal and Steel Community (ECSC) and the European Economic Community (EEC), formed by the Inner Six countries in 1951 and 1958 respectively. Over the years, the community and its successors have grown in size as new member states joined and in power as the policy areas within their competence expanded. In 1993, the Maastricht Treaty established the European Union under its current name and introduced European citizenship. The last major amendment to the EU's constitutional foundations, the Lisbon Treaty, came into force in 2009. ASEAN was preceded by an organization called the Association of Southeast Asian Nations (ASEAN), consisting of the Philippines, Malaysia, and Thailand, which was first formed in 1961. However, the bloc itself was inaugurated on August 8, 1967, when the foreign ministers of five countries - Indonesia, Malaysia, the Philippines, Singapore, and Thailand - met at the Thai Foreign Ministry in Bangkok and signed the ASEAN Declaration, better known as the Bangkok Declaration.	LC, S
Module 5	Central European Free Trade Agreement.	5.1	The original CEFTA agreement was signed by the Visegrad Group countries, i.e. Poland, Hungary and the Czech and Slovak Republics (then parts of the Czech and Slovak Federal Republic) on 21 December 1992 in Krakow, Poland. It entered into force in July 1994. Through CEFTA, the participating countries hoped to mobilise efforts to integrate into Western European institutions and thereby join the European political, economic, legal and security systems, thereby strengthening democracy and the free market economy.	LC, S
Module	Eurasian Economic	6.1	The Eurasian Economic Community was	LC, S



Number of module	Course module title	Course module contents (topics)		Type of academic activities*
6	Community.		created to effectively facilitate the formation of a Single Economic Space by the Customs Union member states and to coordinate their approaches to integration into the world economy and the international trading system. One of the main vectors of the Organisation's activities is to ensure the dynamic development of the Community states by coordinating their economic and social reforms, effectively using their economic and social reforms in integrating into the world economy and the international trading system. The African Union consists of both political and administrative bodies. The highest decision-making body is the African Union Assembly, which is composed of the heads of state and government of the African Union (AU) member countries.	
Module 7	African Union.	7.1	NAFTA aimed to remove barriers to trade and investment among the United States, Canada, and Mexico. When NAFTA came into force on January 1, 1994, it immediately eliminated tariffs on more than half of Mexico's exports to the United States and more than a third of U.S. exports to Mexico. Within 10 years of the agreement's entry into force, all U.S.-Mexican tariffs would be eliminated, with the exception of certain U.S. agricultural exports to Mexico, which were to be phased out over 15 years. Most U.S.-Canada trade was already tariff-free. NAFTA also aimed to eliminate non-tariff trade barriers and protect intellectual property rights in products. products. SAARC's policy is to develop a welfare economy, collective self-reliance among South Asian countries and accelerate socio-cultural development in the region. SAARC develops external relations by establishing permanent diplomatic relations with the EU, the UN (as an observer) and other multilateral organisations. Official meetings of the leaders of each country are held annually and the foreign ministers meet twice a year. The 18th SAARC summit is scheduled to be held in Kathmandu in	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			November 2014.	
Module 8	North American Free Trade Agreement.	8.1	The original CEFTA agreement was signed by the Visegrad Group countries, i.e. Poland, Hungary and the Czech and Slovak Republics (then parts of the Czech and Slovak Federal Republic) on 21 December 1992 in Krakow, Poland. It entered into force in July 1994. Through CEFTA, the participating countries hoped to mobilise efforts to integrate into Western European institutions and thereby join the European political, economic, legal and security systems, thereby strengthening democracy and the free market economy.	LC, S
Module 9	South Asian Association for Regional Cooperation.	9.1	The Eurasian Economic Community was created to effectively facilitate the formation of a Single Economic Space by the Customs Union member states and to coordinate their approaches to integration into the world economy and the international trading system. One of the main vectors of the Organisation's activities is to ensure the dynamic development of the Community states by coordinating their economic and social reforms, effectively using their economic and social reforms in integrating into the world economy and the international trading system. The African Union consists of both political and administrative bodies. The highest decision-making body is the African Union Assembly, which is composed of the heads of state and government of the African Union (AU) member countries.	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. by J. Herberg. - 3rd ed.; Book in English. - London: Lexis Nexis, 2009. - 974 p. : il. - ISBN 978-1-4057-3686-2 : 12643.82.
2. European human rights reports [Text] / Co-editor Tim Eicke. - Book in English. - 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 (May 28, 2015) Book in English
4. Greg, Percy. History of the United States from the Foundation of Virginia to the Reconstruction of the Union. - West, Johnston & Company, 1892. Book in English

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

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**FOREIGN POLICY PROCESS AND DECISION-MAKING IN RUSSIA**

(course title)

**Recommended by the Didactic Council for the Education Field of:**

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**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:**

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**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Foreign Policy Process and Decision-Making in Russia» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1st semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to introduce students to the dynamics of contemporary Russian foreign policy, familiarize them with the underlying terminology and concepts, and contextualize current global debates on international relations and transnational challenges. The central theme of the course will be an analysis of the interplay between realist logics focused on competition for power, security, and dominance, and progress-oriented imperatives such as economic development and wealth creation. The curriculum will address historical and contemporary issues, including the evolution of the modern international system, the causes and consequences of conflict, global economic governance, debates over the protection of human rights, and changing norms on the use of force.

## 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 formation indicators (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;
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-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-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;

## 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.		Master's Thesis Preparation; Scientific and Research Work in the Semester; International terrorism;
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.		Professional practice; Contemporary Foreign Policy of Russia and International Conflicts;
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.		Theory and practice of diplomacy; Quantitative Analysis of Situational Models in World Policy; Megatrends and Global Affairs;
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;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; <i>Peacekeeping in the CIS**;</i> <i>Peacekeeping Activity of Russia, China**;</i> <i>Peacekeeping Activity in Asian-Pacific Region**;</i> <i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i> <i>Human Rights and Peacekeeping Activity**;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i>

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Foreign Policy Process and Decision-Making in Russia» is «3» 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
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	65		65
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>



## 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 Cold War and the Contemporary Legacy	1.1	<p>The end of the Cold War and the US dilemma: maintaining NATO and other military alliances versus adopting a new form of isolation. The debate within the US policy establishment about the future direction of American foreign policy. The neglect of Russia in the late 1990s, followed by an improvement in relations in the early 2000s, and the steady deterioration of US-Russia relations since the mid-2000s. The Lavrov-Clinton “reset” initiative and its failure to lay the groundwork for cooperation. Stagnation on “common issues” such as non-proliferation, counterterrorism, the Iranian nuclear program, and Middle East peace efforts. The concept of negative interdependence in US-Russian relations and the possibilities for overcoming it. European and Russian opposition to the US invasion of Iraq in 2003. Russia's assertive foreign policy since the mid-2000s, including Putin's 2007 Munich speech challenging Western dominance. The impact of the 2008 global financial crisis on perceptions of U.S. global influence. Regional failures of U.S. foreign policy in the Middle East, East Asia, and Latin America. Emerging U.S.-Russian regional cooperation. The strategic triangle of Russia, the U.S., and China. Controversies over NATO expansion into Eastern Europe in the 1990s. The Bosnian and Kosovo crises that strained relations between Russia and the West. Russia's involvement in the conflicts over Transnistria, Abkhazia, and South Ossetia. The 2008 Russia-Georgia War and the 2013-2015 Russia-Ukraine tensions.</p>	LC, S
Module 2	Russia and the Crisis of US Hegemony	2.1	<p>The end of the Cold War and the US dilemma: maintaining NATO and other military alliances versus adopting a new form of isolation. The debate within the US policy establishment about the future direction of American foreign policy. The neglect of Russia in the late 1990s, followed by an improvement in relations in the early 2000s, and the steady deterioration of US-Russia relations since the mid-2000s. The Lavrov-Clinton “reset” initiative and its failure to lay the groundwork for cooperation. Stagnation on “common issues” such as non-proliferation, counterterrorism, the Iranian nuclear program, and Middle East peace efforts. The concept of negative interdependence in US-Russian relations and the possibilities for overcoming it. European and Russian opposition to the US invasion of Iraq in 2003. Russia's assertive foreign policy since the mid-2000s, including Putin's 2007 Munich speech challenging Western dominance. The impact of the 2008 global financial crisis on perceptions of U.S. global influence. Regional failures of U.S. foreign policy in the Middle East, East Asia, and Latin America. Emerging U.S.-Russian regional cooperation. The</p>	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			strategic triangle of Russia, the U.S., and China. Controversies over NATO expansion into Eastern Europe in the 1990s. The Bosnian and Kosovo crises that strained relations between Russia and the West. Russia's involvement in the conflicts over Transnistria, Abkhazia, and South Ossetia. The 2008 Russia-Georgia War and the 2013-2015 Russia-Ukraine tensions.	
Module 3	Crises and Conflicts in Russian Foreign Policy (1990-2010)	3.1	The end of the Cold War and the US dilemma: maintaining NATO and other military alliances versus adopting a new form of isolation. The debate within the US policy establishment about the future direction of American foreign policy. The neglect of Russia in the late 1990s, followed by an improvement in relations in the early 2000s, and the steady deterioration of US-Russia relations since the mid-2000s. The Lavrov-Clinton “reset” initiative and its failure to lay the groundwork for cooperation. Stagnation on “common issues” such as non-proliferation, counterterrorism, the Iranian nuclear program, and Middle East peace efforts. The concept of negative interdependence in US-Russian relations and the possibilities for overcoming it. European and Russian opposition to the US invasion of Iraq in 2003. Russia's assertive foreign policy since the mid-2000s, including Putin's 2007 Munich speech challenging Western dominance. The impact of the 2008 global financial crisis on perceptions of U.S. global influence. Regional failures of U.S. foreign policy in the Middle East, East Asia, and Latin America. Emerging U.S.-Russian regional cooperation. The strategic triangle of Russia, the U.S., and China. Controversies over NATO expansion into Eastern Europe in the 1990s. The Bosnian and Kosovo crises that strained relations between Russia and the West. Russia's involvement in the conflicts over Transnistria, Abkhazia, and South Ossetia. The 2008 Russia-Georgia War and the 2013-2015 Russia-Ukraine tensions.	LC, S
Module 4	Russia as a Mediator in International Conflicts	4.1	Russia's role as a mediator in post-Soviet conflicts (Transnistria, Nagorno-Karabakh, Abkhazia, South Ossetia): doubts about its effectiveness. Russia's stabilizing influence in Central Asia. Russian mediation in the Arab-Israeli conflict, the Iranian nuclear issue, the Kosovo dispute, and the Syrian crisis. Strategic goals, methods, and principles of Russian diplomacy in peace mediation.	LC, S
Module 5	Russia's Economic Dependencies: Food, Technology, Investment, Labor, etc.	5.1	Key economic imports for Russia and the debate on economic security. Vulnerabilities associated with dependence on global markets, including fluctuations associated with crises such as the collapse of Lehman Brothers in 2008. Sanctions imposed on Russia in 2014 and their economic costs. Domestic measures to strengthen economic resilience and security.	LC, S
Module 6	Global Challenges: Diseases, Migration, Organized Crime, etc.	6.1	Non-military security threats, including pandemic risks accelerated by global travel. Dominance of developed countries in advanced medical technologies. Migration processes in Russia and	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Europe, problems of multiculturalism and ethnic crime. International organized crime (drugs, human trafficking, weapons) and its transnational networks. Russia's role in the fight against global crime. Anti-terrorist cooperation between Russia and other countries.	
Module 7	Russia and the BRICS Countries	7.1	The structure of BRICS: cooperation mechanisms, challenges and strategic importance for Russia. Common and unique global challenges. The value of partnership with individual BRICS members. Interaction at the governmental and corporate levels. Russia's pivot to East Asia, including economic and military interests in the region. Territorial disputes with China and their resolution. Coordination of Russia and China in the UN Security Council.	LC, S
Module 8	Russia and Peripheral Countries (Latin America, Africa, Southeast Asia)	8.1	Russia's economic and strategic interests in Latin America, Africa and Southeast Asia. Special ties with Venezuela. Russia as a regional actor in global "peripheral" regions. Competition with China and rivalry with the United States in Africa and Latin America.	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. 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 Organization, June 1997, Volume 51, Issue 03, pp. 445-77

<http://journals.cambridge.org/action/displayFulltext?type=1&fid=173198&jid=INO&volumeId=51&issueId=03&aid=173197&bodyId=&membershipNumber=&societyETOCSession=>

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).

*Additional readings:*

1.

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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**CONTEMPORARY FOREIGN POLICY OF RUSSIA AND INTERNATIONAL  
CONFLICTS**

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(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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Contemporary Foreign Policy of Russia and International Conflicts» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop in students a comprehensive understanding of Russia's foreign policy and the Russian Federation's approaches to resolving 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 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-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-6	Able to develop and implement organisational and managerial decisions on the profile of activity.	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;
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; International Conflicts; Global Security; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; Interventions in International Relations; Professional Ethics in International Relations; International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Africa**</i> ;	Research Work; Professional practice; Master's Thesis Preparation;
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.	Foreign policy process and decision-making in russia; Global Security;	Professional practice;
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	Scientific and Research Work in the Semester; Regional Subsystems of International Relation in the XXI-st century; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Great and emerging powers in global politics;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	spiritual culture of Russia and foreign countries.	Global Security; Professional Ethics in International Relations; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security;	
PC-1	Able to independently develop and design analytical materials	Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>Peacekeeping Activity in Africa**</i> ; Scientific and Research Work in the Semester;	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 programme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Contemporary Foreign Policy of Russia and International Conflicts» is «3» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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	Concepts of Russian Foreign Policy	1.1	Analysis of the evolution of approaches to Russia's foreign policy.	LC, S
Module 2	Russia's Interests in the Post-Soviet Space and Regional Security	2.1	Conflicts in the post-Soviet space (the Transnistrian conflict, conflicts in Abkhazia and South Ossetia, the Nagorno-Karabakh conflict, the civil war in Tajikistan, CIS operations and regional cooperation on security issues).	LC, S
Module 3	Conflict in the Former Yugoslavia	3.1	Conflict in the former Yugoslavia (Bosnia, Kosovo, etc.), relations between Russia and NATO.	LC, S
Module 4	International Coalition Operations in Afghanistan	4.1	Operations of international coalitions in Afghanistan, interests of regional powers, activities of the CSTO and SCO.	LC, S
Module 5	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	"Color revolutions" in the post-Soviet space. 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", The conflict in Libya and Russia's position, The Syrian conflict: military actions and the process of political settlement, The conflict in Yemen	LC, S
Module 8	Ukrainian Crisis	8.1	The socio-political crisis in Ukraine in 2013-2014, The status of the Crimean peninsula, The conflict in Donbas, Russia and the West, The Minsk peace process and the Normandy format, The activities of the OSCE in Donbas. 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, Zubyt'ska 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.

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**MIGRATION, DEVELOPMENT AND GLOBAL SECURITY**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Migration, Development and Global Security» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main objective of the course is to explore the process of international migration and explore its role in development, global security and international relations; to analyse global trends and patterns of international migration and the impact of movements on sending and receiving countries, as well as the growing role of globalised migration in international debates; to highlight the links between international migration and development in both receiving and sending countries beyond East–West and South–North vectors; to introduce students to theories of migration through a range of approaches, including a non-Western research paradigm and by applying theoretical frameworks to national case studies; to provide an integrated discussion of the international asylum system from the Nansen passport to asylum in welfare states; to introduce students to current attempts to reform the international protection system; to discuss and compare key features of migration policies in different national contexts (from high- and middle-income countries to policies designed in the context of failing states); Using multiple case studies from around the world, highlighting the diversions and policy dilemmas in the governance and regulation of international mobility and the balance of interests in policy making; comparing and discussing policy approaches to migration regulation. Discussing the impact of remittances in different national contexts; key issues in the supranational and global governance of international migration and the rights of migrant workers; engaging in an interdisciplinary discussion of the political agency of migrants, and the implications of multiple citizenships and the rights of silent voters.

## 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 formation indicators (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;
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-1.2 Use communicative meditative technologies considering the specifics of business and spiritual culture of Russia and foreign countries;

Competence code	Competence descriptor	Competence formation indicators (within this course)
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 «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; International Conflicts;	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; <i>History of Wars and International Conflicts**</i> ; <i>The Problem of Violence During Conflict**</i> ; Quantitative Analysis of Situational Models in World Policy;
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;	<i>Human Rights and Peacekeeping Activity**</i> ; Research Work; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Great and emerging powers in global politics; Global Security; Professional Ethics in International Relations;	<i>Research Work</i> ; <i>Professional practice</i> ; <i>Master's Thesis Preparation</i> ; <i>Scientific and Research Work in the Semester</i> ; <i>Contemporary Foreign Policy of Russia and International Conflicts</i> ; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ;
PC-1	Able to independently	Scientific and Research Work in the	<i>Research Work</i> ;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	develop and design analytical materials	Semester; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations;	<i>Professional practice</i> ; <i>Master's Thesis Preparation</i> ; <i>Scientific and Research Work in the Semester</i> ; <i>Quantitative Analysis of Situational Models in World Policy</i> ; <i>Contemporary Foreign Policy of Russia and International Conflicts</i> ; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; <i>Non-state participants of international relations and world politics</i> ; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Migration, Development and Global Security» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	20		20
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>



## 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 migration. Migration as a global phenomenon. Key terminology.	1.1	Colonial and postcolonial periods (actors, trajectories, rules, contradictions and consequences). Forced and voluntary migration. Globalization of international migration and diversification of migrant profiles. Actors, scales, patterns and drivers of international migration in the 21st century. The role of international organizations in data collection and policy development and research agenda. Challenges of mobility and security. Migration data sets (censuses, 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.	LC, S
Module 2	Economic consequences of migration and migrant remittances.	2.1	The economic consequences of immigration in countries with ageing populations and structural labor shortages in sectors that cannot be outsourced (construction and public works, agriculture, elderly care and tourism). Highly skilled migrant (HS) policies and their impact on receiving countries. Policy instruments for regulating labor immigration. New regions of immigration (e.g. oil-producing countries). The economic consequences of international migration for outgoing regions with young, often increasingly urbanized and educated populations that suffer greatly from unemployment and that are tempted by mobility. Definitions of remittances. Forms and channels of remittances, direct impact of remittances on sending countries and on the well-being of the host population. Impact of remittances on national development and economic growth. Economic and social consequences of remittances. Indirect effects of remittances and underlying security threats in sending countries. Multi-player effects of remittances. Multi-player effects of remittances. Impact of remittances on poverty reduction. Fundamental ethical issues in labor immigration policies. Ethics of temporary migration programs that restrict migrants' rights. Human costs of migration and remittances.	LC, S
Module 3	Cultural and religious issues. Ethical dilemmas of migration.	3.1	Globalization of lifestyles and consumption patterns. Situational and flexible identities. Critical approaches to the formation of population groups using concepts of race and ethnicity - historical and contemporary examples. The politics of assimilation, segregation, integration and social protection (analysis of historical examples and contemporary practice). Ideas of superdiversity and intersectional research frameworks. The concept of transnationalism. Religious issues and mobility. Diasporas as network hubs, public institutions and political actors. Lack of transparency in diasporic networks, the roots of radicalization and other security issues. Methodological approaches to research on the securitization of migration and the risk of terrorist attacks. Transnational networks created by migrants themselves (family reunification, ethnic	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			enterprises, networks of associations and religious organizations), as well as policies of sending countries with quasi-diaspora links (support for friendship associations, the possibility of retaining the citizenship of the country of origin, access to consular voting to allow migrants to participate in national elections).	
Module 4	Acute problems of border crossing in the 21st century. Illegal and undocumented migration.	4.1	Border crossing practices (personal and institutional perspectives) past and present. Entry bans and admissions. Migration flows and border measures. Maritime crossings and human trafficking. The organization of border crossings for profit and security. Organized crime and the threat of terrorism in international migration studies. International deportation agreements. Migration for return and reintegration practices. Prior evidence and screening procedures, age assessment procedures. Understanding irregular, unauthorized and irregular migration 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 problem in the 21st century (in numbers). The new geography of asylum claims. The history of asylum: from the Nansen passport to the refugee crises of the 21st century. Refugees in the EU: The Dublin Convention determining the EU Member State responsible for examining an asylum application lodged in one of the EU Member States (1990-2003). Reform of the Dublin System (Common European Asylum System). Asylum outside the EU (case studies). National and regional approaches to temporary asylum and subsidiary protection: the Convention Governing the Specific Aspects of Refugee Problems in Africa, the Cartagena Declaration on Refugees, the Colloquium on the International Protection of Refugees in Central America (Mexico and Panama). Population displacement due to global warming and natural disasters. Environmental problems (floods, sea level rise, cyclones and tornadoes, earthquakes, volcanic eruptions, desertification, soil depletion) as a source of future migration in the absence of alternatives to migration. Case studies from different regions. Climate change and lessons from the past. Climate change and contemporary migration. International debates on this issue. Pandemics and mobility.	LC, S
Module 6	Issues of citizenship, dual citizenship and statelessness. Political activity of migrants.	6.1	Causes of statelessness (state succession, conflict of laws, discrimination, etc.). Mobility of stateless persons. Development of categories of nationality and citizenship. Political integration of migrants, civil rights of new citizens (former migrants), dual and multiple citizenship, absence of voters. Political activity of migrants that changes the political landscape of the destination country (case studies). Diasporas in international relations. Diaspora as a political subject in sending and receiving countries. Diaspora engagement policy (national trade unions, role of consular services).	LC, S
Module 7	Global governance of migration.	7.1	Key steps in the multilateral efforts to manage international migration at the global level: the consensus on global migration governance at the 1994 Cairo Conference on Population and	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Development and the 2000 report on replacement migration. The landscape of international migration defined by international organizations (UNHCR, IOM, ILO, ICMC) and parallel coexistence with state and regional migration management systems.	
Module 8	Global governance of migration.	8.1	Global Forums on Migration and Development (GFMD, formerly the Global Migration Group) and reports covering aspects of migration such as work, development, state and human security, integration, migrant protection and global governance. The UN Network on Migration as part of the 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. Cismaş 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-Kazłowska 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.

