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

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

## **COURSE SYLLABUS**

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**Analysis of Situational Models in World Policy**

course title

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

**41.04.05. International relations**

field of studies / speciality code and title

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

**Мировая политика: концептуальные основы и межкультурное взаимодействие**

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higher education programme profile/specialisation title

## 1. COURSE GOAL(s)

### Possible wording

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

essays.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

### Possible wording

Mastering the course “Analysis of Situational Models in World Policy” is aimed at the development of the following competences:

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-1	Able to search, critical analysis problem situations on the basis of a systematic approach, develop a strategy actions.	GC-1.1 Analyze professional situations in a systematic way and demonstrate critical thinking skills. demonstrates critical thinking skills; GC -1.2 Comprehensively analyze a source of information in terms of its temporal and spatial context. Analyze information source comprehensively in terms of temporal and spatial conditions of its Objectivity and reliability; GC -1.3 Systematically analyzes previously established in science approaches and explanations previously established in science, identifies their strengths and weaknesses. strengths, weaknesses, explanatory power and limitations; GC -1.4 On the basis of a systematic approach, constructs own strategy of scientific search and logic of scientific argumentation;
GC-2	Is able to manage the project at all stages of its life cycle cycle.	GC -2.1 Determines the purpose and objectives of the project, its strategy of realization strategy taking into account time and resource constraints; GC -2.2 Determines alternative variants of solution set tasks, taking into account possible managerial risks; GC -2.3 Determines the expected results of solving the set tasks; Determines the expected results of solving the set tasks. of the set tasks;

Competence code	Competence descriptor	Competence formation indicators (within this course)
		GC -2.4 Forms reporting documentation on the results of development and realization of the project;
GC-3	Able to organize and manage the work of the team, developing a team strategy to achieve the set goal.	GC -3.1 Demonstrates the ability for constructive teamwork, performing the functions of a team. team interaction, performing the functions of managers and junior and mid-level staff; GC -3.2 Demonstrates the ability to responsibly strategize self-development strategy in the interests of the team, organization, department;
GC-5	Able to analyze and take into account the diversity cultures in the process of intercultural interaction.	GC -5.1 Understands the specifics of development and sociocultural differences of different countries and peoples, taking into account their historical background. differences of different countries and peoples taking into account their historical past and is able to take into account these features in the course of intercultural interaction. and is able to take these peculiarities into account in the course of intercultural interaction intercultural interaction; GC -5.2 Constructively interacts with representatives of different countries and peoples as part of professional interaction. Constructively interacts with representatives of different countries and peoples in solving professional tasks; YK-5.2 tasks; GC -5.3 Demonstrates a deep understanding of the specifics of traditions, history and the role of Russia in the world-historical process and is able to professionally and reasonably and is able to explain these specifics in a professional and reasoned manner in the course of intercultural communication communication;
GC-6	Able to define and realize the priorities own activity and ways of its improvement on the basis of self-assessment.	GC -6.1 Possesses the skills of effective planning time planning skills in order to realize own educational and professional projects; GC -6.2 Adequately assesses his/her own physical abilities, possesses basic skills of health saving; GC -6.2. adequately assesses his/her own physical capabilities, possesses basic health-saving skills; GC -6.3 Demonstrates mastery of the methods and techniques of of self-development;
GPC-2	Able to search for and	GPC -2.1 Apply modern technologies of search,