*Additional readings:*

1.

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](http://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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**RUSSIAN LANGUAGE IN PROFESSIONAL PRACTICE**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Russian Language in Professional Practice» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1, 2, 3 semesters of the 1st and 2nd years. The implementation of the course is assigned to the department of Russian Language and Intercultural Communication. The course 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 formation indicators (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-1.4 Systematically formulate own position on international relations using scientific terminology, both in writing and orally;
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-5.2 Evaluate the target audience and editorial policies of print, audio-visual and internet media;
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	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;

Competence code	Competence descriptor	Competence formation indicators (within this course)
	appropriate information and communication technologies and channels of information dissemination.	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;
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;
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.		Research Work; Professional practice; Master's Thesis Preparation;
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; Master's Thesis Preparation;
GPC-7	Able to independently build strategies for presenting the results of his/her professional activity, including in a public format,		Research Work; Master's Thesis Preparation;

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Previous courses/modules*</b>	<b>Subsequent courses/modules*</b>
	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.		Professional practice;
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/internshipsprogramme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

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

*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
<i>Contact academic hours</i>	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
<i>Self-studies (academic hours)</i>	69		29	20	20
<i>Self-preparation for exam/test with assessment (academic hours)</i>	45		9	18	18
<b>Course workload</b>	<b>academic hours</b>	<b>216</b>	72	72	72
	<b>credit units</b>	<b>6</b>	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.	
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## 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 И. М. 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 Н. М. 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 Е. Г. 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.

4.

### *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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**UN PEACEKEEPING ACTIVITY**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «UN Peacekeeping Activity» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to analyze the activities of the UN in the field of peacekeeping, to consider the historical stages of the development of the institution of peacekeeping, to assess the role of the UN in the development and improvement of the system of maintaining international peace and security.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «UN Peacekeeping Activity» 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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-1.4 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 «UN Peacekeeping Activity» 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 «UN Peacekeeping Activity».

*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.	International Conflicts; Global Security; Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; 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-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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ;
PC-1	Able to independently develop and design analytical materials	Scientific and Research Work in the Semester; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i>

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «UN Peacekeeping Activity» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>



## 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	Historical context of the creation of the UN, the main stages of the formation and functioning of the organization	1.1	<p>Genesis of the idea of an international security organization: emergence, activities, and results of its functioning. The creation of the UN as one of the main results of World War II. The main stages of its creation: signing of the Declaration by United Nations in Washington on January 1, 1942. Washington, January 1, 1942; Dumbarton Oaks Conference (1944); Crimea. Dumbarton Oaks Conference (1944); Crimea Conference; San Francisco Conference. The negotiation process during the creation of the UN, understanding the fundamentals of the functioning of the universal organization, discussing the distribution of powers between its main organs and the structure of the organization. The initial stage of the UN. The Cold War and the changing geopolitical context: testing the UN for strength. The UN in the era of changing balance of power after the end of the Cold War. UN activities at the present stage: searching for new opportunities. The special place and role of the UN Charter in the system of modern international law as the basis of world order, international legality and justice. The UN Charter is a unique universal treaty, the main source of international law establishing the basic international legal principles and norms of behavior of states. The positive influence of the UN Charter on the nature of the discussion of the most important international problems and decisions taken. The Charter as a basis for improving the structure and activities of the UN, strengthening the international security system in the 21st century. Key features of the Charter as the main document regulating the structure and functioning of the UN, contradictions between the provisions of the UN Charter and the international political context of the organization's activities. Coverage by UN bodies of almost all major areas of relations between states. The relationship between the competence of the Security Council, the General Assembly and the UN Secretariat, the UN Secretariat. The Security Council as a key body of the UN system of bodies. New trends in the activities of the main UN bodies. The task of building effective interaction. The problem of duplication and parallelism in the work of UN bodies, the relationship between their competencies and areas of responsibility. The problem of ensuring the international legal force of their decisions. The General Assembly is the most representative body of the UN, a forum for discussing and coordinating ways to solve global problems of our time. Functions and powers of the General Assembly with respect to threats to the peace, breaches of the peace and acts of aggression. Powers of the General Assembly in relation to the Security Council. The Economic and Social Council of the United Nations is the main forum for discussing international economic and social problems of a general and regional nature. The Economic and Social Council of the United</p>	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Nations. The Secretariat of the United Nations. The Secretary-General is the chief administrative officer of the United Nations. Special powers and rights of the Secretary-General in relation to the heads of other UN organs. The Secretary-General in relation to the heads of other UN organs. Provisions of the UN Charter that grant the Secretary-General unique international legal powers. The International Court of Justice is the principal judicial organ of the United Nations.	
Module 2	The UN Charter as the central source of international law: features and contradictions of its structure	2.1	<p>Genesis of the idea of an international security organization: emergence, activities, and results of its functioning. The creation of the UN as one of the main results of World War II. The main stages of its creation: signing of the Declaration by United Nations in Washington on January 1, 1942. Washington, January 1, 1942; Dumbarton Oaks Conference (1944); Crimea. Dumbarton Oaks Conference (1944); Crimea Conference; San Francisco Conference. The negotiation process during the creation of the UN, understanding the fundamentals of the functioning of the universal organization, discussing the distribution of powers between its main organs and the structure of the organization. The initial stage of the UN. The Cold War and the changing geopolitical context: testing the UN for strength. The UN in the era of changing balance of power after the end of the Cold War. UN activities at the present stage: searching for new opportunities. The special place and role of the UN Charter in the system of modern international law as the basis of world order, international legality and justice. The UN Charter is a unique universal treaty, the main source of international law establishing the basic international legal principles and norms of behavior of states. The positive influence of the UN Charter on the nature of the discussion of the most important international problems and decisions taken. The Charter as a basis for improving the structure and activities of the UN, strengthening the international security system in the 21st century. Key features of the Charter as the main document regulating the structure and functioning of the UN, contradictions between the provisions of the UN Charter and the international political context of the organization's activities. Coverage by UN bodies of almost all major areas of relations between states. The relationship between the competence of the Security Council, the General Assembly and the UN Secretariat, the UN Secretariat. The Security Council as a key body of the UN system of bodies. New trends in the activities of the main UN bodies. The task of building effective interaction. The problem of duplication and parallelism in the work of UN bodies, the relationship between their competencies and areas of responsibility. The problem of ensuring the international legal force of their decisions. The General Assembly is the most representative body of the UN, a forum for discussing and coordinating ways to solve global problems of our time. Functions and powers of the General Assembly with respect to threats to the peace, breaches of the peace and acts of aggression. Powers of the General</p>	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>Assembly in relation to the Security Council. The Economic and Social Council of the United Nations is the main forum for discussing international economic and social problems of a general and regional nature. The Economic and Social Council of the United Nations. The Secretariat of the United Nations. The Secretary-General is the chief administrative officer of the United Nations. Special powers and rights of the Secretary-General in relation to the heads of other UN organs. The Secretary-General in relation to the heads of other UN organs. Provisions of the UN Charter that grant the Secretary-General unique international legal powers. The International Court of Justice is the principal judicial organ of the United Nations.</p>	
Module 3	The structure of the UN: main and subsidiary organs, their functions and role	3.1	<p>Genesis of the idea of an international security organization: emergence, activities, and results of its functioning. The creation of the UN as one of the main results of World War II. The main stages of its creation: signing of the Declaration by United Nations in Washington on January 1, 1942. Washington, January 1, 1942; Dumbarton Oaks Conference (1944); Crimea. Dumbarton Oaks Conference (1944); Crimea Conference; San Francisco Conference. The negotiation process during the creation of the UN, understanding the fundamentals of the functioning of the universal organization, discussing the distribution of powers between its main organs and the structure of the organization. The initial stage of the UN. The Cold War and the changing geopolitical context: testing the UN for strength. The UN in the era of changing balance of power after the end of the Cold War. UN activities at the present stage: searching for new opportunities. The special place and role of the UN Charter in the system of modern international law as the basis of world order, international legality and justice. The UN Charter is a unique universal treaty, the main source of international law establishing the basic international legal principles and norms of behavior of states. The positive influence of the UN Charter on the nature of the discussion of the most important international problems and decisions taken. The Charter as a basis for improving the structure and activities of the UN, strengthening the international security system in the 21st century. Key features of the Charter as the main document regulating the structure and functioning of the UN, contradictions between the provisions of the UN Charter and the international political context of the organization's activities. Coverage by UN bodies of almost all major areas of relations between states. The relationship between the competence of the Security Council, the General Assembly and the UN Secretariat, the UN Secretariat. The Security Council as a key body of the UN system of bodies. New trends in the activities of the main UN bodies. The task of building effective interaction. The problem of duplication and parallelism in the work of UN bodies, the relationship between their competencies and areas of responsibility. The problem of ensuring the international legal force of their decisions. The General Assembly is the most</p>	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			representative body of the UN, a forum for discussing and coordinating ways to solve global problems of our time. Functions and powers of the General Assembly with respect to threats to the peace, breaches of the peace and acts of aggression. Powers of the General Assembly in relation to the Security Council. The Economic and Social Council of the United Nations is the main forum for discussing international economic and social problems of a general and regional nature. The Economic and Social Council of the United Nations. The Secretariat of the United Nations. The Secretary-General is the chief administrative officer of the United Nations. Special powers and rights of the Secretary-General in relation to the heads of other UN organs. The Secretary-General in relation to the heads of other UN organs. Provisions of the UN Charter that grant the Secretary-General unique international legal powers. The International Court of Justice is the principal judicial organ of the United Nations.	
Module 4		4.1	The UN Security Council and violation of its resolutions in resolving issues of maintaining international peace and security. The relationship between the competence of the Security Council and regional organizations in the field of maintaining international peace and security. The relationship between the competence of the Security Council and regional organizations in the field of maintaining international peace and security. Universal and regional collective security. The normative role of the UN and its bodies in the field of disarmament and security. The normative role of the UN and its bodies in the field of disarmament and arms limitation.	LC, S
Module 5	UN peacekeeping functions: global and regional security system, and peacekeeping, powers of the Security Council. Inadmissibility of actions by states bypassing the UN Security Council and violating its powers.	5.1	The main aspects and specifics of "new generation" conflicts. Use of traditional means of conflict prevention and resolution. Early warning system for incipient conflicts. Preventive diplomacy. Promotion of peace. Evolution of UN peacekeeping operations (PKO). Actions in accordance with Chapter VII of the UN Charter. Humanitarian aspects of PKO. The concept of peacebuilding in the post-conflict period. Problems of personnel security in UN peacekeeping operations. UN participation in activities aimed at achieving national reconciliation. Good offices missions undertaken by the UN and other international organizations to assist governments in resolving political crises or, through preventive diplomacy, to protect human rights and fundamental freedoms.	LC, S
Module 6	Legal foundations of UN peacekeeping	6.1	Assessing the options for UN engagement. Key lessons for decision-makers in planning. The importance of consulting troop-contributing countries. Typical stages of deployment. The mission inception process. Managing the deployment process. Report of the High-Level Panel on Peace Operations, the "Brahimi Report". The New Partnership Agenda: Charting a New Horizon for UN Peacekeeping. New Horizon Initiative Progress Report 1 New Horizon Initiative Progress Report 2 Global Field Support Strategy [A/64/633].	LC, S
Module 7	Decision-making on the deployment of a	7.1	An integrated approach to peacekeeping. The integrated peacekeeping mission. The peacekeeping	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
	UN peacekeeping operation		planning process. Managing UN peacekeeping operations. Relationship between headquarters and field peacekeeping operations. The problem of integration and coordination of peacekeeping missions. Genesis of UN peacekeeping operations. UN collective security system. Korean crisis and its consequences. Rise of the role of the General Assembly. Arab-Israeli conflict. First UN military observer mission. History of the first UN peacekeeping operation. Main contribution of Ralph Bunche. Mandate of UNTSO. Responsibilities of the parties involved. Second armistice. General armistice agreements. Observer operations from 1967 to 1973. War of 1973 (Yom Kippur War). UNTSO after 1973. Multinational Force and Observers (MFO). Influence of UNTSO on other early military observer missions.	
Module 8	Planning and management of United Nations peacekeeping operations	8.1	The UN Security Council and violation of its resolutions in resolving issues of maintaining international peace and security. The relationship between the competence of the Security Council and regional organizations in the field of maintaining international peace and security. The relationship between the competence of the Security Council and regional organizations in the field of maintaining international peace and security. Universal and regional collective security. The normative role of the UN and its bodies in the field of disarmament and security. The normative role of the UN and its bodies in the field of disarmament and arms limitation.	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. Kirilenko V.P. International legal mechanisms of UN peacekeeping operations. SPb, 2019.
2. New international relations: main trends and challenges for Russia: a monograph / A. G. Aksenenok, V. I. BatiGC, T. V. Bordachev [et al.]; edited by A. V. LGCin. Moscow: International relations, 2018. 592 p. ISBN 978-5-7133-1578-8.
3. Zaemsky V. F. F. UN and peacekeeping: textbook / V. F. Zaemsky. 2nd ed. Moscow: International Relations, 2012. 328 p. ISBN 978-5-7133-1410-1.
4. Nikitin A. I. International conflicts: intervention, peacekeeping, settlement: textbook / A. I. Nikitin. I. International conflicts: intervention, peacekeeping, settlement: textbook / A. I. Nikitin. 2nd edition, revised and expanded. Moscow: Aspect Press, 2020. 384 p. ISBN 978-5-7567-1065-6.

### *Additional readings:*

- 1.
- 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](http://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 «UN Peacekeeping Activity».

\* - 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**

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

**COURSE SYLLABUS**

**THEORY AND PRACTICE OF DIPLOMACY**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Theory and Practice of Diplomacy» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to provide a broad understanding of theoretical and practical aspects of diplomacy in the modern era. Considering that the art of diplomacy in the 21st century still remains one of the most effective tools for peaceful resolution of disputes and dialogue between states, this course will provide an overview of a wide range of issues in the diplomatic sphere. The course aims to help students understand the mechanism of diplomacy and its role in modern international society. The course examines the evolution, changing nature and role of diplomatic dialogue, concentrating on modern concepts and procedures in diplomatic practice. The main emphasis will be on a comparative approach, which involves comparing national models of diplomacy throughout their evolution with all their inherent features, as well as universal traits. Mainly based on case studies, this main section will cover the following topics: negotiation, mediation, bilateral conventional and unconventional diplomacy/consular activity, multilateral diplomacy, coercive diplomacy, summits, preventive diplomacy, diplomacy and transitional regimes. The course will also examine the most current trends in the formation and functioning of multilateral and public diplomacy. The course pursues the following goals: to consider the essence of diplomacy, its various types and their main characteristics; to identify the main historical stages of the evolution of diplomacy and new forms and elements of diplomatic activity in the process of globalization; to define the various types of diplomacy; to analyze the evolution of diplomatic strategies and tactics used by states and the formation of a modern model of diplomacy from the point of view of the radical transformation of legal and social institutions; to study the historical circumstances that determined the emergence of some new theories of diplomacy, to explore the conditions under which diplomacy has positively or negatively contributed to the achievement of various foreign policy results, to present theoretical approaches and practical aspects of diplomatic negotiations and mediation, to study diplomacy in various problem areas, mainly in the field of security, to explore what diplomats do in the performance of their functions and what contribution they make to the conduct of IR.

## 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 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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);
GPC-5	Able to build a strategy to promote publications on the profile of activity in the mass media on the basis of basic	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.);



Competence code	Competence descriptor	Competence formation indicators (within this course)
	principles of media management.	GPC-5.4 Evaluate the perception of the image of political phenomena and processes formed in the media;
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 «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».

*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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Great and emerging powers in global politics; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course);
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	International Conflicts; Global Security; Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>International Conflicts**</i> ; 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-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; <i>Russian Language in Professional Practice**</i> ; World Politics; Interventions in International Relations;	Research Work; Master's Thesis Preparation; Scientific and Research Work in the Semester; <i>Russian Language in Professional Practice**</i> ;
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	Great and emerging powers in global politics; International Conflicts; Foreign policy process and decision-making in Russia;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Theory and Practice of Diplomacy» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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 art of diplomacy. Diplomacy as a science, art, and field of activity: definitions. The main approaches to understanding diplomacy. What is diplomacy? Attributes of a diplomat. Who are diplomats today? The diplomatic profession: requirements, skills, protocol. Diplomatic immunities: nature, scope. Studying diplomacy: schools and representatives. International relations, foreign policy, and diplomacy: connections and goals. The place of diplomacy in the system of state instruments of foreign policy. Diplomacy as a method or means of foreign policy. Instructions for the courses. Overview of the curriculum. Discussion of requirements. Presentation requirements. What is this course, how is it structured, and what is expected of me? A brief history of diplomacy. Diplomacy through the ages: from the beginning to 1815, from 1815 to the present. Old diplomacy: basic assumptions. The evolution of diplomatic forms and methods. Institutions of diplomacy in the past and present. New diplomacy: trends and problems. Old vs. new diplomacy. New elements of diplomacy: interdependence, new actors, multilateral relations, expansion of the diplomatic agenda, revolution in the field of communications. Problems, challenges and emerging issues in modern diplomacy. The impact of globalization on the evolution of diplomacy: economic resources of foreign influence, expansion of multilateral diplomacy, growing number of international organizations, influence of the media on the formation of states' positions on foreign policy issues.	LC, S
Module 2	Diplomacy: the main historical stages. The international system in the 21st century: challenges for diplomacy	2.1	Tasks and functions of diplomacy. The content of diplomatic work, its main components. The place of the diplomatic service in the system of state power. The main participants in the process of foreign policy and diplomatic activity. Various ways and means of achieving the goals and interests of states in the VR (traditional diplomacy, military coercion, economic sanctions, etc.). The primary importance of diplomacy in peacetime in foreign policy. International legal basis for diplomatic activity. Vienna Convention on Diplomatic Relations, 1961. Vienna Convention on Consular Relations, 1963. Main sections and parameters.	LC, S
Module 3	Diplomacy as an institution and instrument of foreign policy.	3.1	The concept and art of diplomacy. Diplomacy as a science, art, and field of activity: definitions. The main approaches to understanding diplomacy. What is diplomacy? Attributes of a diplomat. Who are diplomats today? The diplomatic profession: requirements, skills, protocol. Diplomatic immunities: nature, scope. Studying diplomacy: schools and representatives. International relations, foreign policy, and diplomacy: connections and goals. The place of diplomacy in the system of state instruments of foreign policy. Diplomacy as a method or means of foreign policy. Instructions for the courses. Overview of the	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			curriculum. Discussion of requirements. Presentation requirements. What is this course, how is it structured, and what is expected of me? A brief history of diplomacy. Diplomacy through the ages: from the beginning to 1815, from 1815 to the present. Old diplomacy: basic assumptions. The evolution of diplomatic forms and methods. Institutions of diplomacy in the past and present. New diplomacy: trends and problems. Old vs. new diplomacy. New elements of diplomacy: interdependence, new actors, multilateral relations, expansion of the diplomatic agenda, revolution in the field of communications. Problems, challenges and emerging issues in modern diplomacy. The impact of globalization on the evolution of diplomacy: economic resources of foreign influence, expansion of multilateral diplomacy, growing number of international organizations, influence of the media on the formation of states' positions on foreign policy issues.	
Module 4	The system of foreign relations bodies of states.	4.1	Organization and activities of government agencies in the sphere of foreign relations. Ministry of Foreign Affairs: role and functions. How is an embassy organized? What is the role of the ambassador and political staff of the embassy? The procedure for appointing heads of diplomatic missions and terminating their functions. Advantages and disadvantages of "political" (non-career) compared to "professional" (career) ambassadors. Diplomatic mission staff. Classes and ranks of diplomats. Diplomatic corps. Diplomatic privileges and immunities. The concept, types and functions of consular posts. The procedure for appointing heads of consulates and terminating their functions. Consular staff. Classes of consuls. Honorary consul. Consular privileges and immunities. Diplomatic structures in a 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). The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, summit, network, specialized (energy, etc.). Growing importance of summit diplomacy and network diplomacy. Coercive diplomacy: conflict prevention or moving into war (thematic analysis). Use of military force, conflict management, main security actors. The essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. International congresses, conferences of ambassadors, The Hague Peace Congress. Development of conference diplomacy: main characteristics, organization of conferences, diplomatic process and work at conferences. International organization as a permanent forum for multilateral diplomacy. The value of international organizations for the development of multilateral diplomacy. Diplomacy of international organizations: background, international organization as a diplomatic forum, parliamentary diplomacy, different roles of governments, differences in the work	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>of national delegations, other participants: NGOs, observers and liaison personnel. Methods of multilateral diplomacy, development of rules of procedure and their political significance. Consensus, simple and qualified majority and unanimity as voting procedures for final documents. The UN as an institutionalized form of multilateral diplomacy and a key instrument for collective regulation of IR. UN peacekeeping diplomacy. Ways to improve the effectiveness of the UN. Is multilateral diplomacy in the United Nations different from bilateral diplomacy? Regional organizations and other group forums for multilateral negotiations CIS, OSCE, EU, G7, NATO, ASEAN, OAS, etc. Multilateral diplomacy of non-governmental organizations. Meetings and negotiations at the highest, high, ministerial and expert levels. Summits and ministerial diplomacy: types of meetings, dissemination, process. Diplomacy of heads of state. Diplomatic protocol as a set of generally accepted rules, traditions, which are followed by governments, foreign ministries, diplomatic representatives and officials in international relations. The ceremonial nature of protocol norms 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 reflecting the outward manifestation of respect for people. Legal force of some norms of diplomatic protocol. State symbols in diplomatic protocol. The procedure for using the coat of arms, flag, and anthem. Basic protocol for receiving foreign diplomats, official delegations, and statesmen. Organizing meetings, the procedure for introducing, addressing and greeting, and the program of stay. Types of diplomatic receptions. Basic rules of etiquette during receptions, requirements for appearance. Visiting. Organizational and protocol work in international organizations. Negotiations as the main method of modern diplomacy for establishing and developing international relations: concept, classification, functions. Preparation for international negotiations: stages, rules. Conducting international negotiations. Negotiation strategy and tactics (typical for traditional and developing powers). National negotiating styles: theory and practice. Key characteristics of the Russian, American, French, Chinese, and African negotiating styles. Final negotiating documents (contracts, agreements, communiqués, statements of intent, and other documents concluding negotiations). Stylistic features of negotiations. The agenda of the modern process of international negotiations. 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. Thematic studies: the Syrian conflict, the Iranian nuclear dossier, North Korea.</p>	
Module 5	Modern diplomacy: trends in the development of	5.1	Organization and activities of government agencies in the sphere of foreign relations. Ministry of Foreign Affairs: role and functions. How is an embassy	LC, S

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
	diplomatic relations.	<p>organized? What is the role of the ambassador and political staff of the embassy? The procedure for appointing heads of diplomatic missions and terminating their functions. Advantages and disadvantages of "political" (non-career) compared to "professional" (career) ambassadors. Diplomatic mission staff. Classes and ranks of diplomats. Diplomatic corps. Diplomatic privileges and immunities. The concept, types and functions of consular posts. The procedure for appointing heads of consulates and terminating their functions. Consular staff. Classes of consuls. Honorary consul. Consular privileges and immunities. Diplomatic structures in a 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). The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, summit, network, specialized (energy, etc.). Growing importance of summit diplomacy and network diplomacy. Coercive diplomacy: conflict prevention or moving into war (thematic analysis). Use of military force, conflict management, main security actors. The essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. International congresses, conferences of ambassadors, The Hague Peace Congress. Development of conference diplomacy: main characteristics, organization of conferences, diplomatic process and work at conferences. International organization as a permanent forum for multilateral diplomacy. The value of international organizations for the development of multilateral diplomacy. Diplomacy of international organizations: background, international organization as a diplomatic forum, parliamentary diplomacy, different roles of governments, differences in the work of national delegations, other participants: NGOs, observers and liaison personnel. Methods of multilateral diplomacy, development of rules of procedure and their political significance. Consensus, simple and qualified majority and unanimity as voting procedures for final documents. The UN as an institutionalized form of multilateral diplomacy and a key instrument for collective regulation of IR. UN peacekeeping diplomacy. Ways to improve the effectiveness of the UN. Is multilateral diplomacy in the United Nations different from bilateral diplomacy? Regional organizations and other group forums for multilateral negotiations CIS, OSCE, EU, G7, NATO, ASEAN, OAS, etc. Multilateral diplomacy of non-governmental organizations. Meetings and negotiations at the highest, high, ministerial and expert levels. Summits and ministerial diplomacy: types of meetings, dissemination, process. Diplomacy of heads of state. Diplomatic protocol as a set of generally accepted rules, traditions, which are followed by governments, foreign ministries, diplomatic representatives and officials in international relations. The ceremonial</p>	

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>nature of protocol norms 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 reflecting the outward manifestation of respect for people. Legal force of some norms of diplomatic protocol. State symbols in diplomatic protocol. The procedure for using the coat of arms, flag, and anthem. Basic protocol for receiving foreign diplomats, official delegations, and statesmen. Organizing meetings, the procedure for introducing, addressing and greeting, and the program of stay. Types of diplomatic receptions. Basic rules of etiquette during receptions, requirements for appearance. Visiting. Organizational and protocol work in international organizations. Negotiations as the main method of modern diplomacy for establishing and developing international relations: concept, classification, functions. Preparation for international negotiations: stages, rules. Conducting international negotiations. Negotiation strategy and tactics (typical for traditional and developing powers). National negotiating styles: theory and practice. Key characteristics of the Russian, American, French, Chinese, and African negotiating styles. Final negotiating documents (contracts, agreements, communiqués, statements of intent, and other documents concluding negotiations). Stylistic features of negotiations. The agenda of the modern process of international negotiations. 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. Thematic studies: the Syrian conflict, the Iranian nuclear dossier, North Korea.</p>	
Module 6	New directions of diplomacy: economic diplomacy and unofficial diplomacy.	6.1	<p>Organization and activities of government agencies in the sphere of foreign relations. Ministry of Foreign Affairs: role and functions. How is an embassy organized? What is the role of the ambassador and political staff of the embassy? The procedure for appointing heads of diplomatic missions and terminating their functions. Advantages and disadvantages of "political" (non-career) compared to "professional" (career) ambassadors. Diplomatic mission staff. Classes and ranks of diplomats. Diplomatic corps. Diplomatic privileges and immunities. The concept, types and functions of consular posts. The procedure for appointing heads of consulates and terminating their functions. Consular staff. Classes of consuls. Honorary consul. Consular privileges and immunities. Diplomatic structures in a 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). The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, summit, network, specialized (energy, etc.). Growing importance of summit diplomacy and network diplomacy. Coercive</p>	LC, S



Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		<p>diplomacy: conflict prevention or moving into war (thematic analysis). Use of military force, conflict management, main security actors. The essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. International congresses, conferences of ambassadors, The Hague Peace Congress. Development of conference diplomacy: main characteristics, organization of conferences, diplomatic process and work at conferences. International organization as a permanent forum for multilateral diplomacy. The value of international organizations for the development of multilateral diplomacy. Diplomacy of international organizations: background, international organization as a diplomatic forum, parliamentary diplomacy, different roles of governments, differences in the work of national delegations, other participants: NGOs, observers and liaison personnel. Methods of multilateral diplomacy, development of rules of procedure and their political significance. Consensus, simple and qualified majority and unanimity as voting procedures for final documents. The UN as an institutionalized form of multilateral diplomacy and a key instrument for collective regulation of IR. UN peacekeeping diplomacy. Ways to improve the effectiveness of the UN. Is multilateral diplomacy in the United Nations different from bilateral diplomacy? Regional organizations and other group forums for multilateral negotiations CIS, OSCE, EU, G7, NATO, ASEAN, OAS, etc. Multilateral diplomacy of non-governmental organizations. Meetings and negotiations at the highest, high, ministerial and expert levels. Summits and ministerial diplomacy: types of meetings, dissemination, process. Diplomacy of heads of state. Diplomatic protocol as a set of generally accepted rules, traditions, which are followed by governments, foreign ministries, diplomatic representatives and officials in international relations. The ceremonial nature of protocol norms 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 reflecting the outward manifestation of respect for people. Legal force of some norms of diplomatic protocol. State symbols in diplomatic protocol. The procedure for using the coat of arms, flag, and anthem. Basic protocol for receiving foreign diplomats, official delegations, and statesmen. Organizing meetings, the procedure for introducing, addressing and greeting, and the program of stay. Types of diplomatic receptions. Basic rules of etiquette during receptions, requirements for appearance. Visiting. Organizational and protocol work in international organizations. Negotiations as the main method of modern diplomacy for establishing and developing international relations: concept, classification, functions. Preparation for international negotiations: stages, rules. Conducting international negotiations. Negotiation strategy and tactics (typical for traditional and developing powers). National negotiating styles: theory and practice. Key</p>	

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			characteristics of the Russian, American, French, Chinese, and African negotiating styles. Final negotiating documents (contracts, agreements, communiqués, statements of intent, and other documents concluding negotiations). Stylistic features of negotiations. The agenda of the modern process of international negotiations. 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. Thematic studies: the Syrian conflict, the Iranian nuclear dossier, North Korea.	
Module 7	Practical aspects of diplomatic relations: protocol and etiquette.	7.1	<p>Organization and activities of government agencies in the sphere of foreign relations. Ministry of Foreign Affairs: role and functions. How is an embassy organized? What is the role of the ambassador and political staff of the embassy? The procedure for appointing heads of diplomatic missions and terminating their functions. Advantages and disadvantages of "political" (non-career) compared to "professional" (career) ambassadors. Diplomatic mission staff. Classes and ranks of diplomats. Diplomatic corps. Diplomatic privileges and immunities. The concept, types and functions of consular posts. The procedure for appointing heads of consulates and terminating their functions. Consular staff. Classes of consuls. Honorary consul. Consular privileges and immunities. Diplomatic structures in a 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). The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, summit, network, specialized (energy, etc.). Growing importance of summit diplomacy and network diplomacy. Coercive diplomacy: conflict prevention or moving into war (thematic analysis). Use of military force, conflict management, main security actors. The essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. International congresses, conferences of ambassadors, The Hague Peace Congress. Development of conference diplomacy: main characteristics, organization of conferences, diplomatic process and work at conferences. International organization as a permanent forum for multilateral diplomacy. The value of international organizations for the development of multilateral diplomacy. Diplomacy of international organizations: background, international organization as a diplomatic forum, parliamentary diplomacy, different roles of governments, differences in the work of national delegations, other participants: NGOs, observers and liaison personnel. Methods of multilateral diplomacy, development of rules of procedure and their political significance. Consensus, simple and qualified majority and unanimity as voting procedures for final documents. The UN as an</p>	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>institutionalized form of multilateral diplomacy and a key instrument for collective regulation of IR. UN peacekeeping diplomacy. Ways to improve the effectiveness of the UN. Is multilateral diplomacy in the United Nations different from bilateral diplomacy? Regional organizations and other group forums for multilateral negotiations CIS, OSCE, EU, G7, NATO, ASEAN, OAS, etc. Multilateral diplomacy of non-governmental organizations. Meetings and negotiations at the highest, high, ministerial and expert levels. Summits and ministerial diplomacy: types of meetings, dissemination, process. Diplomacy of heads of state. Diplomatic protocol as a set of generally accepted rules, traditions, which are followed by governments, foreign ministries, diplomatic representatives and officials in international relations. The ceremonial nature of protocol norms 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 reflecting the outward manifestation of respect for people. Legal force of some norms of diplomatic protocol. State symbols in diplomatic protocol. The procedure for using the coat of arms, flag, and anthem. Basic protocol for receiving foreign diplomats, official delegations, and statesmen. Organizing meetings, the procedure for introducing, addressing and greeting, and the program of stay. Types of diplomatic receptions. Basic rules of etiquette during receptions, requirements for appearance. Visiting. Organizational and protocol work in international organizations. Negotiations as the main method of modern diplomacy for establishing and developing international relations: concept, classification, functions. Preparation for international negotiations: stages, rules. Conducting international negotiations. Negotiation strategy and tactics (typical for traditional and developing powers). National negotiating styles: theory and practice. Key characteristics of the Russian, American, French, Chinese, and African negotiating styles. Final negotiating documents (contracts, agreements, communiqués, statements of intent, and other documents concluding negotiations). Stylistic features of negotiations. The agenda of the modern process of international negotiations. 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. Thematic studies: the Syrian conflict, the Iranian nuclear dossier, North Korea.</p>	
Module 8	Practical aspects of diplomatic relations: the negotiation process.	8.1	<p>Organization and activities of government agencies in the sphere of foreign relations. Ministry of Foreign Affairs: role and functions. How is an embassy organized? What is the role of the ambassador and political staff of the embassy? The procedure for appointing heads of diplomatic missions and terminating their functions. Advantages and disadvantages of "political" (non-career) compared to "professional" (career) ambassadors. Diplomatic</p>	LC, S

Number of module	Course module title	Course module contents (topics)	Type of academic activities*
		<p>mission staff. Classes and ranks of diplomats. Diplomatic corps. Diplomatic privileges and immunities. The concept, types and functions of consular posts. The procedure for appointing heads of consulates and terminating their functions. Consular staff. Classes of consuls. Honorary consul. Consular privileges and immunities. Diplomatic structures in a 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). The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, summit, network, specialized (energy, etc.). Growing importance of summit diplomacy and network diplomacy. Coercive diplomacy: conflict prevention or moving into war (thematic analysis). Use of military force, conflict management, main security actors. The essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. International congresses, conferences of ambassadors, The Hague Peace Congress. Development of conference diplomacy: main characteristics, organization of conferences, diplomatic process and work at conferences. International organization as a permanent forum for multilateral diplomacy. The value of international organizations for the development of multilateral diplomacy. Diplomacy of international organizations: background, international organization as a diplomatic forum, parliamentary diplomacy, different roles of governments, differences in the work of national delegations, other participants: NGOs, observers and liaison personnel. Methods of multilateral diplomacy, development of rules of procedure and their political significance. Consensus, simple and qualified majority and unanimity as voting procedures for final documents. The UN as an institutionalized form of multilateral diplomacy and a key instrument for collective regulation of IR. UN peacekeeping diplomacy. Ways to improve the effectiveness of the UN. Is multilateral diplomacy in the United Nations different from bilateral diplomacy? Regional organizations and other group forums for multilateral negotiations CIS, OSCE, EU, G7, NATO, ASEAN, OAS, etc. Multilateral diplomacy of non-governmental organizations. Meetings and negotiations at the highest, high, ministerial and expert levels. Summits and ministerial diplomacy: types of meetings, dissemination, process. Diplomacy of heads of state. Diplomatic protocol as a set of generally accepted rules, traditions, which are followed by governments, foreign ministries, diplomatic representatives and officials in international relations. The ceremonial nature of protocol norms 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 reflecting the outward manifestation of respect for people. Legal force of some norms of diplomatic protocol. State symbols in diplomatic</p>	

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>protocol. The procedure for using the coat of arms, flag, and anthem. Basic protocol for receiving foreign diplomats, official delegations, and statesmen. Organizing meetings, the procedure for introducing, addressing and greeting, and the program of stay. Types of diplomatic receptions. Basic rules of etiquette during receptions, requirements for appearance. Visiting. Organizational and protocol work in international organizations. Negotiations as the main method of modern diplomacy for establishing and developing international relations: concept, classification, functions. Preparation for international negotiations: stages, rules. Conducting international negotiations. Negotiation strategy and tactics (typical for traditional and developing powers). National negotiating styles: theory and practice. Key characteristics of the Russian, American, French, Chinese, and African negotiating styles. Final negotiating documents (contracts, agreements, communiqués, statements of intent, and other documents concluding negotiations). Stylistic features of negotiations. The agenda of the modern process of international negotiations. 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. Thematic studies: the Syrian conflict, the Iranian nuclear dossier, North Korea.</p>	

\* - 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. Hocking, Brian. Non-State Actors and the Transformation of Diplomacy // The Ashgate Research Companion to Non-State Actors / ed. by B. Reinalda. 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.URL:  
[http://www.clingendael.nl/sites/default/files/20070400\\_cdsp\\_diplomacy\\_kostecki\\_naray.pdf](http://www.clingendael.nl/sites/default/files/20070400_cdsp_diplomacy_kostecki_naray.pdf).

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**THE PROBLEM OF VIOLENCE DURING CONFLICT**

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(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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «The Problem of Violence During Conflict» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop a set of knowledge and skills related to the characteristics of violence during international conflicts on different continents, their components, and the relationship between the foreign and domestic policies of the main actors.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «The Problem of Violence During Conflict» 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-2	Able to manage the project at all stages of its life cycle.	GC-2.3 Defines the expected results of solving the set tasks;
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 «The Problem of Violence During Conflict» 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 «The Problem of Violence During Conflict».

*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; <i>Peacekeeping Activity in Africa**</i> ;	Research Work; Professional practice; Master's Thesis Preparation;



Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Migration, Development and Global Security; International Conflicts;	
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; International Conflicts; Global Security; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; Interventions in International Relations; Professional Ethics in International Relations; International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Africa**</i> ; Scientific and Research Work in the Semester;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**;</i> <i>Peacekeeping Activity of Russia, China**;</i> <i>Peacekeeping Activity in Asian-Pacific Region**;</i> <i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i>	

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «The Problem of Violence During Conflict» is «3» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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 violence and tolerance	1.1	Violence and natural aggression. Violence and other forms of social coercion. Violence as a moral evil. The problem of the possibility of violence for the good. Non-violence as a rejection of violence. Tolerance and non-violence. Tolerance as a non-violent existence of diversity of thoughts. Tolerance as an admission of the possibility of a different vision of the world. Non-violence and the struggle for justice. Anthropology and ethics of non-violence. The idea of non-violence and world religions. Equal retribution as the first limitation of unresolved tribal feud. The destructive logic of talion and the transition to a state monopoly on violence. Moral arguments in justification of legitimate violence. Historical forms of ritualization of violence. The right of the people to violence. The relationship between violence and non-violence in history. Mass crimes and the problem of collective guilt. Tolerance as a result of free moral choice. Tolerance and conflict. Tolerance and compromise. Tolerance and benefit. Tolerance and weakness. Tolerance as a value.	LC, S
Module 2	The right to violence	2.1	Historical concepts of just war. Moral limitations of war. The problem of moral justification of war and the ethics of war. Can war be just in the face of the danger of using weapons of mass destruction. Terrorism in the past and present. Globalization of terrorism. The internal falsity of the ideology of terrorism. Moral inadequacy of the behavior of suicide bombers.	LC, S
Module 3	Violence in various forms of conflict	3.1	The agenda of "Women, Peace and Security" in UN Security Council Resolution 1325. The paradox of female identity. Implementation of the resolution and the gender approach. Adoption of laws to implement the "WPS" agenda.	LC, S
Module 4	Introduction to UN Security Council Resolution 1325 and the Women, Peace and Security (WPS) agenda	4.1	History of and approaches to women's rights. The history of violence against women in international human rights. Ending impunity for crimes related to sexual violence during armed conflicts. Old and new challenges.	LC, S
Module 5	Women's rights and the human rights system	5.1	The special nature of conflicts leading to violence. Ethical predisposition. Non-violent resolution of interpersonal and social conflicts. Violent and non-violent forms of verbal communication.	LC, S
Module 6	Non-violent conflict resolution in modern conditions	6.1	Towards peace. Peacebuilding and peacekeeping. Women and security. Gender approach in peacekeeping operations.	LC, S
Module 7	The role of women in peacebuilding	7.1	Regional conflicts in the post-Soviet space. Conflicts and crises in the Middle East. Contemporary conflicts in Africa and Latin America. Conflicts in South and Southeast Asia. Regional conflicts and international security. Problems of conflict resolution. The role of regional security structures in conflict prevention; the role of state social policy in conflict prevention; the importance of the media in conflict prevention. Institutionalization and legal methods of conflict resolution. Participation of a "third party". Conflict	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			resolution strategies (early warning, preventive diplomacy, economic and military means), structural prevention of conflicts from escalating into violence. Political conflict resolution (diagnostics of conflict situations and early warning of conflicts; conflict management, mitigation and resolution of conflicts).	
Module 8	Regional conflicts in different parts of the world	8.1	Violence and natural aggression. Violence and other forms of social coercion. Violence as a moral evil. The problem of the possibility of violence for the good. Non-violence as a rejection of violence. Tolerance and non-violence. Tolerance as a non-violent existence of diversity of thoughts. Tolerance as an admission of the possibility of a different vision of the world. Non-violence and the struggle for justice. Anthropology and ethics of non-violence. The idea of non-violence and world religions. Equal retribution as the first limitation of unresolved tribal feud. The destructive logic of talion and the transition to a state monopoly on violence. Moral arguments in justification of legitimate violence. Historical forms of ritualization of violence. The right of the people to violence. The relationship between violence and non-violence in history. Mass crimes and the problem of collective guilt. Tolerance as a result of free moral choice. Tolerance and conflict. Tolerance and compromise. Tolerance and benefit. Tolerance and weakness. Tolerance as a value.	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. Philosophy of war and peace, violence and nonviolence / S. N. Borisov, P. Boyanich, V. V. Varava [et al]; edited by V. P. Rimsky. Moscow: Academic Project, 2019. 462 p. ISBN 978-5-8291-2398-7.
2. Kruglikov, V. N. Ethnoconflictology: textbook for universities / V. N. Kruglikov, M. V. Olennikova, V. V. Khoroshikh. 2nd edition, revised. St. Petersburg: Lan, 2024. 296 p. ISBN 978-5-507-48575-8.
3. Rusinova V. N. Human rights in armed conflicts: problems of correlation of norms of international humanitarian law and international human rights law: a monograph / V. N. Rusinova. Moscow: STATUT, 2015. 384 p. ISBN 978- 5-8354-1119-1.

### *Additional readings:*

- 1.
- 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](http://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 «The Problem of Violence During Conflict».

\* - 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**

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

**COURSE SYLLABUS**

**РЕГИОНАЛЬНЫЕ ПОДСИСТЕМЫ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ В  
XXI ВЕКЕ**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Региональные подсистемы международных отношений в XXI веке» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to familiarize students with the theoretical background and key concepts and theories and other mechanisms of functioning of regional subsystems of international relations in the 21st century.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Региональные подсистемы международных отношений в XXI веке» 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-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-1.4 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;
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



Competence code	Competence descriptor	Competence formation indicators (within this course)
		practical recommendations;

### 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «Региональные подсистемы международных отношений в XXI веке» 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 «Региональные подсистемы международных отношений в XXI веке».