Competence code	Competence descriptor	Competence formation indicators (within this course)
	<p>apply promising information and communication technologies and software tools for complex formulation and problem solving professional activity.</p>	<p>process and analyze information for interpretation and forecast the development of international political processes;            GPC -2.2 Use specialized databases and software tools for operative search of information. specialized databases and software for operative search of information, necessary for solving professional tasks;            GPC -2.3 Evaluate adequately the received information in order to Identify existing information gaps and reveal Attempts of information-propaganda and manipulative influence, taking into account the requirements of the professional tasks; OIHK-2.3. manipulative influence taking into account the requirements of information security requirements;            GPC -2.4 Quantify qualitative data and make a meaningful interpretation of quantitative data</p>
GPC-3	<p>Able to evaluate, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes on the basis of applying methods of theoretical and empirical research and applied analysis.</p>	<p>GPC -3.1 Utilize theoretical and empirical methods to assess international political processes at various levels. Possess positivistic and hermeneutic methodology of comprehension of political reality;            GPC -3.2 Predict the development (including on the basis of scenarios) of a situation within the framework of solving the main problems of political reality. scenarios) of the situation within the framework of the solution of the main international problems affecting, first of all, interests of the Russian Federation;</p>
GPC -7	<p>Able to independently strategize present the results of his professional of his professional activity, including in in a public format, on the basis of selecting appropriate information and communication technologies and channels of dissemination information.</p>	<p>GPC -7.1 Develop strategies for presenting the results of professional activities, taking into account their specifics and the channels of information dissemination. professional activity results taking into account their specifics and characteristics of the target audience;            GPC -7.2 Construct a convincing argumentation to achieve the goals of presenting the results of professional activity professional activity results;            GPC -7.3 Select optimal information and communication technologies and channels of information dissemination. Select optimal information and communication technologies and channels of information</p>

Competence code	Competence descriptor	Competence formation indicators (within this course)
		dissemination. Build a system of feedback with target audiences to improve the effectiveness of communication; OPK-7.3 Select optimal information and communication technologies and channels of information dissemination. Build a feedback system with target audiences to increase the effectiveness of communication;
PC-1	Capable of independently plan and conduct research in the field of humanities and social sciences.	PC-1.1 Identify topical scientific problems of international relations, develop methodological tools; PC-1.2 Draw up a step-by-step plan and program of implementation scientific research; PC-1.3 Conduct research within the framework of individual and conduct research within the framework of individual and collective research projects; PC-1.5 Master the political and legal specifics of the situation of the regions of the Russian Federation and foreign countries of the position of regions of the Russian Federation and foreign countries in relations between states and understand opportunities and limitations of cross-border and other international relations between regions;

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

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

\* - Underline whatever applicable.

*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 the team, developing a team strategy to achieve the set goal.	Прикладной количественный анализ и моделирование международных отношений; Типология и структура акторов международных отношений; Риски в международных отношениях**;	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Научно-исследовательская работа в семестре;	
GC-2	Is able to manage the project at all stages of its life cycle cycle.	Научно-исследовательская работа в семестре; Прикладной количественный анализ и моделирование международных отношений; Типология и структура акторов международных отношений; Риски в международных отношениях**;	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре;
GC-5	Able to analyze and take into account the diversity cultures in the process of intercultural interaction.	Научно-исследовательская работа в семестре; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Внешнеполитический процесс и формирование внешней политики РФ; Моделирование и прогнозирование международных отношений; Концептуальные основы внешней политики ЕС**;	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре; Современная внешнеполитическая стратегия России и международные конфликты; Глобальная безопасность; Human Rights and International Security**; Религиозный фактор в мировой политике**; Международная миграция и безопасность**; Foreign Aid and Foreign Policy**;
GC-1	Able to search, critical analysis problem situations on on the basis of a systematic approach, develop a strategy actions.	Научно-исследовательская работа в семестре; Теория дипломатии и современная дипломатическая	Глобальная безопасность; Современные теории международных отношений и мировой политики; Методика преподавания международных отношений и мировой политики в