*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; International Conflicts; Global Security; Interventions in International Relations; 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; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ;
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.	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; Scientific and Research Work

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			in the Semester;
PC-1	Able to independently develop and design analytical materials	<i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Региональные подсистемы международных отношений в XXI веке» is «3» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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	Теория и методология анализа международных отношений на региональном уровне	1.1	The concepts of region, international political region, subregion, intrastate region, system of international relations, regional subsystem of international relations, international political region. The main criteria for identifying regions (common historical destinies; presence of civilizational and cultural features; geographical unity of territory; similar type of economy; similar type of political systems; joint activities in regional international organizations). The regional structure of the world: various options for zoning. Dual countries.	LC, S
Module 2	Теория и методология анализа международных отношений на региональном уровне	2.1	The concepts of region, international political region, subregion, intrastate region, system of international relations, regional subsystem of international relations, international political region. The main criteria for identifying regions (common historical destinies; presence of civilizational and cultural features; geographical unity of territory; similar type of economy; similar type of political systems; joint activities in regional international organizations). The regional structure of the world: various options for zoning. Dual countries.	LC, S
Module 3	European subsystem of international relations.	3.1	Various approaches to defining Europe as an international political region. The concept of the Euro-Atlantic region. Western Europe as a regional subsystem of international relations. Historical specifics of the formation of regional subsystems in Europe; intergovernmental regional organizations in the region. Regionalism in Eastern Europe. Intergovernmental regional organizations in the region. Post-Soviet regionalism. Historical specifics of the formation of regional subsystems in Eurasia. Regional organizations in the post-Soviet space. The Russian Federation in the integration process of creating a Eurasian subsystem of international relations. Integration associations outside the CIS.	LC, S
Module 4	Eurasian subsystem of international relations.	4.1	The concepts of region, international political region, subregion, intrastate region, system of international relations, regional subsystem of international relations, international political region. The main criteria for identifying regions (common historical destinies; presence of civilizational and cultural features; geographical unity of territory; similar type of economy; similar type of political systems; joint activities in regional international organizations). The regional structure of the world: various options for zoning. Dual countries.	LC, S
Module 5	American subsystem of international relations.	5.1	North America as a regional subsystem of international relations. Historical specifics of the formation of the regional subsystem of North America; intergovernmental regional organizations in the region. Regionalism in Latin	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			America; Intergovernmental regional organizations in the region. Regionalism in Central America and the Caribbean; Intergovernmental regional organizations in the region.	
Module 6	Asian subsystem of international relations.	6.1	Asia as a regional subsystem of international relations. Historical specifics of the formation of regional subsystems in Asia; intergovernmental regional organizations in the region. Regionalism in Northeast Asia; intergovernmental regional organizations in the region. Regionalism in Southeast Asia; intergovernmental regional organizations in the region. Topic Regionalism in South Asia; intergovernmental regional organizations in the region. Regionalism in Central Asia; intergovernmental regional organizations in the region. Regionalism in Middle and Central Asia; intergovernmental regional organizations in the region	LC, S
Module 7	African subsystem of international relations.	7.1	Africa as a regional subsystem of international relations. Historical specifics of the formation of regional subsystems in Africa; intergovernmental regional organizations in the region. Regionalism in North Africa; intergovernmental regional organizations in the region. Regionalism in West Africa; intergovernmental regional organizations in the region. Regionalism in Central Africa; intergovernmental regional organizations in the region. Regionalism in East Africa; intergovernmental regional organizations in the region. Regionalism in Southern Africa; intergovernmental regional organizations in the region.	LC, S
Module 8	Globalization and regionalization in the long term.	8.1	The process of globalization and regionalization as exemplified by the creation of: BRICS. The Transatlantic Trade and Investment Partnership between the United States and the European Union. Trans-Pacific Partnership (TPP).	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. David A. Lake, *Hierarchy in International Relations: Authority, Sovereignty, and the New Structure of World Politics*.

<https://pdfs.semanticscholar.org/5a9e/eb441ba5b9ac2d1de5674064b488eff4772d.pdf>

2. Mikhail Molchanov, *Regionalization from Above Russia's Asian "vector" and the state-led regionalism in Eurasia*

[https://www.researchgate.net/publication/275648797\\_Eurasian\\_Regionalisms\\_and\\_Russian\\_Foreign\\_Policy](https://www.researchgate.net/publication/275648797_Eurasian_Regionalisms_and_Russian_Foreign_Policy)

3. Paul Kubicek, 'The Commonwealth of Independent States: An Example of Failed Regionalism?' *Review of International Studies* (2009), 35, 237-256 Copyright British International Studies Association doi:10.1017/S02602105050900850X

[http://commonweb.unifr.ch/artsdean/pub/gestens/f/as/files/4760/39349\\_201842.pdf](http://commonweb.unifr.ch/artsdean/pub/gestens/f/as/files/4760/39349_201842.pdf)

### *Additional readings:*

1.

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](http://www.studentlibrary.ru)
- EL "Znaniy" <https://znaniy.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 «Региональные подсистемы международных отношений в XXI веке».

\* - 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**

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

**COURSE SYLLABUS**

**QUANTITATIVE ANALYSIS OF SITUATIONAL MODELS IN WORLD  
POLICY**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Quantitative Analysis of Situational Models in World Policy» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop in students a comprehensive understanding of the features of the analysis of situational models in international relations; the theoretical foundations of its evolution, the mechanism of its functioning; the main modern trends and methodology. This course has a practical focus and is designed to give students a set of skills in conducting and applying such a mechanism as situational analysis in the framework of international relations, as well as a better understanding of the essence of interdisciplinary approaches in scientific research. The above skills should help the student in writing his further final qualifying work.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Quantitative Analysis of Situational Models in World Policy» 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-2	Able to manage the project at all stages of its life cycle.	GC-2.4 Formulates reporting documentation on the results of project development and implementation;
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;
GC-7	Able to: search for the necessary sources of information and data, perceive, analyse, remember and transfer information using digital means, as well as with the help of algorithms when working with data received from various sources in order to effectively use the obtained information for problem solving; evaluate information, its reliability, build logical inferences on the basis of incoming information and data.	GC-7.1 Able to effectively search and select relevant sources of information using digital tools and data processing algorithms; GC-7.2 Possesses skills in analysing, interpreting and assessing the validity of information and communicating logically constructed conclusions using digital technologies;
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;



Competence code	Competence descriptor	Competence formation indicators (within this course)
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 «Quantitative Analysis of Situational Models in World Policy» 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 «Quantitative Analysis of Situational Models in World Policy».

*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-7	Able to: search for the necessary sources of information and data, perceive, analyse, remember and transfer information using digital means, as well as with the help of algorithms when working with data received from various sources in order to effectively use the obtained information for problem solving; evaluate information, its reliability, build logical inferences on the basis of incoming information and data.	Scientific and Research Work in the Semester;	Master's Thesis Preparation; Research Work; Professional practice;
GC-3	Able to organize and manage the work of a team, developing a team strategy to achieve the set goal.	Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	Professional practice; Master's Thesis Preparation;
GC-2	Able to manage the project at all stages of its life cycle.	Scientific and Research Work in the Semester; <i>Peacekeeping Activity in Africa**</i> ; Migration, Development and Global Security; International Conflicts;	Research Work; Professional practice; Master's Thesis Preparation;
GPC-2	Able to search for and apply promising information and communication technologies	Scientific and Research Work in the Semester; Megatrends and Global Affairs;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	and software tools for complex setting and solving problems of professional activity.	Regional Subsystems of International Relation in the XXI-st century; Foreign policy process and decision-making in Russia; World Politics; International terrorism;	
GPC-9	Able to participate in the implementation of basic professional and additional educational programmes.	Theory and practice of diplomacy; Great and emerging powers in global politics; International Conflicts; Foreign policy process and decision-making in Russia; Megatrends and Global Affairs;	
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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>Peacekeeping Activity in Africa**</i> ;	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 programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Quantitative Analysis of Situational Models in World Policy» is «3» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	47		47
<i>Self-preparation for exam/test with assessment (academic hours)</i>	27		27
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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.	1.1	Basic concepts of the course. Basic theories of international relations. Organizational form of practical classes. General characteristics of the course. Its analytical and prognostic focus. Goal and objectives of the course. Structure and content of the course. Sources of knowledge, ideas about the world and ways of thinking, including the scientific way of thinking, everyday, scholastic, creative, etc. Principles of scientific knowledge (according to T. Kuhn). Functions of scientific knowledge.	LC, S
Module 2	Basic principles of scientific knowledge in the humanities.	2.1	Historical forms of principles of cognition of reality. Marxist principles of cognition of the world. The principle of objectivity. The principle of historicism. Typical forms of violation of principles and consequences.	LC, S
Module 3	Qualitative methods of knowledge in the humanities.	3.1	Subject specificity of political research. Methodological limitations associated with the subject of the research. Principles of constructing research in international relations. Peculiarities of studying international political situations and processes. Methodological support for international research: research program and technical assignment. Monodisciplinary and interdisciplinary tools of scientific research. Methods and techniques. Chronological method, retrospective method. Causal-deterministic method. Comparative method.	LC, S
Module 4	Quantitative methods	4.1	Main directions in the use of mathematical methods in humanitarian research. Modeling. Selecting a research strategy. The essence of quantitative and qualitative methods, differences and similarities. The logic of research using quantitative methods. Statistical methods. General and sample populations. Representativeness. Random and non-random samples. Calculating the volume of a sample population. Sampling errors. Types of sociological surveys. Stages, categories of analysis, units of counting. Types and forms of modeling. Main approaches to building models.	LC, S
Module 5	Systems approach.	5.1	Structure, elements, functions, environment. Positive and negative aspects of using a systems approach in international relations. Logic of research using qualitative methods. Man and text as objects of scientific analysis. Methods of data processing and analysis when using qualitative research methods. Ethical requirements for conducting qualitative research. Interpretation as the main research strategy. The problem of the researcher's subjectivity when interpreting data. Types of qualitative methods: content and discourse analysis, interviews, working with expert assessments.	LC, S
Module 6	Game theory.	6.1	Basic principles and approaches in classical game theory. Application of game theory in international relations. Formation of game theory as a science. Game-theoretical modeling of social processes: limits and possibilities. The simplest typical (prototype) 2x2 games used in modeling international regimes.	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Dynamic models of negotiations. Simulation modeling. Main types: agent-based modeling and system dynamics.	
Module 7	Predictive methods.	7.1	Forecasting in various theoretical paradigms of international relations. Forecasting centers and research institutes for the study of international relations. Advantages and disadvantages of using the expert assessment methodology. Types of expert assessments and areas of their use. Individual and collective expertise. The procedure for conducting applied research based on expert assessments. Formulating the main objective of the study. Conditions for selecting experts and rules for their work. Building a problem graph of the situation or process under study ("goal tree"). Expert meeting as a special type of collective expertise in the field of political practice. Analytical note and scientific report as a form and result of expert activity. Building a synthetic model of methodology depending on the subject of research and the author's position. Dissemination of mathematical research methods in the field of modern humanitarian knowledge. Problems of integrating humanitarian and mathematical knowledge. Typology of the main mathematical tools used in applied political research. Specificity of quantification of qualitative aspects of social reality.	LC, S
Module 8	Synergy of methods, dependence of methods on the subject of research.	8.1	Structure, elements, functions, environment. Positive and negative aspects of using a systems approach in international relations. Logic of research using qualitative methods. Man and text as objects of scientific analysis. Methods of data processing and analysis when using qualitative research methods. Ethical requirements for conducting qualitative research. Interpretation as the main research strategy. The problem of the researcher's subjectivity when interpreting data. Types of qualitative methods: content and discourse analysis, interviews, working with expert assessments.	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. 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 Environ-mentalica, 2017.
4. Ramakrishnan V. Policy: UK research reforms in a Brexit world // Nature, 2016.

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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 «Quantitative Analysis of Situational Models in World Policy».

\* - 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**

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

**COURSE SYLLABUS**

**PEACEKEEPING IN THE CIS**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Peacekeeping in the CIS» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to analyze the peacekeeping activities of the CIS, current economic, social and political processes in the CIS, to determine the key mechanisms of the functioning of the new international organization created on the territory of the former Soviet Union, to find out the true reasons for its formation. The course also pays attention to the role of the Commonwealth in the international arena and the degree of participation of its members in peacekeeping activities.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Peacekeeping 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 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;
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 «Peacekeeping 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 «Peacekeeping 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	International Conflicts;	Contemporary Foreign Policy



Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	problem situations on the basis of a systematic approach, develop a strategy of action.	Global Security; Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; Non-state participants of international relations and world politics; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Peacekeeping in the CIS» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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	Crisis and collapse of the Soviet Union. Formation of the CIS	1.1	Union Treaty of 1922. Soviet form of federation: pros and cons. Factors of stability and instability of the Soviet multinational state: economic, political and ideological, administrative and legal. Perestroika in the USSR and the growth of centrifugal tendencies in the late 1980s. Parade of sovereignties: plans and realities. The problem of preparing a new union treaty. Novo-Ogarevo process. The project of creating the Commonwealth of Sovereign States (CSS). Events of August 1991 and the acceleration of the country's disintegration. Reform of the highest bodies of state power. Belovezhskaya Pushcha (December 8, 1991) meeting of the leaders of the RSFSR, Belarus and Ukraine. Liquidation of the USSR and formation of the CIS.	LC, S
Module 2	The problem of legal succession in relation to the former USSR	2.1	Alma-Ata meeting (December 21) and expansion of the Commonwealth.	LC, S
Module 3	The institutional and legal system of the CIS	3.1	The problem of succession in international legal practice. The main problems and difficulties of succession in relation to the former USSR. The content of the negotiation process and international legal registration of succession in relation to international treaties, archives, property of the former USSR. The USSR abroad. Russia as a successor state to the Soviet Union. The phenomenon of succession: legal and political aspects. The main constituent documents of the CIS. The Charter and special specialized bodies. Statutory and specialized bodies of the Commonwealth of Independent States. The powers and procedure for the work of the Council of Heads of State, the Council of Heads of Government, the Interparliamentary Assembly, the Council of Foreign Ministers, the Council of Defense Ministers. The powers and activities of the CIS Economic Court. The role of the CIS Executive Committee. The institution of the CIS presidency. The evolution of the organizational and institutional structure of the CIS. CIS institutions at the beginning of the 21st century. CIS institutions at the beginning of the 21st century and the problems of their reform.	LC, S
Module 4	Peacekeeping within the CIS: concepts and characteristics	4.1	CIS Charter of January 22, 1993 // Electronic fund of legal and normative-technical documents. Agreement on the Collective Peacekeeping Force and Joint Measures for their Logistical Support (Moscow, September 24, 1993). Concept of Prevention and Resolution of Conflicts on the Territory of the Member States of the Commonwealth of Independent States. Regulation on the Collective Peacekeeping Forces in the Commonwealth of Independent States. Concept of Formation and Functioning of the Mechanism of Peacekeeping Activities of the Collective Security Treaty Organization. Agreement on Peacekeeping Activities of the Collective Security Treaty Organization. Comparative-historical analysis of models for ensuring regional military-political	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			stability: Concert of Powers, collective defense, collective security. Evolution of ideas and practical policy of military-political cooperation in the post-Soviet space: main stages and problems. Collective Security Treaty of May 15, 1992. Reasons for signing, participants, main content. Application of the articles of the treaty in the practice of the Commonwealth.	
Module 5	Political and military aspects of cooperation of the CIS states	5.1	Agreement on cooperation of the CIS member states in ensuring the stability of their external borders of December 9, 1992. Russian border guards in Tajikistan, Armenia and Georgia. The problem of creation and functioning of the unified air defense system of the Commonwealth countries. CIS. Military-political interests of Russia in the post-Soviet space. Bilateral military-political cooperation in the sphere of defense and security. Relations of the CIS states with NATO. The format of the Partnership for Peace treaty with NATO.	LC, S
Module 6	Cooperation in protecting the external borders of the Commonwealth	6.1	Causes and prerequisites of conflicts in the CIS. Economic, religious, political causes of conflicts. The problem of conflict resolution in modern international relations: legal, political and military aspects. The role of international organizations in conflict resolution. Peacekeeping operations. UN experience in peacekeeping operations. Development of conflicts and efforts to resolve them. Nagorno-Karabakh conflict, South Ossetian conflict, Georgian-Abkhazian conflict, Transnistrian-Moldavian conflict. Features of the civil war in Tajikistan. The problem of internationalization of conflicts in the territory of the former USSR.	LC, S
Module 7	Armed conflicts in the post-Soviet space	7.1	The concept of the formation and functioning of the mechanism of peacekeeping activities of the Collective Security Treaty Organization. Agreement on peacekeeping activities of the Collective Security Treaty Organization. Main operations: Moldova. Transnistria. Georgia. Operation in South Ossetia. Georgia. Operation in Abkhazia. Tajikistan. Collective peacekeeping forces in Tajikistan. Peacekeeping efforts of the Collective Security Treaty Organization (CSTO). CSTO peacekeeping forces. Peacekeeping operation of the Russian Federation in the Nagorno-Karabakh conflict zone.	LC, S
Module 8	Implementation of peacekeeping within the CIS	8.1	CIS Charter of January 22, 1993 // Electronic fund of legal and normative-technical documents. Agreement on the Collective Peacekeeping Force and Joint Measures for their Logistical Support (Moscow, September 24, 1993). Concept of Prevention and Resolution of Conflicts on the Territory of the Member States of the Commonwealth of Independent States. Regulation on the Collective Peacekeeping Forces in the Commonwealth of Independent States. Concept of Formation and Functioning of the Mechanism of Peacekeeping Activities of the Collective Security Treaty Organization. Agreement on Peacekeeping Activities of the Collective Security Treaty Organization. Comparative-historical analysis of models for ensuring regional military-political stability: Concert of Powers, collective defense,	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			collective security. Evolution of ideas and practical policy of military-political cooperation in the post-Soviet space: main stages and problems. Collective Security Treaty of May 15, 1992. Reasons for signing, participants, main content. Application of the articles of the treaty in the practice of the Commonwealth.	

\* - 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. Malyshev D.V. Peacekeeping in the CIS and world experience// Free Thought. 2021. № 5 (1689). p. 105-118.
2. History of international relations and foreign policy of Russia (1648-2020): textbook / A. S. Protopopov, V. M. Kozmenko, M. A. Shpakovskaya, O. K. Petrovich-Belkin. 5th ed. Moscow: Aspect Press, 2022. 464 p. ISBN 978-5-7567-1155- 4.
3. Ivanov S.M. Peacekeeping as an important part of Russian foreign policy// Diplomatic Service. 2020. № 5 (92). p. 63-68. <https://doi.org/10.33920/vne-01-2005-06>.

### Additional readings:

- 1.
- 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](http://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 «Peacekeeping 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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**PEACEKEEPING ACTIVITY OF RUSSIA, CHINA**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Peacekeeping Activity of Russia, China» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop students' understanding of Russian-Chinese bilateral political cooperation and the peacekeeping activities of China and the Russian Federation.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Peacekeeping Activity of Russia, China» 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-4	Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.	GC-4.3 Uses modern communication technologies for professional purposes;
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 «Peacekeeping Activity of Russia, China» 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 «Peacekeeping Activity of Russia, China».

*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	<i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i>	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work



Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	academic and professional interaction.	Great and emerging powers in global politics; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course); Scientific and Research Work in the Semester;	in the Semester; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Professionally Oriented Foreign Language (optional course); Professionally Oriented Russian Language (optional course);
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	<i>International Conflicts</i> ; <i>Global Security</i> ; <i>Interventions in International Relations</i> ; <i>Professional Ethics in International Relations</i> ; <i>Scientific and Research Work in the Semester</i> ;	Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; Non-state participants of international relations and world politics; 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	<i>Scientific and Research Work in the Semester</i> ; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; <i>International Conflicts</i> ; <i>Great and emerging powers in global politics</i> ; <i>Foreign policy process and decision-making in Russia</i> ; <i>Interventions in International Relations</i> ; <i>World Politics</i> ; <i>Global Security</i> ; <i>Professional Ethics in International Relations</i> ;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>Resolution**;</i> <i>History of Wars and</i> <i>International Conflicts**;</i>

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Peacekeeping Activity of Russia, China» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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 Russian-Chinese relations	1.1	The origins of Russian-Chinese relations. Stages of development and features of relations between the countries. The doctrine of Sinocentrism and Russia's attitude towards it. The Opium Wars and Russia. Economic and political assistance of the USSR to China. Changes in foreign policy emphases and goals of the two countries in the second half of the 20th century, confrontation and rupture of relations. Restoration of bilateral relations in the 1980s. The foundation of modern parity relations between the countries, laid in the 1990s.	LC, S
Module 2	International legal foundations of Russian-Chinese political relations	2.1	Comparative analysis of the political systems of the Russian Federation and the People's Republic of China. Legal basis for interstate relations between the PRC and the Russian Federation. The structure of bilateral interaction, the current situation with foreign economic and political cooperation at all levels.	LC, S
Module 3	Strategic partnership of Russia and China in the context of globalization	3.1	Forms and areas of cooperation between the two countries at the beginning of the 21st century. Policy of coordination of actions of Russia and China in the international arena. China in the international arena. Russian-Chinese cooperation in the UN Security Council. Activities of Russia and China in special specialized agencies of the UN: FAO, UNESCO, etc.	LC, S
Module 4	Development of China's peacekeeping activities.	4.1	Contribution to UN peacekeeping operations. Contribution of Chinese troops and police to UN missions. China's peacekeeping activities in 1981-1989 (fundamental support for peacekeeping). Promising areas for the development of China's peacekeeping activities. China's position in defining the international peacebuilding agenda and promoting China's peacekeeping activities. Humanitarian diplomacy. Improvement of the legal framework for peacekeeping activities. Strengthening cooperation between China and the SCO in the context of improving peacekeeping mechanisms. Stages of China's peacekeeping activities. Contribution to UN peacekeeping operations. Stage 1. 1971-1980. 2. 1981-1987. 3. 1988-1998. 4. 1999-2012. 5. 2013 - present since 2013. Participation of the two countries in peacekeeping operations under the auspices of the UN.	LC, S
Module 5	Development of China's peacekeeping activities.	5.1	Contribution to UN peacekeeping operations. Contribution of Chinese troops and police to UN missions. China's peacekeeping activities in 1981-1989 (fundamental support for peacekeeping). Promising areas for the development of China's peacekeeping activities. China's position in defining the international peacebuilding agenda and promoting China's peacekeeping activities. Humanitarian diplomacy. Issues of improving the legal framework for peacekeeping activities. Strengthening China's cooperation with the SCO in the context of improving peacekeeping mechanisms. Stages of China's peacekeeping activities. Contribution to UN peacekeeping operations. Stage 1. 1971-1980. 2.	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			1981-1987. 3. 1988-1998. 4. 1999-2012. 5. 2013 - present since 2013. Participation of the two countries in peacekeeping operations under the auspices of the UN. "China's Policy on Security Cooperation in the Asia-Pacific Region", 2017. China's role in the UN Special Committee on Peacekeeping Operations. Humanitarian assistance. Main tasks: monitoring the ceasefire; assisting conflicting parties in implementing peace agreements; ensuring security during the delivery of humanitarian supplies; organizing the demobilization of former participants in military conflicts and their return to civilian life; demining; election observation; police training; monitoring compliance with human rights.	
Module 6	Chinese understanding of peace and security	6.1	History of the participation of Russian military personnel in peacekeeping missions. Promising areas for the development of Russia's peacekeeping activities. Russia's position in defining the international peacekeeping agenda and promoting Russia's peacekeeping activities. Humanitarian diplomacy. Issues of improving the legal framework for peacekeeping activities. Humanitarian assistance.	LC, S
Module 7	UN peacekeeping and peacekeeping missions and the approaches of the Russian Federation	7.1	Russia's position on the place and role of the UN in peacekeeping activities. Peacekeeping as an integral part of Russia's foreign policy. National policy and contribution to UN peacekeeping activities. Russia's policy towards regional organizations aimed at maintaining peace.	LC, S
Module 8	Russia's policy on maintaining peace	8.1	Contribution to UN peacekeeping operations. Contribution of Chinese troops and police to UN missions. China's peacekeeping activities in 1981-1989 (fundamental support for peacekeeping). Promising areas for the development of China's peacekeeping activities. China's position in defining the international peacebuilding agenda and promoting China's peacekeeping activities. Humanitarian diplomacy. Issues of improving the legal framework for peacekeeping activities. Strengthening China's cooperation with the SCO in the context of improving peacekeeping mechanisms. Stages of China's peacekeeping activities. Contribution to UN peacekeeping operations. Stage 1. 1971-1980. 2. 1981-1987. 3. 1988-1998. 4. 1999-2012. 5. 2013 - present since 2013. Participation of the two countries in peacekeeping operations under the auspices of the UN. "China's Policy on Security Cooperation in the Asia-Pacific Region", 2017. China's role in the UN Special Committee on Peacekeeping Operations. Humanitarian assistance. Main tasks: monitoring the ceasefire; assisting conflicting parties in implementing peace agreements; ensuring security during the delivery of humanitarian supplies; organizing the demobilization of former participants in military conflicts and their return to civilian life; demining; election observation; police training; monitoring compliance with human rights.	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. Bratersky M.V. Russia and peacekeeping operations: conceptual and practical components of Russian policy// Vestnik of International Organizations. 2018. T. 13. № 1. <https://doi.org/10.17323/1996-7845-2018-01-09>.
2. History of international relations and foreign policy of Russia (1648-2020): textbook / A. S. Protopopov, V. M. Kozmenko, M. A. Shpakovskaya, O. K. Petrovich-Belkin. 5th ed. Moscow: Aspect Press, 2022. 464 p. ISBN 978-5-7567-1155- 4.
3. Lebedeva M. M. World politics: textbook / M. M. Lebedeva. Moscow: Knorus, 2020. 254 p. ISBN 978-5-406-07470-1.
4. Milteau S.R. Strengthening the role of China in the activities of UN peacekeeping forces in 2013-2021 // Humanities. Bulletin of the Financial University. 2021. T. 11. № 5. p. 111-115. <https://doi.org/10.26794/2226-7867-2021-11-5-111-1154>.

### Additional readings:

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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 «Peacekeeping Activity of Russia, China».

\* - 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**

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

**COURSE SYLLABUS**

**NON-STATE PARTICIPANTS OF INTERNATIONAL RELATIONS AND  
WORLD POLITICS**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)



## 1. THE GOAL OF THE COURSE

Course «Non-State Participants of International Relations and World Politics» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to acquire modern knowledge and skills in analyzing global political processes and international relations through understanding the interests, positions, activities, opportunities for realizing one's goals and the interests of 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 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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;
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-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	<p>Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; International Conflicts; Global Security; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i>; <i>Peacekeeping Activity in Asian-Pacific Region**</i>; <i>Peacekeeping Activity in Latin America**</i>; Interventions in International Relations; Professional Ethics in International Relations; International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i>; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; <i>Peacekeeping Activity in the Middle East**</i>; <i>Peacekeeping Activity in Africa**</i>; Scientific and Research Work in the Semester;</p>	<p>Research Work; Professional practice; Master's Thesis Preparation;</p>
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.	<p>Scientific and Research Work in the Semester; Conflict Resolution and Peacekeeping;</p>	<p>Research Work; Professional practice; Master's Thesis Preparation;</p>
PC-1	Able to independently develop and design analytical materials	<p>Scientific and Research Work in the Semester; Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; <i>Foreign Language in Professional Practice**</i>; <i>Russian Language in Professional Practice**</i>; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations;</p>	<p>Research Work; Professional practice; Master's Thesis Preparation;</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**;</i> <i>Peacekeeping Activity of Russia, China**;</i> <i>Peacekeeping Activity in Asian-Pacific Region**;</i> <i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i>	

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Non-State Participants of International Relations and World Politics» is «4» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	83		83
<i>Self-preparation for exam/test with assessment (academic hours)</i>	27		27
<b>Course workload</b>	<b>academic hours</b>	<b>144</b>	<b>144</b>
	<b>credit units</b>	<b>4</b>	<b>4</b>

## 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 participants in international relations. Historical background, main stages of formation and evolution of non-state actors (NA) in international relations, their role and place in the modern world.	LC, S
Module 2	The nature and role of the state as a participant in international relations.	2.1	Origin, functions, historical forms of the state. 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	"Invisible Continent" (J. Galtung). "The Second World" (K. Rosenau). Pol in standardization and global management. 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	New role of environmental NGOs in world politics in the field of rule-making, standardization and global governance. Leading international environmental NGOs: "Greenpeace", "Critical Ecosystem Partnership Fund", in the world political arena "Green Cross International" and others.	LC, S
Module 5	Private military companies.	5.1	PMCs, history of development, approaches to definition, types, forms of interaction. "Swiss Initiative". The interaction of non-state actors with each other is a variety of forms and methods.	LC, S
Module 6	Regions, megacities as actors in world politics (using the example of "Euroregions").	6.1	Regionalization as a trend in world politics. "Euroregions": concept, prerequisites and conditions of formation. 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, kinds. Terrorist organizations as actors of the Ministry of Defense. Domestic and foreign approaches to the policy of information counteraction to terrorism: Comparative analysis. The influence of religion and religious organizations on international processes.	LC, S
Module 8	Hybrid actors in international relations.	8.1	Rating agencies. TNCs.	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. 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.

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**FOREIGN LANGUAGE IN PROFESSIONAL PRACTICE**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Foreign Language in Professional Practice» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1, 2, 3 semesters of the 1st and 2nd years. The implementation of the course is assigned to the department of Foreign Languages. The course consists of 9 modules and 11 topics.

The 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 formation indicators (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-1.4 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;
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.		Research Work; Professional practice; Master's Thesis Preparation;
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; 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/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

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

*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
<i>Contact academic hours</i>	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
<i>Self-studies (academic hours)</i>	69		29	20	20
<i>Self-preparation for exam/test with assessment (academic hours)</i>	45		9	18	18
<b>Course workload</b>	<b>academic hours</b>	<b>216</b>	72	72	72
	<b>credit units</b>	<b>6</b>	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 issues 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 scientific research work.	S
Module 5	Writing an article.	5.1	Writing an introduction and conclusion to a scientific article on the issues 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] = Some Problems of Translation Theory: 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:

73.31[http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=457509&idb=0](http://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](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](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. English for Social Sciences and Humanities. Part I. 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. English for Social Sciences and Humanities. Part II. 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. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров

- Электронно-библиотечная система РУДН – ЭБС РУДН

<https://mega.rudn.ru/MegaPro/Web>

- ЭБС «Университетская библиотека онлайн» <http://www.biblioclub.ru>

- ЭБС Юрайт <http://www.biblio-online.ru>

- ЭБС «Консультант студента» [www.studentlibrary.ru](http://www.studentlibrary.ru)

- ЭБС «Знаниум» <https://znanium.ru/>

2. Базы данных и поисковые системы

- Sage <https://journals.sagepub.com/>

- Springer Nature Link <https://link.springer.com/>

- Wiley Journal Database <https://onlinelibrary.wiley.com/>

- Наукометрическая база данных Lens.org <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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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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**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

---

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «World Politics» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1st semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to teach students the basic concepts and approaches, key issues that exist in world politics, and theoretical ideas about modern international relations. The course "World Politics" is designed to form a coherent system of views in this area, is theoretical and problematic in nature, and involves a priority analysis of modern issues in world politics.

## 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 formation indicators (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-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-5.3 Form and promote the required image of political phenomena and processes through a series of publications of various genres in different types of media;
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; <i>Human Rights and Peacekeeping Activity**</i> ; History of Religions in Russia; International terrorism; <i>Peacekeeping Activity in the Middle East**</i> ; Research Work; 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-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; Master's Thesis Preparation; Scientific and Research Work in the Semester; Theory and practice of diplomacy; <i>Russian Language in Professional Practice**</i> ;
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



Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			of Russia and International Conflicts; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>Peacekeeping Activity in Africa**</i> ; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «World Politics» is «3» 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
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	47		47
<i>Self-preparation for exam/test with assessment (academic hours)</i>	27		27
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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. Brief history of the development of international relations and the emergence of world politics.	1.1	World society as an object of scientific research. Objective of the course. Structure of the examination ticket. Literature on the course. Note-taking skills, exam preparation. Brief description of sources, domestic and foreign literature. Methodology of the course. Difficulties faced by students of this course. Subject of the course. History of the development of the world political system before the emergence of the system of nation states. International communities of antiquity. Ancient empires of the Near and Middle East. Chinese system. Indian system. Greek system of city-states. Its difference from the Middle Eastern, Indian and Chinese systems. The role of trade and colonization in the formation of the Greek system. Greek city-states: forms of government and maintaining relationships with neighbors. The influence of Persia on relations between Greek city-states. The Peace of Westphalia and the formation of the system of nation states. The emergence of the modern international community. The Renaissance and its influence on Medieval Europe - agriculture, industry, construction, political life. The Italian city-state system: the decline of the role of the church, the goals of politics and its justification by the interests of the state, the emergence of diplomacy as a profession, the functions of diplomats in the Italian system, N. Machiavelli and the balance of power policy. The Westphalian system: the Thirty Years' War and its results. The concept of a "sovereign state" and international law. The spread of the Westphalian model that developed in Europe to the world as a whole	LC, S
Module 2	The Peace of Westphalia and the formation of the system of nation states.	2.1	Three paradigms that emerged in the study of international relations in the twentieth century. The evolution of the national idea. Cultivation of the traditions of nationalism by the state. S. Johnson on patriotism. The influence of nationalism on world politics. The role of nationalism in revolutions and national liberation movements in the Austrian, German, Russian and Ottoman empires. The reasons for the emergence of national liberation movements in the twentieth century. Idealism - utopianism. The influence of the results of the First World War and the ideas of W. Wilson on the study of international relations in the interwar period. Special attention to the study of international law by idealists. Discussions about the stability of various systems of international relations. The concept of the "balance of power". Characteristics of the "balance of power" during the Cold War. Indicators of the balance of power: military capabilities, geographical factor, political factor, participation in alliances. Criticism of the concept of the "balance of power". Explanations of the origin of wars and their role in the life of society. The role and place of wars in world politics. Causes of wars. The main features of various systems of international relations (the Concert of Europe, the Versailles-	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Washington system, the Yalta-Potsdam system).	
Module 3	World Politics: the formation of a scientific discipline.	3.1	World society as an object of scientific research. Objective of the course. Structure of the examination ticket. Literature on the course. Note-taking skills, exam preparation. Brief description of sources, domestic and foreign literature. Methodology of the course. Difficulties faced by students of this course. Subject of the course. History of the development of the world political system before the emergence of the system of nation states. International communities of antiquity. Ancient empires of the Near and Middle East. Chinese system. Indian system. Greek system of city-states. Its difference from the Middle Eastern, Indian and Chinese systems. The role of trade and colonization in the formation of the Greek system. Greek city-states: forms of government and maintaining relationships with neighbors. The influence of Persia on relations between Greek city-states. The Peace of Westphalia and the formation of the system of nation states. The emergence of the modern international community. The Renaissance and its influence on Medieval Europe - agriculture, industry, construction, political life. The Italian city-state system: the decline of the role of the church, the goals of politics and its justification by the interests of the state, the emergence of diplomacy as a profession, the functions of diplomats in the Italian system, N. Machiavelli and the balance of power policy. The Westphalian system: the Thirty Years' War and its results. The concept of a "sovereign state" and international law. The spread of the Westphalian model that developed in Europe to the world as a whole	LC, S
Module 4	The modern system of international relations.	4.1	Three paradigms that emerged in the study of international relations in the twentieth century. The evolution of the national idea. Cultivation of the traditions of nationalism by the state. S. Johnson on patriotism. The influence of nationalism on world politics. The role of nationalism in revolutions and national liberation movements in the Austrian, German, Russian and Ottoman empires. The reasons for the emergence of national liberation movements in the twentieth century. Idealism - utopianism. The influence of the results of the First World War and the ideas of W. Wilson on the study of international relations in the interwar period. Special attention to the study of international law by idealists. Discussions about the stability of various systems of international relations. The concept of the "balance of power". Characteristics of the "balance of power" during the Cold War. Indicators of the balance of power: military capabilities, geographical factor, political factor, participation in alliances. Criticism of the concept of the "balance of power". Explanations of the origin of wars and their role in the life of society. The role and place of wars in world politics. Causes of wars. The main features of various systems of international relations (the Concert of Europe, the Versailles-Washington system, the Yalta-Potsdam system).	LC, S
Module 5	The political system of the world.	5.1	The concept of the political system (model) of the world. The growth of nation states. Legal and political	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			<p>sovereignty. The emergence of the concept of "sovereignty". Sovereignty as a political concept. Jean Bodin and the modern concept of state sovereignty. Internal and external sovereignty. T. Hobbes and the realistic justification of sovereignty. The American War of Independence and its impact on international relations. The impact of the French Revolution on the European international system. The international system after the Congress of Vienna: main characteristics. Discussions on the development of the political model of the world. The system of international relations. J. Bentham and the emergence of the concept of "international relations". Fundamental changes in the political system of the world and the international system in the late twentieth - early twenty-first centuries. The essence of political changes at the turn of the century. Factors that determined changes in the political structure of the world and the system of international relations. Globalization as a leading trend in world development. Approaches to understanding globalization processes. Contradictions of globalization processes and their theoretical understanding. New technologies and their role in globalization processes. Integration and regionalization of the world. Modern theories of integration. Practice of integration processes in the modern world. Regionalization of the world: its conceptual understanding. Democratization of the world as a global trend. The third wave of democratization. The hypothesis of the "democratic world". Discussions on the formation of a new system of international relations: a multipolar or unipolar world. Various models of multipolarity and unipolarity of the world.</p>	
Module 6	The main trends of world development and their impact on changes in the political structure of the world.	6.1	<p>The place and role of theoretical ideas in modern international studies. The third great debate in the theory of international relations. Theory of politics and the theory of international relations: the problem of rapprochement. Ideas about the formation of a homogeneous political structure of the world (the views of F. Fukuyama and their criticism). Theories of the split of the world and chaos (S. Huntington, I. Wallerstein, V.L. Inozemtsev, etc.). Objections of opponents. Network model of the world by J. Rosenau. Its strengths and weaknesses. The problem of global governance of the modern political structure. Correlation of subject areas of world politics and international relations. International studies. World Politics and political science. Different approaches (authors and national schools) to defining subject areas of world politics and international relations. The problem of interdisciplinary approach. The role of political science component in world politics studies. World Politics in the system of social sciences. The problem of methodology and method in international studies. The second great debate in international studies. Current state in the field of methodology and methods of international studies. The role of new technologies in international studies.</p>	LC, S
Module 7	Scenarios for the formation of a new	7.1	The concept of the political system (model) of the world. The growth of nation states. Legal and political	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
	world model.		<p>sovereignty. The emergence of the concept of "sovereignty". Sovereignty as a political concept. Jean Bodin and the modern concept of state sovereignty. Internal and external sovereignty. T. Hobbes and the realistic justification of sovereignty. The American War of Independence and its impact on international relations. The impact of the French Revolution on the European international system. The international system after the Congress of Vienna: main characteristics. Discussions on the development of the political model of the world. The system of international relations. J. Bentham and the emergence of the concept of "international relations". Fundamental changes in the political system of the world and the international system in the late twentieth - early twenty-first centuries. The essence of political changes at the turn of the century. Factors that determined changes in the political structure of the world and the system of international relations. Globalization as a leading trend in world development. Approaches to understanding globalization processes. Contradictions of globalization processes and their theoretical understanding. New technologies and their role in globalization processes. Integration and regionalization of the world. Modern theories of integration. Practice of integration processes in the modern world. Regionalization of the world: its conceptual understanding. Democratization of the world as a global trend. The third wave of democratization. The hypothesis of the "democratic world". Discussions on the formation of a new system of international relations: a multipolar or unipolar world. Various models of multipolarity and unipolarity of the world.</p>	
Module 8	World Politics in the system of social sciences.	8.1	<p>The place and role of theoretical ideas in modern international studies. The third great debate in the theory of international relations. Theory of politics and the theory of international relations: the problem of rapprochement. Ideas about the formation of a homogeneous political structure of the world (the views of F. Fukuyama and their criticism). Theories of the split of the world and chaos (S. Huntington, I. Wallerstein, V.L. Inozemtsev, etc.). Objections of opponents. Network model of the world by J. Rosenau. Its strengths and weaknesses. The problem of global governance of the modern political structure. Correlation of subject areas of world politics and international relations. International studies. World Politics and political science. Different approaches (authors and national schools) to defining subject areas of world politics and international relations. The problem of interdisciplinary approach. The role of political science component in world politics studies. World Politics in the system of social sciences. The problem of methodology and method in international studies. The second great debate in international studies. Current state in the field of methodology and methods of international studies. The role of new technologies in international studies.</p>	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. Hough, Peter, Understanding Global Security Today, Routledge, 2004.
2. Brown, Michael et.al, New Global Dangers; Changing Dimensions of International Security, MIT Press, 2004.
3. Kay, Sean, Global Security in the Twenty-First Century; the quest for power and the search for peace, Oxford, Roman and Littlefield, 2006.
4. Nayef R.F. Al-Rodhan, Policy briefs on the transnational aspects of security and stability, Zurick, Piscataway, 2007.

### Additional readings:

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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.