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>система;            Моделирование и прогнозирование международных отношений;            Типология и структура акторов международных отношений;            Концептуальные основы внешней политики ЕС**;            Риски в международных отношениях**;            Этноконфессиональный фактор в мировой политике**;            Мегатренды и глобальные проблемы;            Прикладной количественный анализ и моделирование международных отношений;            Внешнеполитический процесс и формирование внешней политики РФ</p>	<p>высшей школе;            Лингвистическое измерение международных отношений**;            Историография международных отношений**;            Human Rights and International Security**;            Foreign Aid and Foreign Policy**;            Научно-исследовательская работа;            Профессиональная практика;            Преддипломная практика;            Научно-исследовательская работа в семестре;            Религиозный фактор в мировой политике**;            Современная внешнеполитическая стратегия России и международные конфликты;</p>
GC-6	<p>Able to define and realize the priorities own activity and ways of its improvement on the basis of self-assessment.</p>	<p>Научно-исследовательская работа в семестре;            Мегатренды и глобальные проблемы;            Прикладной количественный анализ и моделирование международных отношений;            Теория дипломатии и современная дипломатическая система;            Моделирование и прогнозирование международных отношений;</p>	<p>Научно-исследовательская работа;            Профессиональная практика;            Преддипломная практика;            Научно-исследовательская работа в семестре;            Современная внешнеполитическая стратегия России и международные конфликты;            Глобальная безопасность;</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Риски в международных отношениях**;	
GPC-2	Able to search for and apply promising information and communication technologies and software tools for complex formulation and problem solving professional activity.	Прикладной количественный анализ и моделирование международных отношений; Моделирование и прогнозирование международных отношений; Научно-исследовательская работа в семестре;	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика; Научно-исследовательская работа в семестре;
GPC-3	Able to evaluate, model and forecast global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes on the basis of applying methods of theoretical and empirical research and applied analysis.	Прикладной количественный анализ и моделирование международных отношений; Научно-исследовательская работа в семестре;	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика;
GPC-7	Able to independently strategize present the results of his professional of his professional activity, including in in a public format, on the basis of selecting appropriate information and communication technologies and channels of dissemination information.	Прикладной количественный анализ и моделирование международных отношений; Мегатренды и глобальные проблемы; Иностранный язык в профессиональной деятельности**;	Внешнеполитический процесс и формирование внешней политики РФ; Теория дипломатии и современная дипломатическая система; Русский язык в профессиональной деятельности**;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>международных отношений; Типология и структура акторов международных отношений; Научно-исследовательская работа в семестре;</p>	<p>работа в семестре;</p>
PC-1	<p>Capable of independently plan and conduct research in the field of humanities and social sciences.</p>	<p>Научно-исследовательская работа в семестре;          Моделирование и прогнозирование международных отношений;          Прикладной количественный анализ и моделирование международных отношений;          Мегатренды и глобальные проблемы;          Иностранный язык в профессиональной деятельности**;          Теория дипломатии и современная дипломатическая система;          Русский язык в профессиональной деятельности**;          Риски в международных отношениях**;          Типология и структура акторов международных отношений;          Этноконфессиональный фактор в мировой политике**;          Внешнеполитический процесс и формирование внешней политики РФ;          Концептуальные основы внешней политики ЕС**;</p>	<p>Научно-исследовательская работа;          Профессиональная практика;          Преддипломная практика;          Научно-исследовательская работа в семестре;          Иностранный язык в профессиональной деятельности**;          Русский язык в профессиональной деятельности**;          Религиозный фактор в мировой политике**;          Международная миграция и безопасность**;          Современная внешнеполитическая стратегия России и международные конфликты;          Глобальная безопасность;          Human Rights and International Security**;          Foreign Aid and Foreign Policy**;          Современные теории международных отношений и мировой политики;          Методика преподавания международных отношений и мировой политики в высшей школе;          Лингвистическое измерение международных отношений**;          Историография международных отношений**;</p>

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

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

##### Possible wording

The total workload of the course is 3 credits (108 academic hours).

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

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
Contact academic hours	34		34		
including:					
Lectures (LC)	17		17		
Lab work (LW)	0		0		
Seminars (workshops/tutorials) (S)	17		17		
Self-studies	56		56		
Evaluation and assessment (exam/passing/failing grade)	18		18		
<b>Course workload</b>	academic hours	<b>108</b>		<b>108</b>	
	credits	<b>3</b>		<b>3</b>	

#### 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1: Introduction. Definition Situational analysis, methodology and predictive potential.	Brief description: unlike the exact sciences, the humanities and social sciences are limited in effective methods research. In order to overcome this traditional limitation, an interdisciplinary approach and a method situational analysis. Originally, this type of analysis was originally used to analyze markets in marketing economics, before being adapted for international relations. C through the use of situation model analysis, which came to the humanities from marketing, researchers in the field of international relations researchers can avoid the high level of measurement bias that characterize the humanities. This allows for systematic, accurate and comprehensive analysis of contemporary problems of international relations,	

Course module title	Course module contents (topics)	Academic activities types
	providing the necessary depth research.	
<p>Module 2 Fundamentals of conducting situational analysis. The basic steps in realization situation analysis. Identification of actors international conflict. Identifying Actors of international Identifying the actors of international conflict, defining their hierarchy, The political The psychology of the leaders of the opposing parties.</p>	<p>Brief description: the practice of situation analysis has strict rules in terms of application of the analytical model. Conducting accurate, in-depth, comprehensive analysis involves the student's ability to collect and evaluating information, identifying trends and patterns within the field of of international relations. The underlying difficulty of conducting an unbiased analysis is understanding the nature of international conflicts. With this in mind, the student must be able to identify the direct and indirect actors in a conflict, make a balanced assessment of them in a conflict, make a balanced assessment of their interests and degree of intervention in the conflict, the psychology and motivation of the participants conflict. Introducing elements of of conflictology into the organizational and methodological structure of the analysis contributes to an understanding of the importance interdisciplinary approach in the framework of the study of contemporary problems of international relations</p>	
<p>Module 3 Preparing situational scenario. Creation of situational scenarios on the basis of the most relevant events of international relations, practical aspects. Historical dynamics and political tradition in analyzing conflicts, The legal aspect international conflicts</p>	<p>Brief description: A descriptive scenario of the international situation is the most important part of situational analysis, without which it is impossible to without which it cannot be realized. The student should understand the specifics of forming a correct and adequate to the situation scenario. The class is practical character, the student studies practical aspects of creating a situational analysis and then applies them in practice as it relates to contemporary issues of international relations. Specifically, the student is required to consider historical dynamics and political tradition as part of the scenario methodology for the situational analysis. situational analysis. Differences in the treatment different schools of thought in the field of international international relations has a direct impact on both the scenario generated, as well as on further analysis</p>	
Organization of an expert	Краткое описание: создание экспертной группы	

Course module title	Course module contents (topics)	Academic activities types
<p>situational analysis team            Organization of a situation analysis expert group and comprehensive analysis of the international conflict. The main steps in organizing an expert group to conduct situational analysis, ethical and practical aspect.            Identity analysis of the actors in an international conflict,            An economic analysis of international Balance of power actors of international conflict</p>	<p>– второй шаг проведения корректного ситуационного анализа. Междисциплинарность метода ситуационного анализа способствует формированию сбалансированной экспертной группы, где специализация трети членов непосредственно связана с темой анализа, специализация третьей группы касается смежных проблем, связанных с непосредственно изучаемой проблемой; и оставшаяся часть приходится на узконаправленных специалистов, нацеленных на изучение конкретных аспектов рассматриваемой проблематики. Кроме особенностей правильного формирования экспертной группы, также важно понимать различные виды анализа, входящие в состав ситуационного анализа: анализ идентичности акторов международного конфликта, экономический анализ международного конфликта, анализ баланса сил участников конфликта, применение международных баз данных для проведения контент и ивент анализа.            Различие рассматриваемых переменных и особенности их трактовки.</p>	
<p>Summarizing situational analysis.            Summarizing situational analysis, preparation final document. Creating of their own databases on conflicts,            Conducting Research based on databases.</p>	<p>Brief description: summarizing situational analysis is the part of the process where students are faced with the need to balancing and harmonizing the sometimes quite different opinions of the expert panel. It is particularly important to understand and to realize that there are aspects of influence such as ethnic, political, historical, religious, economic, and attitudinal. It is about the need, within a framework of respect for expert opinion to collect data, analyze it, evaluate it, and on the basis of that evaluation, make a balanced and a balanced and average result. It is the harmonious combination of sometimes diametrically of sometimes diametrically opposed opinions presented by of the experts during the situational            It is the harmonious combination of sometimes diametrically opposed opinions presented by experts during the situational analyses that speaks to the high quality of this</p>	