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**PEACEKEEPING ACTIVITY IN THE MIDDLE EAST**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Peacekeeping Activity in the Middle East» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop students' understanding and skills in analyzing integration processes and mechanisms of multilateral diplomacy, as well as to deepen students' knowledge in the field of peacekeeping activities in the Middle East.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Peacekeeping Activity 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 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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;
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 «Peacekeeping Activity 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 «Peacekeeping Activity 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-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;	<i>Human Rights and Peacekeeping Activity**</i> ; Research Work; Master's Thesis Preparation; Scientific and Research Work

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			in the Semester;
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	International Conflicts; Global Security; Interventions in International Relations; Professional Ethics in International Relations; Scientific and Research Work in the Semester;	<i>Contemporary Foreign Policy of Russia and International Conflicts;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i> <i>Non-state participants of international relations and world politics;</i> <i>Research Work;</i> <i>Professional practice;</i> <i>Master's Thesis Preparation;</i> <i>Scientific and Research Work in the Semester;</i>
PC-1	Able to independently develop and design analytical materials	Scientific and Research Work in the Semester; <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations;	<i>Research Work;</i> <i>Professional practice;</i> <i>Master's Thesis Preparation;</i> <i>Scientific and Research Work in the Semester;</i> <i>Quantitative Analysis of Situational Models in World Policy;</i> <i>Contemporary Foreign Policy of Russia and International Conflicts;</i> <i>Foreign Language in Professional Practice**;</i> <i>Russian Language in Professional Practice**;</i> <i>Non-state participants of international relations and world politics;</i> <i>Human Rights and Peacekeeping Activity**;</i> <i>International Conflict of New Generation and its Settlement**;</i> <i>The Problem of Violence During Conflict**;</i> <i>International Legal Aspects of Ethno-Political Conflict Resolution**;</i> <i>History of Wars and International Conflicts**;</i>

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Peacekeeping Activity in the Middle East» is «2» 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)
			2
<i>Contact academic hours</i>	17		17
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
<i>Self-studies (academic hours)</i>	46		46
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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	Formation of the Middle East subsystem of political relations. The Middle East on the periphery of international political processes (20th century)	1.1	The Middle East at the beginning of the 20th century. Possessions of the Ottoman Empire. The quiet expansion of Great Britain in the region and its results (1914). Anglo-French-Russian contradictions in the Persian Gulf zone. Germany's policy in the region and its results (1914). The problem of the Ottoman legacy during the First World War. The Sykes-Picot Agreement of 1916 and its revision by British diplomacy. British policy in Palestine. The Zionist movement. The Balfour Declaration and its significance. The formation of the Arab national liberation movement in the 1910s and the position of the great powers. The struggle of the Arabs for the formation of an independent Arab state during the First World War. The Damascus Protocol of 1915. The position of the Arab national elites on the question of Palestine. The end of the First World War in the Middle East. Formation of the mandate system in the region. The Kurdish question. The San Remo Conference of 1920 and its decisions.	LC
Module 2	The Middle East on the periphery of international political processes (20th century)	2.1	The problem of integration of the Arab countries into the British colonial empire. Anti-colonial uprisings in Egypt and Iraq (1920). Changing approach of Great Britain to the countries of the region: from protectorates and mandates to "alliance treaties". Cairo Conference of 1921 and its decisions. Abolition of the British protectorate over Egypt and proclamation of its independence (28.02.1922). Anglo-Iraqi treaties of 1922 and 1927. Resolution of the Mosul question (1926). British policy towards Palestine in the 1920s. Formation of the Transjordan Emirate (1923). Anglo-Transjordan Agreement of 1928. The problem of the Kurds. Kurdish uprising of 1925. Aggravation of the Palestinian problem. The Great Arab Revolt (1936-1939). Crisis of the French mandate system. The transition of the Popular Front government from the mandate system to allied relations with Syria (September 1936) and Lebanon (November 1936). Revision of the policy of the Popular Front government and restoration of the colonial regime in Syria and Lebanon. Completion of territorial demarcation between the states of the Arabian Peninsula. The Hejaz problem in Saudi-Transjordanian relations. The Saudi-Yemeni War of 1934. Normalization of Anglo-Yemeni relations. The Aden question. Arab countries during World War II. Pro-German coup in Iraq (1941). The British-Iraqi War (May - June 1941). British occupation of Syria and Lebanon. The inclusion of Saudi Arabia in the US sphere of influence in 1943-1945. The Middle East during the Cold War. The evolution of the Middle East conflict and the Gulf War. The growing threat of religious extremism and terrorism in the Middle East. The Islamic factor in the socio-political life of the countries of the Near	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			and Middle East and in regional politics. Jewish fundamentalism in Israel. An attempt to create the foundations of Palestinian statehood and its failure. The events of September 2001 in the United States and the emergence of a transnational threat of terrorism. The aggravation of the situation in the Persian Gulf. The Road Map plan. The invasion of the "coalition forces" in Iraq. Israel's unilateral disengagement from the PNA. The aggravation of the Kurdish issue in Iraq and Turkey. Revolutions in the Arab countries of North Africa in 2011: regional and global aspects. Activation of the "Islamic radicalism" factor in Iraq and Syria in the period 2011-2016.	
Module 3	The Middle East on the periphery of international political processes (20th century)	3.1	<p>The problem of integration of the Arab countries into the British colonial empire. Anti-colonial uprisings in Egypt and Iraq (1920). Changing approach of Great Britain to the countries of the region: from protectorates and mandates to "alliance treaties". Cairo Conference of 1921 and its decisions. Abolition of the British protectorate over Egypt and proclamation of its independence (28.02.1922). Anglo-Iraqi treaties of 1922 and 1927. Resolution of the Mosul question (1926). British policy towards Palestine in the 1920s. Formation of the Transjordan Emirate (1923). Anglo-Transjordan Agreement of 1928. The problem of the Kurds. Kurdish uprising of 1925. Aggravation of the Palestinian problem. The Great Arab Revolt (1936-1939). Crisis of the French mandate system. The transition of the Popular Front government from the mandate system to allied relations with Syria (September 1936) and Lebanon (November 1936). Revision of the policy of the Popular Front government and restoration of the colonial regime in Syria and Lebanon. Completion of territorial demarcation between the states of the Arabian Peninsula. The Hejaz problem in Saudi-Transjordanian relations. The Saudi-Yemeni War of 1934. Normalization of Anglo-Yemeni relations. The Aden question. Arab countries during World War II. Pro-German coup in Iraq (1941). The British-Iraqi War (May - June 1941). British occupation of Syria and Lebanon. The inclusion of Saudi Arabia in the US sphere of influence in 1943-1945. The Middle East during the Cold War. The evolution of the Middle East conflict and the Gulf War. The growing threat of religious extremism and terrorism in the Middle East. The Islamic factor in the socio-political life of the countries of the Near and Middle East and in regional politics. Jewish fundamentalism in Israel. An attempt to create the foundations of Palestinian statehood and its failure. The events of September 2001 in the United States and the emergence of a transnational threat of terrorism. The aggravation of the situation in the Persian Gulf. The Road Map plan. The invasion of the "coalition forces" in Iraq. Israel's unilateral disengagement from the PNA. The aggravation of the Kurdish issue in Iraq and Turkey. Revolutions</p>	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			in the Arab countries of North Africa in 2011: regional and global aspects. Activation of the "Islamic radicalism" factor in Iraq and Syria in the period 2011-2016.	
Module 4	Political processes in the countries of the Near and Middle East in the context of the new world order (1990-2000)	4.1	<p>The problem of integration of the Arab countries into the British colonial empire. Anti-colonial uprisings in Egypt and Iraq (1920). Changing approach of Great Britain to the countries of the region: from protectorates and mandates to "alliance treaties". Cairo Conference of 1921 and its decisions. Abolition of the British protectorate over Egypt and proclamation of its independence (28.02.1922). Anglo-Iraqi treaties of 1922 and 1927. Resolution of the Mosul question (1926). British policy towards Palestine in the 1920s. Formation of the Transjordan Emirate (1923). Anglo-Transjordan Agreement of 1928. The problem of the Kurds. Kurdish uprising of 1925. Aggravation of the Palestinian problem. The Great Arab Revolt (1936-1939). Crisis of the French mandate system. The transition of the Popular Front government from the mandate system to allied relations with Syria (September 1936) and Lebanon (November 1936). Revision of the policy of the Popular Front government and restoration of the colonial regime in Syria and Lebanon. Completion of territorial demarcation between the states of the Arabian Peninsula. The Hejaz problem in Saudi-Transjordanian relations. The Saudi-Yemeni War of 1934. Normalization of Anglo-Yemeni relations. The Aden question. Arab countries during World War II. Pro-German coup in Iraq (1941). The British-Iraqi War (May - June 1941). British occupation of Syria and Lebanon. The inclusion of Saudi Arabia in the US sphere of influence in 1943-1945. The Middle East during the Cold War. The evolution of the Middle East conflict and the Gulf War. The growing threat of religious extremism and terrorism in the Middle East. The Islamic factor in the socio-political life of the countries of the Near and Middle East and in regional politics. Jewish fundamentalism in Israel. An attempt to create the foundations of Palestinian statehood and its failure. The events of September 2001 in the United States and the emergence of a transnational threat of terrorism. The aggravation of the situation in the Persian Gulf. The Road Map plan. The invasion of the "coalition forces" in Iraq. Israel's unilateral disengagement from the PNA. The aggravation of the Kurdish issue in Iraq and Turkey. Revolutions in the Arab countries of North Africa in 2011: regional and global aspects. Activation of the "Islamic radicalism" factor in Iraq and Syria in the period 2011-2016.</p>	LC
Module 5	Regional political conflicts in the Middle East	5.1	<p>The emergence of a transnational threat of terrorism. The aggravation of the situation in the Persian Gulf. The Road Map. The invasion of "coalition forces" in Iraq. Israel's unilateral disengagement from the PNA. The aggravation of the Kurdish issue in Iraq and Turkey. Revolutions</p>	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			in the Arab countries of North Africa in 2011: regional and global aspects. Activation of the "Islamic radicalism" factor in Iraq and Syria in the period 2011-2016. The problem of global security and the proliferation of nuclear technologies in the Middle East. The Middle East "nuclear hub". The problem of "threshold states". Military-political aspects of ensuring the security of the Middle East countries. Military-political mechanisms and political and diplomatic measures to ensure national security. The problem of regional security regimes in the Near and Middle East. The Iran-Iraq War. The Afghan crisis. The military operation of the United States and its allies in Afghanistan. The Kuwait Crisis and the Gulf War. The Iraq War and Global Security. The Palestinian Problem and the Middle East Peace Process.	
Module 6	The Middle East and problems of global and regional security	6.1	UNTSO as the Oldest UN-Recognized Peacekeeping Mission. Mandate. UN Mediator for Palestine. Tasks of the UN Group of Unarmed Military Observers (UNMOs). The First Peacekeeping Force, the UN Emergency Force (UNEF, General Assembly Resolution 1001, 7 November).	LC
Module 7	UN peacekeeping in the Middle East: UNTSO	7.1	The Twenty-First Century Three current peacekeeping missions in the Middle East tasked with monitoring the buffer lines or zones between Israel and its former warring neighbors: the UN Truce Supervision Organization (UNTSO), the UN Disengagement Observer Force (UNDOF), and the UN Interim Force in Lebanon (UNIFIL). their mandates, the circumstances in which they emerged and developed, the principles of peacekeeping, and the causal factors that contributed to their effectiveness.	LC
Module 8	UN peacekeeping missions in the Middle East:	8.1	The emergence of a transnational threat of terrorism. The aggravation of the situation in the Persian Gulf. The Road Map. The invasion of "coalition forces" in Iraq. Israel's unilateral disengagement from the PNA. The aggravation of the Kurdish issue in Iraq and Turkey. Revolutions in the Arab countries of North Africa in 2011: regional and global aspects. Activation of the "Islamic radicalism" factor in Iraq and Syria in the period 2011-2016. The problem of global security and the proliferation of nuclear technologies in the Middle East. The Middle East "nuclear hub". The problem of "threshold states". Military-political aspects of ensuring the security of the Middle East countries. Military-political mechanisms and political and diplomatic measures to ensure national security. The problem of regional security regimes in the Near and Middle East. The Iran-Iraq War. The Afghan crisis. The military operation of the United States and its allies in Afghanistan. The Kuwait Crisis and the Gulf War. The Iraq War and Global Security. The Palestinian Problem and the Middle East Peace Process.	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. History of international relations and foreign policy of Russia (1648-2020): textbook / A. S. Protopopov, V. M. Kozmenko, M. A. Shpakovskaya, O. K. Petrovich-Belkin. 5th ed. Moscow: Aspect Press, 2022. 464 p. ISBN 978-5-7567-1155- 4.
2. Lebedeva M. M. World politics: textbook / M. M. Lebedeva. Moscow: Knorus, 2020. 254 p. ISBN 978-5-406-07470-1.
3. Security Policy of the Countries of the Modern East: textbook / D.G. Bdoyan, S.B. Druzhilovsky, I.V. Dyachkov [et al]; edited by D.V. Streltsov; MGIMO MFA of Russia. Moscow: Aspect Press, 2021. 277 p. ISBN 978-5-7567-1143-1.

### Additional readings:

- 1.
- 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](http://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 «Peacekeeping Activity 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.

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

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

**COURSE SYLLABUS**

**PEACEKEEPING ACTIVITY IN LATIN AMERICA**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Peacekeeping Activity in Latin America» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to familiarize students with the history and current position of Latin American countries in the global political system, as well as to deepen students' knowledge in the field of peacekeeping activities in Latin America.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Peacekeeping Activity 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 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;
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 «Peacekeeping Activity 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 «Peacekeeping Activity 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*
GC-1	Able to critically analyse problem situations on the basis of a systematic approach, develop a strategy of action.	International Conflicts; Global Security; Interventions in International Relations; Professional Ethics in International	Contemporary Foreign Policy of Russia and International Conflicts; <i>International Conflict of New Generation and its</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Relations; Scientific and Research Work in the Semester;	<i>Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; Non-state participants of international relations and world politics; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; 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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internships programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Peacekeeping Activity in Latin America» is «2» 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)
			2
<i>Contact academic hours</i>	17		17
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	0		0
<i>Self-studies (academic hours)</i>	46		46
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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	Latin America: General Problems of Regional Development	1.1	Geography of Latin America and the Caribbean. Reasons for the low diplomatic activity of Latin American countries in the early 20th century. The Monroe Doctrine and its consequences for the countries of the region. Formation of the Inter-American System: Inter-American Conferences (1889-1890 in Washington, 1901-1902 in Mexico City). Latin American countries' search for paths of national development. US interests in Latin America: the concept of "predestination" and Pan-Americanism.	LC
Module 2	Pan-Americanism and Latin Americanism: Conflict and Dialogue	2.1	The ideology of Pan-Americanism: main components. The Platt Amendment. Separation of Panama from Colombia. Separation of Panama from Colombia. The 2nd Hague Conference and participation of Latin American countries in it. The 3rd and 4th Inter-American Conferences. "ABH Bloc". Amendment of T. Roosevelt. "Dollar Diplomacy" of W. Taft. Mexican Revolution of 1910-1917. Latin American countries in World War I.	LC
Module 3	Latin America in World War II. Military Conflicts of the 20th Century	3.1	Participation of Latin American countries in World War II: Mexico and Brazil. The US attitude towards Mexico's participation in the war. The role of Cuba in the war. Argentina: the coup d'état of the "United Officers' Group". The economic blockade of Argentina in 1943. The end of World War II and its consequences for Latin American relations: a new round of Pan-Americanism. Latin American countries and the League of Nations. European and North American influence in Latin America in the 1930s. Preconditions for the Chaco War. The content and consequences of the Chaco War. The 7th Inter-American Conference (Montevideo, 1933). The Buenos Aires Peace Conference.	LC
Module 4	Organization of American States (OAS) and the Formation of a Continental Security System	4.1	Chapultepec Conference (Mexico City, 1945), content of the Chapultepec Act. UN Conference in San Francisco (1945). Interests of Latin American countries and the United States in new international organizations - UN, IMF, IBRD, FAO. Rio de Janeiro Pact. OAS Charter. "Pact of Bogotá". Integration processes in Latin America in the last decade of the twentieth century.	LC
Module 5	Integration Processes in Latin America in the Last Decade of the 20th Century A New Round of Latin American Nationalism:	5.1	plan of the "Pan American Operation" (Juscelino Kubitschek, Brazil, 1958). Inter-American Development Bank (IDB, 1959), Latin American Free Trade Association (LAFTA, 1960). Andean and La Plata groups of LAFTA. Latin American Integration Association. "Treaty of Managua" (December 1960) and the Central American Common Market. The Theory of the Hemicycle of the Higher Military School and the Confrontation with Communism. The Theory of Desarrolismo and the Disintegration of Integration in the Region. The Second and Third Extraordinary Inter-American Conferences (Rio de Janeiro, 1965, Buenos Aires, 1966).	LC
Module 6	Integration Processes in Latin America in the	6.1	NATO and the OAS. Peacekeeping operations of Panama, Mexico. "Grupo Contadora" and "Support	LC

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
	Last Decade of the 20th Century		Group". Creation, participants and main activities of the "Rio Group". "Esquipulas-2" agreements. "Initiative for the Americas" of George W. Bush. Latin America as an economic mega-bloc for the United States. Changes in the nature of American-Latin American relations in the 1990s. Free Trade Area of the Americas (FTAA). "Summit of the Americas" (Miami, 1994). Revival of the spirit of the "Alliance for Progress". Creation of NAFTA - US plans for Mexico. Common Market of the Southern Cone - the purpose of creation. Summits of the Americas of 1998 and 2001 and their results. Participation of Latin American countries in international peacekeeping activities. Peacekeeping in Latin America: R2P or national interests. Contribution of Latin American States to international peacekeeping missions sponsored by the United Nations. Mission of the Representative of the Secretary-General in the Dominican Republic (DOMREP), May 1965–October 1966. United Nations Observer Group in Central America (UNOGCA), November 1989–January 1992. United Nations Observer Mission in El Salvador (ONUSAL), July 1991–April 1995. United Nations Mission in Haiti (UNMIH), September 1993–June 1996. United Nations Support Mission in Haiti (UNSMIH), July 1996–July 1997. United Nations Verification Mission in Guatemala (MINUGUA), January–May 1997. United Nations Transition Mission in Haiti (UNTMH), August–November 1997.	
Module 7	Participation of Latin American Countries in International Peacekeeping Activities	7.1	The United Nations Observer Mission in Colombia and the United Nations Integrated Office in Haiti (BINUH): Challenges and Prospects. Their Mandates, Activities, Failures and Achievements. United Nations Civilian Police Mission in Haiti (MIPONUH), December 1997–March 2000. United Nations Stabilization Mission in Haiti (MINUSTAH), June 2004–October 2017. United Nations Mission for Justice Sector Support in Haiti (MINUJUSTH).	LC
Module 8	UN Peacekeeping Operations of the 21st Century in Latin America	8.1	NATO and the OAS. Peacekeeping operations of Panama, Mexico. "Grupo Contadora" and "Support Group". Creation, participants and main activities of the "Rio Group". "Esquipulas-2" agreements. "Initiative for the Americas" of George W. Bush. Latin America as an economic mega-bloc for the United States. Changes in the nature of American-Latin American relations in the 1990s. Free Trade Area of the Americas (FTAA). "Summit of the Americas" (Miami, 1994). Revival of the spirit of the "Alliance for Progress". Creation of NAFTA - US plans for Mexico. Common Market of the Southern Cone - the purpose of creation. Summits of the Americas of 1998 and 2001 and their results. Participation of Latin American countries in international peacekeeping activities. Peacekeeping in Latin America: R2P or national interests. Contribution of Latin American States to international peacekeeping missions sponsored by the United Nations. Mission of the Representative of the Secretary-General in the Dominican Republic (DOMREP), May 1965–October 1966. United Nations Observer Group in Central America (UNOGCA),	LC



Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			November 1989–January 1992. United Nations Observer Mission in El Salvador (ONUSAL), July 1991–April 1995. United Nations Mission in Haiti (UNMIH), September 1993–June 1996. United Nations Support Mission in Haiti (UNSMIH), July 1996–July 1997. United Nations Verification Mission in Guatemala (MINUGUA), January–May 1997. United Nations Transition Mission in Haiti (UNTMIH), August–November 1997.	

\* - 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. Jenne N. Peacekeeping, Latin America and the UN Charter's Chapter VIII: Past Initiatives and Future Prospects// International Peacekeeping. 2019. Vol. 26 (3). P. 327-353. <https://doi.org/10.1080/13533312.2019.1588729>.
2. History of international relations and foreign policy of Russia (1648-2020): textbook / A. S. Protopopov, V. M. Kozmenko, M. A. Shpakovskaya, O. K. Petrovich-Belkin. 5th ed. Moscow: Aspect Press, 2022. 464 p. ISBN 978-5-7567-1155- 4.
3. Lebedeva M. M. World politics: textbook / M. M. Lebedeva. Moscow: Knorus, 2020. 254 p. ISBN 978-5-406-07470-1.
4. SinchGC Y. V. World politics and international relations: textbook / Y. V. SinchGC, G. M. Sidorova. Moscow: Prospect, 2021. 89 p. ISBN 978-5- 392-35054-4.

### Additional readings:

- 1.
- 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](http://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 «Peacekeeping Activity 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**

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

**COURSE SYLLABUS**

**INTERNATIONAL LEGAL ASPECTS OF ETHNO-POLITICAL CONFLICT  
RESOLUTION**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «International Legal Aspects of Ethno-Political Conflict Resolution» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop a set of knowledge and skills related to the specifics of international legal aspects of settling ethnopolitical conflicts, their components, and the relationship between foreign and domestic policies of the main actors. The course guides students to learn how to analyze current threats and challenges for resolving ethnopolitical crises.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «International Legal Aspects of Ethno-Political Conflict Resolution» 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;
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 Legal Aspects of Ethno-Political Conflict Resolution» 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 Legal Aspects of Ethno-Political Conflict Resolution».

*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; International Conflicts; Global Security; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; Interventions in International Relations; Professional Ethics in International Relations; International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Africa**</i> ;	Professional practice; Master's Thesis Preparation;
PC-1	Able to independently develop and design analytical materials	Megatrends and Global Affairs; Regional Subsystems of International Relation in the XXI-st century; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-</i>	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<i>Pacific Region**;</i> <i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i> Scientific and Research Work in the Semester;	

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Legal Aspects of Ethno-Political Conflict Resolution» is «3» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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	Typology of ethnopolitical conflicts and movements	1.1	International legal means of countering extremism and racism. The concept of ethnopolitical conflict. Typology of ethnopolitical movements and conflicts. The relationship between the concepts of "International Conflicts", "internal conflicts" and "ethnopolitical conflicts". Intrastate and interstate conflicts within the framework of international humanitarian law. Principles of international law regarding the settlement of ethnopolitical conflicts. Stages of development of ethnopolitical conflicts. The main methods of conflict prevention. Nationalism as an ideology and political doctrine, its legislative consolidation. Forms of manifestation of nationalism in different countries. International conventions on the prohibition of racial discrimination, apartheid, xenophobia, intolerance. Legal basis for international cooperation in the field of counteracting nationalist manifestations in different countries.	LC, S
Module 2	International legal mechanisms for the settlement of ethnic conflicts	2.1	The principle of peaceful settlement of international disputes as a basis for conflict resolution. Official and unofficial diplomacy. Types of agreements in a conflict. Asymmetric solutions and the problem of compliance with agreements. International standards in the field of rights of ethnic groups and their application. Typology of groups - bearers of legal personality. The main types of group rights. Features of national policy in developing countries. Language policy, its main components and principles. Legislative regulation of language relations. The principle of equality of languages and their speakers at the individual and collective levels. Principles of international law and the threat of territorial and political secession. Impact on ethnic conflicts as an instrument of foreign policy of individual states: historical experience. Ethnic conflict as a pretext for interference in the internal affairs of states: international legal assessment. Mechanisms of military or humanitarian intervention in an ethnic conflict by a third party.	LC, S
Module 3	Legal basis for the settlement of ethnopolitical conflicts by international organizations	3.1	The first conventions for the pacific settlement of disputes and on the laws and customs of war. The Hague Peace Conferences of 1899 and 1907 and their significance. The emergence of the international arbitration system. The League of Nations as the first international peacekeeping organization. The Paris Conference of 1918 and the creation of the League of Nations: Characteristics of the structure and powers of the organization. Functions of the League of Nations in maintaining international peace and security. The experience of the League of Nations in resolving ethnic and territorial conflicts. The role of international institutions in the process of internationalization of ethnic conflicts. Influencing ethnic conflicts as an instrument of foreign policy of individual states.	LC, S



Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Settlement of ethnic conflicts during the Cold War. The role of the UN in the post-war system of international relations. The system of settlement of international conflicts in accordance with the UN Charter. Powers of the main UN bodies in the sphere of prevention and settlement of conflicts. The emergence and formation of the concept of UN peacekeeping operations during the Cold War. Peacekeeping operations of the "first generation": features, aspects and effectiveness. The influence of the bipolar confrontation on the peacekeeping potential of the Organization. The first attempts of the UN to resolve interethnic conflicts. The crisis of UN peacekeeping activities in the late 1970s - mid-1980s: causes and consequences. The problem of increasing the effectiveness of UN activities in preventing conflicts.	
Module 4	Legal basis for the settlement of ethnopolitical conflicts by international organizations	4.1	The UN and conflict resolution at the end of the 20th century. UN peacekeeping mechanisms after the end of the Cold War. Strengthening the political influence of the UN. The UN and the beginning of discussions on the new role of the UN in peacekeeping. The revival of UN peacekeeping operations. Conflicts in Bosnia and Somalia: the problem of "peace enforcement". New methods of conflict resolution developed by the UN. The crisis of peacekeeping. The failure of the UN operation in Somalia. Second-generation peacekeeping operations. The problem of "humanitarian intervention". The relationship between peacekeeping and the concept of peace enforcement. The increasing dependence of UN peacekeeping operations on NATO structures. Attempts to resolve the situation in Kosovo. Consequences of the NATO operation in Kosovo. The UN Interim Administration Mission in Kosovo. International criminal justice and its role in conflict resolution. International tribunals at the end of the 20th century. The International Criminal Court and modern conflicts. Mixed courts and their status.	LC, S
Module 5	International legal basis for the settlement of ethnopolitical conflicts in South Asia	5.1	Brief description of the region. Ethnic processes on the Hindustan Peninsula. Module of British India. Main types of ethnopolitical conflicts in India, Pakistan, Sri Lanka. Peculiarities of national and religious policies in the countries of the region. Main conflict-generating factors. Interfaith conflicts in Kashmir and Punjab. Problems of terrorism, its forms. Problems of separatism and irredentism. Sikh separatism. Current situation of the Baloch in Pakistan and neighboring countries. Origins of the conflict between the Tamils and the Sinhalese. Terrorist activities of the Liberation Tigers of Tamil Eelam and the defeat of this group. Violations of the rights of the civilian population during the armed conflict.	LC, S
Module 6	International legal basis for the settlement of ethnopolitical conflicts in the Middle East	6.1	Ethnic and religious diversity of the countries of the region. Historical and geopolitical aspects. The impact of interstate conflicts on ethnopolitical processes in the countries of the region. Ethnopolitical processes in the countries of the	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			region. The Charter of the Special Tribunal for Lebanon and its role. The Arab Charter on Human Rights of 1994. The origins of the Kurdish problem. Reasons for the failure of Kurdish statehood. The Kurdish question in the Treaties of Sevres and Lausanne. The final partition of Kurdistan under the treaty of 1926. National policy of the Kemalist government of Turkey. Terrorism and the activities of the Kurdistan Workers' Party. The problem of Turkish Kurds in the context of international law. Iraqi (Southern) Kurdistan. The Kurdish national movement in Iraq before 1958. The Kurdish problem in Republican Iraq (1958-2003). The status of the Kurdish regional government and Kurdish autonomy in Iraq. The current situation of the Kurds in Iran and Syria.	
Module 7	European law and regional mechanisms for the settlement of ethnopolitical conflicts in Europe	7.1	Ethnopolitical conflicts in Europe. Northern Ireland conflict: origins and causes. Anglo-Irish Treaty of 1921 and partition of the country. Proclamation of the Irish Republic. Legal status of Ulster and abolition of autonomy. Terrorist activities of the Irish Republican Party. Civil Rights Campaign of 1968-1969. Anglo-Irish Agreement of 1985. Human rights and factors of conflict in Northern Ireland today. Origins of the ethnopolitical conflict in the Basque Country (Spain). Terrorist activities of ETA and the problem of conflict resolution. Separatism and extremism in Corsica. Ethnopolitical conflict in Belgium: legal assessment of the conflict. Interests of neighboring countries and the European Union in conflict resolution. Causes of the Cyprus conflict and partition of the island. The problem of the status of the Turkish Republic of Northern Cyprus. UN experience in resolving the interethnic conflict in Cyprus. Establishment of a peacekeeping operation in Cyprus. The main decisions and documents of the UN and the EU concerning the settlement of the Cyprus conflict.	LC, S
Module 8	Problems of international legal settlement of ethnopolitical conflicts	8.1	The principle of equal rights and self-determination of peoples: content and evolution. The problem of internationalization of modern internal conflicts. Prospects for the development of peacekeeping mechanisms of international universal and regional organizations. Characteristics of new methods of settling interethnic conflicts. Legal foundations of international peacekeeping mechanisms. The problem of reforming the UN peacekeeping mechanism. "Brahimi Report" 2000. Report of the High Group of Experts on Problems, Challenges and Reform of the UN (2004). Prospects for the development of the UN peacekeeping potential. The problem of the legitimacy of humanitarian intervention and the positions of the leading countries of the world. Activities of international organizations in conflict prevention and peacebuilding. The role of regional organizations in the international legal settlement of conflicts.	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. Abashidze A. Kh. International Law. Peaceful settlement of disputes: textbook for universities / A. H. Abashidze, A. M. Solntsev. 3rd ed., revised and supplement. Moscow: Yurait Publishing House, 2023. 221 p. ISBN 978-5-534-07334-8.
2. Human rights: textbook / edited by I. V. Goncharov. Moscow: Prospect, 2020. 296 p. ISBN 978-5-392-29934-8.
3. Safonov A. A. International conflicts in the XXI century: textbook and practice for universities / A. A. Safonov, M. A. Safonova. 4th ed., revision. and supplement. Moscow: Yurait Publishing House, 2023. 415 p. ISBN 978-5-534-15462-7.
4. Sirota N. M. Conflicts in world politics. Megatrends of global society: a monograph / N. M. Sirota. Moscow: IPR Media, 2021. 120 p. ISBN 978- 5-4497-0801-4.

### Additional readings:

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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 Legal Aspects of Ethno-Political Conflict Resolution».

\* - 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**

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

**COURSE SYLLABUS**

**INTERNATIONAL CONFLICT OF NEW GENERATION AND ITS  
SETTLEMENT**

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(course title)

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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(field of studies / speciality code and title)

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

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «International Conflict of New Generation and its Settlement» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 3rd semester of the 2nd year. The implementation of the course is assigned to the department of Oriental and African Studies. The course consists of 8 modules and 8 topics.

The main goal of the course is to develop a set of knowledge and skills related to the specifics of international conflicts on different continents, their political and technological components, the relationship between the foreign and domestic policies of the main actors, as well as Russia's position on each of the conflicts. The course guides students to develop independent approaches to resolving modern conflicts.

## 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 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;
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 problem situations on the	Megatrends and Global Affairs; Regional Subsystems of	Research Work; Professional practice;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	basis of a systematic approach, develop a strategy of action.	International Relation in the XXI-st century; International Conflicts; Global Security; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; Interventions in International Relations; Professional Ethics in International Relations; International organizations and peace process; <i>Peacekeeping Activity of Russia, China**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Africa**</i> ; Scientific and Research Work in the Semester;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; International Conflicts; Great and emerging powers in global politics; Foreign policy process and decision-making in Russia; Interventions in International Relations; World Politics; Global Security; Professional Ethics in International Relations; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ;	Research Work; Professional practice; Master's Thesis Preparation;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<i>Peacekeeping Activity in Asian-Pacific Region**;</i> <i>Peacekeeping Activity in the Middle East**;</i> <i>Peacekeeping Activity in Latin America**;</i> <i>Peacekeeping Activity in Africa**;</i>	

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

\*\* - elective disciplines/internshipsprogramme.



#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «International Conflict of New Generation and its Settlement» is «3» 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)
			3
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	56		56
<i>Self-preparation for exam/test with assessment (academic hours)</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	<b>108</b>	<b>108</b>
	<b>credit units</b>	<b>3</b>	<b>3</b>

## 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 nature and characteristics of political conflict on the world stage	1.1	Conflict as an attribute of the world of politics. States, international organizations, social communities, TNCs, network structures as participants in conflict on the world stage. Content and typology of political conflict. Genesis and determination of conflicts in world political processes. The essence of international conflict in relations over power. Goals, interests and needs of participants in world political processes, aspects of their conflict clash. The nature of political violence and the specifics of its legitimization in world politics. Armed violence, terror and war as a means of continuing politics.	LC, S
Module 2	Conflict resolution	2.1	Theoretical directions and practice of conflict resolution. Correlation of science and practice of conflict resolution. Concepts of conflicts, conflict resolution, conflict management, conflict prevention. Unilateral and joint actions to resolve conflicts. Negotiations: direct and through mediators. The role of international organizations in conflict resolution. Peacekeeping. Coercion as a means of conflict resolution.	LC, S
Module 3	Russia in political conflicts of the modern world	3.1	National and state interests of Russia and the traditions of its participation in political confrontation in the world. National and state interests of Russia and the traditions of its participation in political confrontation on the world stage. Goals and main forms of Russia's participation in political conflicts in the post-Soviet space. Russia and the arc of conflicts. The influence of the conflict potential of political processes in Central and Eastern Europe on the relations of the countries of the region with Russia. Possibilities of Russia's participation in the interaction of "centers of power" in the modern world. The place and role of Russia in international conflicts in the context of the emerging world political order.	LC, S
Module 4	Conflicts in the post-Soviet space.	4.1	Geopolitical consequences of the collapse of the USSR. Characteristic features of conflicts in the post-Soviet space. Conflicts in Central Asia. Civil war in Tajikistan. Confrontation of clans. Islamic democratic opposition. The role of the 201st division of the Russian army. The settlement process. Water conflicts in Central Asia. Changing the water use regime of the "upper countries" (Kyrgyzstan and Tajikistan). The role of the EurAsEC in the settlement. The problem of dividing the Caspian Sea. Extraction of energy resources. Tug of war. Bioresources of the Caspian Sea. Russia's position. Conflicts in the Caucasus. The problem of unrecognized republics in the CIS. The conflict over Nagorno-Karabakh. The OSCE Minsk Group. Russia's efforts to move to a trilateral settlement format. The Abkhazian conflict. Military actions. Recognition of Abkhazia. The South	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Ossetian conflict. Five-day campaign. Information and psychological warfare. The Chechen problem and terrorism in the North Caucasus. The Western sector of the post-Soviet space. Conflicts between Russia and the Baltic states. Territorial disputes. The problem of non-citizens. Rewriting history. The problem of Kaliningrad transit. Conflict situations in Russian-Chinese relations: the problem of the Black Sea Fleet, the Azov-Kerch problem, "gas wars". The Transnistrian conflict at the present stage. Russia's role in resolving conflicts in the post-Soviet geopolitical space.	
Module 5	Modern conflicts in Europe	5.1	Geopolitical consequences of the collapse of Yugoslavia. Ethnopolitical conflict in the territory of the former Yugoslavia. Civil war in Bosnia and Herzegovina. Arbitration Commission, International Conference on the former Yugoslavia and International Conference on Bosnia and Herzegovina. Plans for peace mediation and problems of the negotiation process. Dayton Accords. Evacuation of UN troops from Bosnia and Herzegovina. The conflict in Kosovo. US and NATO aggression against Serbia. Stabilization forces and KFOR. Expulsion of Serbs from the region. Secession of Kosovo from Serbia. Activities of the Hague Tribunal. The Cyprus conflict at the present stage. The Annan Plan. Accession of the Republic of Cyprus to the EU. Turkey's position on the Republic of Northern Cyprus. Separatist and extremist movements in Europe. Problems of Northern Ireland (Great Britain), the Basque Country (Spain), Corsica (France), Flanders and Wallonia (Belgium).	LC, S
Module 6	Modern conflicts in the Middle East	6.1	The Arab-Israeli conflict. Formation and development of Islamic radicalism and extremism. Israel and the Palestinian problem. The Second Intifada. Formation of the Palestinian Authority. Roadmap. The international dimension of Palestinian terrorism. The Lebanese knot and Hezbollah. Israel's attack on Lebanon (2006). Operation Cast Lead (2008-2009). Russia, the USA, the UN and the EU as co-sponsors of a peaceful settlement. The Iraq conflict. Desert Storm (1991). The Desert Fox (1998). The US invasion of Iraq (2003). The situation in Iraq in 2003-2009. The split of the country: Iraqi Kurdistan, the Shiite south, the Sunni center. The execution of S. Hussein. The decision to withdraw troops from Iraq. The Kurdish problem. The right of nations to self-determination and preservation of the integrity of states with a significant Kurdish population (Türkiye, Iraq, Iran, Syria). Confrontation between the Kurdistan Workers' Party and the Turkish government. Formation of Iraqi Kurdistan.	LC, S
Module 7	Conflicts in the Middle East and South Asia	7.1	The Afghan problem. Civil war and the rise of the Taliban. The phenomenon of Al-Qaeda. NATO coalition attack on Afghanistan (2001). The fight against the Taliban 2001-2009. Confrontation between Iran and the United States. Website The problem of the Iranian nuclear program. Iran and	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			the IAEA. The Six-Party Commission. Russia's position. The Pakistani crisis. Radicalization of the population. The tribal area and the Taliban. The assassination of Bhutto and the resignation of Musharraf. The political split of the country. The danger of nuclear weapons falling into the hands of radical Islamists. The Indo-Pakistani conflict at the present stage. Clashes in Kashmir. Bus diplomacy. Mumbai terrorist attacks (2008). Ethnic terrorism in Sri Lanka. The Liberation Tigers of Tamil Eelam. The end of the confrontation	
Module 8	Conflicts in the Far East and Southeast Asia	8.1	The Kuril problem at the present stage. Japan's position: return of the Northern Territories. Russia's position. Conflicts in the PRC and with its participation. The Uyghur problem. Unrest in the Xinjiang Uyghur Autonomous Region (2009). The Tibet problem. Clashes in Lhasa (2008). The Greater China Policy. The Taiwan conflict at the present stage. Conflicts on the Korean Peninsula. The confrontation between North and South Korea. The "solar heat" policy. The North Korean nuclear problem. The Six-Party Commission. Ballistic missile launches. Conflicts in the South China Sea. The Paracel Islands. The Spratly problem as a multilateral conflict (China, Taiwan, Vietnam, the Philippines, Malaysia, Brunei).	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. Fominykh A. E. International conflicts in the XXI century: textbook / A. E. Fominykh. 2nd ed., supplement. Yoshkar-Ola: MarSU, 2023. 156 p. ISBN 978-5-907622-30-2.
2. Mironov V. V. Conflicts in the modern world: regional and international aspects: textbook / V. V. Mironov. Omsk: Omsk State University, 2022. 84 p. ISBN 978-5-7779-2598-5.
3. Pechenkin S. V. V. International relations of the second half of XX - early XXI centuries. and their study in the system of historical education: teaching manual / S. V. Pechenkin. Voronezh: VGPU, 2023. 68 p.
4. World Politics. Practicum: textbook / edited by T. A. Alekseeva [et al.]. Moscow: Aspect Press, 2023. 492 p. ISBN 978-5-7567-1278-0.

*Additional readings:*

- 1.
- 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](http://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**

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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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

---

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «Global Security» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 1st semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main objective of the course is to introduce academic and practical concepts applied to global security. Reflecting changes both in the world and in the academic discipline of security studies, the course will introduce the origins of security studies and provide a working knowledge of some of the theoretical and analytical tools that help us understand the complex and increasingly fractured global security environment from a variety of perspectives.

## 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 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-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-1.4 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-4.2 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-6.2 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

Competence code	Competence descriptor	Competence formation indicators (within this course)
		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.		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; Conflict Resolution and Peacekeeping; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; International organizations and peace process;



Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>Peacekeeping Activity of Russia, China**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Non-state participants of international relations and world politics; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Africa**</i> ;
GPC-6	Able to develop and implement organisational and managerial decisions on the profile of activity.		Professional practice; 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.		Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Regional Subsystems of International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; 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; Megatrends and Global Affairs; Quantitative Analysis of Situational Models in World Policy; Regional Subsystems of

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			International Relation in the XXI-st century; Contemporary Foreign Policy of Russia and International Conflicts; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Theory and practice of diplomacy; International terrorism; UN Peacekeeping Activity; Conflict Resolution and Peacekeeping; International organizations and peace process; Migration, Development and Global Security; Non-state participants of international relations and world politics; <i>Peacekeeping in the CIS**</i> ; <i>Peacekeeping Activity of Russia, China**</i> ; <i>Peacekeeping Activity in Asian-Pacific Region**</i> ; <i>Peacekeeping Activity in the Middle East**</i> ; <i>Peacekeeping Activity in Latin America**</i> ; <i>Peacekeeping Activity in Africa**</i> ; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ;

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Global Security» is «2» 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
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	11		11
<i>Self-preparation for exam/test with assessment (academic hours)</i>	27		27
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	72
	<b>credit units</b>	<b>2</b>	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 Global Security	1.1	<p>Definitions and scope: Traditional security (military threats, interstate conflicts). Unconventional security (health crises, environmental threats, cyber attacks). Human security (economic, food, medical and personal security). Integrated security (connection of ecology, economics and politics).</p> <p>Historical evolution: From Westphalian sovereignty to globalization. Cold War legacies and post-Cold War challenges (e.g. failed states, transnational terrorism). Key theories: Realism (balance of power, anarchy). Liberalism (international institutions, cooperation). Constructivism (the role of norms and identities). Securitization theory (speech acts and existential threats). Case studies: 9/11 and the securitization of terrorism.</p> <p>The transition from “national” to “global” security after the Cold War.</p>	LC, S
Module 2	Traditional Security Threats	2.1	<p>Military Conflicts: Interstate wars (e.g. Russia-Ukraine War, Iran-Iraq War). Irregular wars (insurgencies, guerrilla tactics). Nuclear Security: Nuclear Non-Proliferation Treaty (NPT) and issues (e.g. North Korea, Iran). Deterrence theory and arms control (START agreements). Territorial Disputes: Kashmir (India-Pakistan), Taiwan, South China Sea (China-ASEAN). Impact of Resource Competition (oil, minerals). Great Power Rivalry: US-China rivalry in the Indo-Pacific. NATO-Russia tensions (e.g. gas pipelines, cyber attacks). Case Studies: Role of Proxy Wars. Cuban Missile Crisis as an Example of Nuclear Deterrence.</p>	LC, S
Module 3	Non-traditional Security Threats	3.1	<p>Environmental Security: Climate change (population displacement, resource scarcity). Environmental disasters (e.g. wildfires, floods, biodiversity loss). Health Security: Pandemics (COVID-19, HIV/AIDS). Bioterrorism and lab leaks. Cybersecurity: State-sponsored hacking (e.g. SolarWinds, Stuxnet). Critical infrastructure vulnerabilities (electricity grid, water supply). Economic Security: Sanctions and financial warfare (e.g. Russia's exclusion from SWIFT). Trade wars (US-China tariffs, supply chain disruption). Case studies: 2020 SolarWinds cyberattack on US institutions. Syrian civil war and healthcare collapse.</p>	LC, S
Module 4	International Law and Institutions	4.1	<p>Primary legal framework: UN Charter (Chapter VII, collective security). Geneva Conventions and the laws of war. Key treaties: Chemical Weapons Convention (CWC), Biological Weapons Convention (BWC). Arms Trade Treaty (ATT) and conventional arms control. Institutions: UN Security Council (UNSC), International Criminal Court (ICC). Regional bodies (OSCE, ASEAN, African Union). Challenges: Sovereignty versus intervention (R2P versus non-intervention). Weaknesses in enforcement (e.g., ICC's inability to prosecute powerful states). Case studies: 2011 Libya intervention and UNSC Resolution 1973.</p>	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
Module 5	Regional Conflicts and Case Studies	5.1	Middle East: The Syrian conflict (ISIS, refugee crisis, regional proxy wars). Iran's nuclear program and US sanctions. Asia: Indo-Pacific tensions (Taiwan, militarization of the South China Sea). India-Pakistan disputes over Kashmir and nuclear standoff. Africa: Instability in the Lake Chad Basin and Boko Haram. Resource conflicts (e.g. mineral wars in Congo). Case studies: Turkey's role in the Syrian civil war. China's Belt and Road Initiative and geopolitical influence.	LC, S
Module 6	New Technologies and Security	6.1	AI and War: Autonomous weapons, predictive algorithms, and ethical dilemmas. Deep fakes and information warfare (e.g., interference in the 2020 US elections). Cybersecurity: State-sponsored hacking (e.g., Russian GRU, Chinese APT groups). Ransomware attacks on critical infrastructure (e.g., the Colonial Pipeline). Space Security: The militarization of space (anti-satellite weapons, GPS hacking). Legal frameworks (Outer Space Treaty against emerging threats). Ethical debates: Privacy versus surveillance (e.g., facial recognition, metadata collection). The debate about the "kill switch" in AI warfare.	LC, S
Module 7	Challenges to Global Governance	7.1	Power imbalances: Global North vs. Global South (e.g. debt crises, climate finance). Rise of multipolarity (BRICS vs. G7). Non-state actors: Terrorist groups (ISIS, Al-Qaeda). Multinational corporations (e.g. Huawei's role in the 5G security debate). Multilateralism vs. unilateralism. Withdrawal from the Paris Agreement and UNESCO. China's Belt and Road Initiative as an alternative governance option. Global communities: Ocean governance (piracy, illegal fishing). Arctic territorial disputes and resource exploitation. Case studies: EU and US on regulating tech giants (e.g. GDPR vs. Meta). The Taliban takeover of Afghanistan in 2021 and the withdrawal of international troops.	LC, S
Module 8	Development Trends and Risks	8.1	Hybrid threats: Combination of cyber attacks, disinformation and conventional warfare. Interference in elections and grey zone conflicts. Climate security: Migration caused by environmental disasters (e.g. Pacific Islanders). Renewable energy as a strategic resource. The ethics of intervention: R2P (responsibility to protect) versus sovereignty (e.g. Libya versus Syria). Moral dilemmas in drone warfare and civilian casualties. Globalization versus fragmentation: Risks of economic disconnection (e.g. technology supply chains). The rise of nationalism and its impact on global cooperation. Case studies: Climate migrants in Bangladesh and rising sea levels. The EU Green Deal as a 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:*

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.
3. Kotkin, S. 2018, 'Realist world: The players change, but the game remains the same'. Foreign Affairs, vol. 97, no. 4, pp 10-15.
4. Buzan, B. 1991, 'New patterns of global security', International Affairs, vol. 67, no. 3.

### *Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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**

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

**COURSE SYLLABUS**

**CONFLICT RESOLUTION AND PEACEKEEPING**

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(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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

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(higher education programme profile/specialisation title)



## 1. THE GOAL OF THE COURSE

Course «Conflict Resolution and Peacekeeping» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» and studied in 2nd semester of the 1st year. The implementation of the course is assigned to the department of Theory and History of International Relations. The course consists of 8 modules and 8 topics.

The main goal of the course is to analyze current theoretical and methodological concepts of conflict; to explore the specifics of conflict in individual areas; to become familiar with the main instruments of the negotiation process; to develop the ability to independently understand and analyze conflicts and their resolution. This course is a comprehensive analysis of conflicts in the post-Soviet era, paying attention to both conflicts within the post-Soviet region and a comparative analysis of conflicts in the Middle East, Southern Europe and Western Asia during the same period.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Conflict Resolution and Peacekeeping» 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-1.3 Systematically analyses previously established approaches and explanations in science, identifying their strengths, weaknesses, explanatory power and limitations;
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-1.3 Organise, conduct and evaluate the effectiveness of international negotiations and conciliation procedures;
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.	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;
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	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;

Competence code	Competence descriptor	Competence formation indicators (within this course)
	and applied analysis.	
GPC-8	Able to develop proposals and recommendations for applied research and consulting.	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; 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 «Conflict Resolution and Peacekeeping» 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 «Conflict Resolution and Peacekeeping».

*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; International Conflicts; Global Security; Interventions in International Relations; 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; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and International Conflicts**</i> ; 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	Scientific and Research Work in the Semester; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Great and emerging powers in	Research Work; Professional practice; Master's Thesis Preparation; Scientific and Research Work in the Semester; Contemporary Foreign Policy of Russia and International

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	application of various communicative technologies, considering the specifics of business and spiritual culture of Russia and foreign countries.	global politics; Global Security; Professional Ethics in International Relations;	Conflicts; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ;
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;	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-8	Able to develop proposals and recommendations for applied research and consulting.	<i>Russian Language in Professional Practice**</i> ;	Professional practice; <i>Russian Language in Professional Practice**</i> ;
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.	<i>Scientific and Research Work in the Semester</i> ;	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	<i>Scientific and Research Work in the Semester</i> ; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; <i>International Conflicts</i> ; <i>Great and emerging powers in global politics</i> ; <i>Foreign policy process and decision-making in Russia</i> ; <i>Interventions in International Relations</i> ; <i>World Politics</i> ; <i>Global Security</i> ; <i>Professional Ethics in International Relations</i> ;	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; <i>Foreign Language in Professional Practice**</i> ; <i>Russian Language in Professional Practice**</i> ; Non-state participants of international relations and world politics; <i>Human Rights and Peacekeeping Activity**</i> ; <i>International Conflict of New Generation and its Settlement**</i> ; <i>The Problem of Violence During Conflict**</i> ; <i>International Legal Aspects of Ethno-Political Conflict Resolution**</i> ; <i>History of Wars and</i>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			<i>International Conflicts**</i> ;

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

\*\* - elective disciplines/internshipsprogramme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «Conflict Resolution and Peacekeeping» is «2» 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)
			2
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	<b>72</b>
	<b>credit units</b>	<b>2</b>	<b>2</b>

## 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	Modern typologies and theories of conflicts and wars	1.1	Theory and practice of settlement and resolution of international and non-international political and ethnosocial conflicts. Specific features of Western and modern Russian approaches to the settlement of international conflicts. Spheres, levels, mechanisms, subjects and objects of peacekeeping activities. Sovereignty and globalization, integration and disintegration in their impact on international security. Military, political, economic, ideological intervention in conflicts and creation of regional security systems and regimes. Nuclear dimension of modern international politics. International law and arms limitation and reduction, prevention of global wars.	LC, S
Module 2	Historical evolution and international legal aspects of UN activities in conflict regions	2.1	The evolution of the role of the USSR and Russia in the UN in the context of international security issues. Discussions and plans for the creation of the UN Rapid Reaction Force. UN. UN and regional peacekeeping and peacekeeping operations. International intervention in conflicts in the territory of the former Yugoslavia (Bosnia, Kosovo, etc.), in Africa, Latin America and Asia. The principles of peacekeeping enshrined in the UN report "An Agenda for Peace". Report of the International Commission on Sovereignty and Intervention. "The Responsibility to Protect". Debates around the principle of "humanitarian intervention". The UN system of conventions on arms limitation and disarmament. The evolution of views and principles of UN peacekeeping in the last decade of the 20th century and the first decade of the 21st century.	LC, S
Module 3	Doctrines and practice of intervention in the conflict by the EU and NATO	3.1	The new EU security doctrine and the EU views on conflict resolution. EU force missions in Europe and Africa. NATO's coordinating role and the UN's role in post-conflict settlement in Afghanistan and Iraq. Prospects for the development of the international conflict resolution system. Evolution of NATO doctrinal guidelines in terms of intervention in regional conflicts. Development of the Russia-NATO dialogue on joint participation in peacekeeping operations. Expansion of the NATO and EU areas of operation. Creation of the NATO Response Force and EU tactical battlegroups. European Union tactical battlegroups. Comparative analysis of the EU, NATO and CIS/CSTO crisis response instruments. Evolution of NATO-Russia relations. Inter-bloc confrontation between NATO and the Warsaw Pact during the Cold War. The Cold War. Dismantling of the Warsaw Pact and NATO transformation after the collapse of the USSR. NATO after the collapse of the USSR. Euro-Atlantic Cooperation Council. Partnership for Peace program. Stages of the North Atlantic Alliance enlargement. The relationship between political and military aspects in NATO activities. The crisis in Russia-NATO relations in the late 1990s. The creation and activities of the Russia-NATO Council. The evolution of NATO's strategic concept and NATO's areas of responsibility. NATO's role in regions of contemporary conflicts.	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
Module 4	Formats of international intervention and settlement in the former Yugoslavia. Operations in Bosnia and Kosovo	4.1	Causes and forms of the collapse of the former Yugoslavia. Formation of new independent states on the territory of the former Yugoslavia. The role of NATO, OSCE, EU in the Yugoslav settlement. Cooperation and interaction of Russia with Western countries in the Yugoslav settlement. Participation of Russian peacekeepers in operations in Bosnia and Kosovo. State building in the former Yugoslavia. The importance of the Yugoslav experience for world peacekeeping.	LC, S
Module 5	Military-political integration and disintegration of newly independent states. Evolution, doctrines and strategies of the CSTO and SCO. Conflict in Krayna	5.1	Directions and formats of military-political integration and three stages of formation of the system of collective regional security. Creation of the Collective Security Treaty Organization (CSTO) and its functions in collective defense and conflict resolution. Rapid reinforcement forces to ensure collective security of the Central Asian region. Collective rapid reaction forces. Collective peacekeeping forces of the CSTO. Potential role of GUAM countries in the sphere of international security. Functions, legal and political capabilities of the Shanghai Cooperation Organization in the sphere of ensuring regional stability and international security. Evolution, causes and manifestations of the conflict in Ukraine. The impact of the civil war in Ukraine on the international situation in Europe and the world. The role of Russia in connection with the events in Ukraine. The role of international organizations in attempts to resolve the Ukrainian crisis.	LC, S
Module 6	Conflicts, wars and operations in the South Caucasus (Abkhazia/Georgia, South Ossetia/Georgia, Georgia/Russia, Nagorno-Karabakh). Problems of unrecognized and partially recognized states	6.1	The role of the UN and the OSCE in the settlement of the Abkhaz conflict. The problems of separatism, the return of refugees, the political status of Abkhazia. The Russian law on peacekeeping operations of 1995 and agreements on military bases and their role in the peacekeeping activities of the Russian Federation in Georgia. The role of the UN and the OSCE in the region. The current state of conflicts on the territory of Georgia and the policy of the Russian Federation. Internal peacekeeping operations in the Russian Federation (North Ossetia / Ingushetia). Differences in the nature of operations in North Ossetia / Ingushetia and Chechnya. International efforts to resolve the conflict around Nagorno-Karabakh. The nature of conflicts and features of operations in South Ossetia / Georgia and Chechnya. Moldova / Transnistria. Security issues related to the existence of unrecognized states. The current state of unfinished conflicts on the territory of the CIS.	LC, S
Module 7	Conflict potential in Central Asia (civil war in Tajikistan, Andijan, Batken and Osh clashes, regime change in Kyrgyzstan)	7.1	Multidimensional nature of the group of conflicts in Central Asia in the post-Soviet period. Russian-Tajik agreements on joint border protection and military cooperation. clashes, regime change in Kyrgyzstan) Interaction of Russia and the CIS with the UN, OSCE and the Organization for Security and Cooperation in Europe (OSCE). The UN, OSCE and the Organization of the Islamic Conference in the process of conflict resolution in Tajikistan. Tajik peace agreements, their development, conclusion and implementation. Batken events, the role of radical Islamist forces in the region. The impact of the international operation in Afghanistan (from 2002 to the present) on the current geopolitical situation. The current geopolitical situation in Central	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			Asia. Current threats and challenges to regional security in Central Asia.	
Module 8	Political and international legal aspects of countering terrorism in conflict regions	8.1	Evolution of the concept of "terrorism" and attempts at its legal regulation. Prospects for terrorism using weapons of mass destruction. The League of Nations Convention against Terrorism. UN Conventions on Terrorism. Anti-terrorist activities of states and international organizations. Features of anti-terrorist agreements, conventions and practices. The CIS, the European Union, the Council of Europe, the Organization of the Islamic Conference, the African Union and other regional organizations countering terrorist activities.	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. International organizations and their role in conflict resolution: textbook / responsible editors T. A. Zakaurtseva, T. V. Kashirina. Moscow: Dashkov and K, 2022. 206 p. ISBN 978-5-394-04259-1.
2. German R. E. Modern intrastate and interstate conflicts: causes, current state, prospects for settlement: textbook / R. E. German; compiler R. E. German. Stavropol: SSPI, 2018. 156 p. ISBN 978-5-907161-01-6.
3. Zaemsky V.F. UN and peacekeeping. Moscow: International Relations, 2022. 360 p.



4. KarnaGChova M. V. International conflicts of the XXI century: a textbook / M. KarnaGChova.  
B. KarnaGChova, I.V. Talina. Ulyanovsk: UlGU, 2021. 100 p.

*Additional readings:*

- 1.
- 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](http://www.studentlibrary.ru)
  - EL "Znaniy" <https://znaniy.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 «Conflict Resolution and Peacekeeping».

\* - 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**

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

**COURSE SYLLABUS**

**HISTORY OF RELIGIONS 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:**

**PEACEKEEPING, PEACEBUILDING AND CONFLICT RESOLUTION**

---

(higher education programme profile/specialisation title)

## 1. THE GOAL OF THE COURSE

Course «History of Religions in Russia» is part of the master's program «Peacekeeping, Peacebuilding and Conflict Resolution» field of studies 41.04.05 «International Relations» и изучается в 2 семестре 1 курса. The implementation of the course is assigned to the department of History of Philosophy. The course consists of 3 modules and 16 topics.

The main goal of the course is to acquire the knowledge, skills and abilities necessary to understand the historical foundations of the formation and development, as well as the current state of religious traditions in the Russian Federation, their doctrinal, religious, cultural, value and legal characteristics relevant to the traditional spiritual and moral values of the Russian Federation, state-religious relations in the Russian Federation

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «History of Religions 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 formation indicators (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;

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Course «History of Religions in Russia» 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 «History of Religions 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-5	Able to analyse and consider the diversity of cultures in the process of intercultural interaction.	Scientific and Research Work in the Semester; World Politics;	<i>Human Rights and Peacekeeping Activity**</i> ; Research Work; 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 programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course «History of Religions in Russia» is «0» зачетных единиц.

*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
<i>Contact academic hours</i>	34		34
Lectures (LC)	17		17
Lab work (LW)	0		0
Seminars (workshops/tutorials) (S)	17		17
<i>Self-studies (academic hours)</i>	29		29
<i>Self-preparation for exam/test with assessment (academic hours)</i>	9		9
<b>Course workload</b>	<b>academic hours</b>	<b>72</b>	72
	<b>credit units</b>	<b>0</b>	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	Historical and religious studies section	1.1	What is religion. The role and significance of religion in history and in the life of society. Religiosity. Historically early forms of religion. Religions and confessions. Religion in illiterate societies and in the Ancient World.	LC, S
		1.2	Prehistory of Christianity: The Middle East in the 1st millennium BC. Old Testament Judaism. Judaism of the Second Temple period. Formation and codification of the Old Testament canon. Judaism and antiquity. Modern Judaism.	LC, S
		1.3	The emergence of Christianity. Formation of the New Testament canon. Ecumenical Councils. The Symbol of Faith. Christian doctrine. Ancient Eastern churches. Christianity before the division of the churches.	LC, S
		1.4	The Great Schism. Features of Eastern and Western Christianity. World Orthodoxy. Catholicism. Protestantism. Local Orthodox Churches.	LC, S
		1.5	The emergence of Islam. The Koran and Sunnah. Pillars of Islam and the foundations of faith. Sunnism, Shiism, Kharijism, Sufism. The spread of Islam. Modern Islam	LC, S
		1.6	Buddhism: origins and main ideas. Theravada, Mahayana, Vajrayana. Main Buddhist texts. Buddhism in Tibet and Central Asia. Modern Buddhism.	LC, S
		1.7	Religious situation in the modern world. New religious movements. Religious radicalism and extremism. Risks and threats in the religious sphere.	LC, S
Module 2	Historical aspects of the formation of Russia as a multi-confessional state-civilization	2.1	From Ancient Rus to the Russian State. Baptism of Alania. Baptism of Rus. Adoption of Islam by the peoples of the Volga Bulgaria. Formation of a single cultural space. Russia and the Horde. The fight against the expansion of the Crusaders. Formation of a single Russian state. Establishment of the autocephaly of the Russian Church.	LC, S
		2.2	Russia in the 16th - 17th centuries: from a grand duchy to a kingdom. Russia as a multinational and multi-confessional power. Establishment of the patriarchy. The role of the Russian Church in overcoming the Time of Troubles. Reforms of Patriarch Nikon and the emergence of the Old Believers. Integration of peoples traditionally professing Islam. Development of the Orthodox and Muslim clergy. Missionary work and Christianization in the context of Russian geographical discoveries.	LC, S
		2.3	Russia in the late 17th - 18th centuries: from a kingdom to an empire. Church reform of Peter the Great. Strengthening religious tolerance. Recognition of Buddhism. Russian Empire in the 19th – early 20th centuries. Religious life in the early 20th century.	LC, S
		2.4	Russia in the "years of great upheavals." Religion	LC, S

Number of module	Course module title	Course module contents (topics)		Type of academic activities*
			in Soviet society. The All-Russian Local Council of 1917 and the restoration of the patriarchate. The decree on the separation of church from state and school from church. Renovationism. The policy of the Soviet state towards religion. The role of religious organizations in the Great Patriotic War. The revival of religious life in the 1980s – 1990s.	
		2.5	Religious life in modern Russia. State-religious and interreligious relations. Traditional religions of the Russian Federation.	LC, S
Module 3	Religious traditions of Russia and traditional Russian spiritual and moral values	3.1	Man and his place in the world. Christian, Islamic, Buddhist and Jewish religious anthropologies. Body and consciousness. Birth and death. The value of human earthly life and its meaning. Human dignity. Religion and ethics. Afterlife. Memory of ancestors.	LC, S
		3.2	The concept of traditional Russian spiritual and moral values. The community of spiritual and moral values for believers and non-believers. Christianity, Islam, Buddhism and Judaism on public morality. The ethics of creative work and philanthropy. Family values. Religious traditions of Russia on mercy, social justice, collectivism, mutual assistance and mutual respect.	LC, S
		3.3	Religious traditions of Russia and all-Russian civic identity. Service to the Fatherland and responsibility for its fate. Historical memory of joint peaceful creation and joint defense of the Motherland. Historically established spiritual and moral unity of the peoples of Russia. Russia as a multi-confessional state-civilization. Russian legislation on religious associations. Missionary activity. Property for religious purposes. Cultural heritage sites. State-religious relations. Council for Interaction with Religious Associations under the President of the Russian Federation. Interreligious Council of Russia. Religious studies expertise. Religious organizations of the Russian Federation and the tasks of preserving and strengthening traditional Russian spiritual and moral values.	LC, S
		3.4	Man and his place in the world. Christian, Islamic, Buddhist and Jewish religious anthropologies. Body and consciousness. Birth and death. The value of human earthly life and its meaning. Human dignity. Religion and ethics. Afterlife. Memory of ancestors.	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)
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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. Религиоведение: учебник для академического бакалавриата / М. М. Шахнович [и др.] ; под редакцией М. М. Шахнович. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025.
2. History of Religions in Russia : учебник / О. Ю. Бойцова, И. С. Вевюрко, И. П. Давыдов [и др.] ; под ред. О. Ю. Бойцовой. М.: Кнорус, 2025.
3. Религиоведение. Учебник для академического бакалавриата. 2-е изд., пер. и доп. / И.Н. Яблоков и др. М.: Юрайт, 2025.
4. Лозинский С. Г. История папства / С. Г. Лозинский. — Москва : Издательство Юрайт, 2021.

### *Additional readings:*

1. Васильева О.Ю., Трофимчук Н.А.. История религий в России. Учебник. М., 2004.
2. История и теория религии: учебное пособие / Е.В. Иванова, О.М. Фархитдинова, Е.В. Мельникова и др. Екатеринбург, 2019.
3. Мельник С.В. Межрелигиозный диалог: типологизация, методология, формы реализации. Монография. Москва, 2022.
4. Ислам в Российской империи (законодательные акты, описания, статистика) / Составление, комментарии, вводная статья Д.Ю. Арапов. М., 2001.
5. Федоров В.А. Русская Православная Церковь и государство. Синодальный период. 1700-1917. М., 2003.
6. Этничность и религия в современных конфликтах / отв. ред. В.А. Тишков, В.А. Шнирельман. М., 2012.
7. Религии России: Информационно-аналитические материалы по вопросам государственно-конфессиональных отношений / общ. ред. О.Ю. Васильева. М., 2013.
8. Пинкевич В.К., Сторчак В.М., Кравчук В.В. Современные подходы к анализу этнорелигиозной специфики регионов России. М., 2016.
9. Основы социальной концепции Русской Православной Церкви. М., 2000
10. Балагушкин Е. Г. Нетрадиционные религии в современной России. М., 2002.

### *Internet sources:*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров
  - Электронно-библиотечная система РУДН – ЭБС РУДН  
<https://mega.rudn.ru/MegaPro/Web>
  - ЭБС «Университетская библиотека онлайн» <http://www.biblioclub.ru>

- ЭБС Юрайт <http://www.biblio-online.ru>
- ЭБС «Консультант студента» [www.studentlibrary.ru](http://www.studentlibrary.ru)
- ЭБС «Знаниум» <https://znanium.ru/>

2. Базы данных и поисковые системы

- Sage <https://journals.sagepub.com/>
- Springer Nature Link <https://link.springer.com/>
- Wiley Journal Database <https://onlinelibrary.wiley.com/>
- Научометрическая база данных Lens.org <https://www.lens.org>

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

1. The set of lectures on the course «History of Religions 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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