Course module title	Course module contents (topics)	Academic activities types
	<p>of the analysis and the high potential for real implementation of its results in practice. On the basis of</p> <p>On the basis of the findings, the secretariat, i.e. the executive body responsible for organizing and conducting the analysis, the secretariat, i.e. the executive body responsible for organizing and conducting the analysis, should present the findings in the form of final document, article, collection of articles or monograph. The publication of the results of the situation analysis is an integral part of it an integral part of the situation analysis and facilitates</p> <p>Further utilization of the results within the scientific community</p>	
<p>The 2003 Iraq War. Practical application of the skills conducting situational analysis on a given topic. Economic, social, military, political aspects conflict. Definition parties, preconditions and results of the conflict. Prediction of further development of the situation and potential ways resolution conflict.</p>	<p>Brief description: Practical session. Students examine in detail a case study on a the given topic and take turns reconciling the role of different organs in the structure of the body. the role of different bodies in the structure of situational analysis. Thus, the students are required to put forward a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. problem. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part of the analysis. The 2003 war in Iraq with the participation of the of the NATO coalition is one of the first alarm bells alarm bells of the new millennium. The formation of a monopolistic world and the clear designation the United States as the only superpower in the world. has led to a disregard for both the norms of international law and the opinion of the United Nations regarding intervention in Iraq. September 9 September 9, 2001 was the occasion for the US authorities to build the most convenient conditions for to justify aggressive policies both at home and outside the country. The example of the war in Iraq shows in practice how the interference of a large state in</p>	

Course module title	Course module contents (topics)	Academic activities types
	<p>the sovereign affairs of another weaker country does not solve a problem, but rather but creates a whole host of new ones.</p>	
<p>North Korea and the question possession of nuclear technology. Practical practical application of the skills of conducting situational analysis on a given topic. Economic, social, military, political aspects of conflict. Definition parties, preconditions and results of the conflict. Prediction of further development of the situation and potential ways resolution conflict.</p>	<p>Brief description: Practical session. Students examine in detail a case study on a the given topic and take turns reconciling the role of different organs in the structure of the body. the role of different bodies in the structure of situational analysis. Thus, the students are required to put forward a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. problem. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part of the analysis. The main problem with the proliferation of nuclear weapons is that there is no way to guarantee that they will not fall into the hands of terrorists, extremists and into the hands of terrorists, extremists and organized crime. Such elements are willing to use weapons of mass destruction in order to intimidate the world community and demand exceptional conditions unacceptable to civilized communities. North Korea is a country extremely susceptible to the ideological influence of the struggle against the West. The biggest problem is that the country's leader actively declares a desire to militarily wipe countries such as the U.S. to wipe countries like the U.S. off the face of the earth. off the face of the earth. The constant threats make this a rogue nation dangerous, especially in the event nuclear missiles. The principle of mutual annihilation created during the Cold War. during the Cold War continues to exist today. Even with all the initiatives for disarmament. disarmament initiatives, there are enough weapons of mass destruction of weapons of mass destruction, there are enough</p>	

Course module title	Course module contents (topics)	Academic activities types
	<p>weapons of mass destruction the entire planet. North Korea, therefore, could be the trigger that could set this process off. to set this process in motion. In addition, nuclear weapons</p> <p>North Korean leaders openly they hope to use as a shield against the influence of the rest of the world and as a guarantee that their aggressive policies toward South South Korea will be overlooked in the future</p>	
<p>Nagorno-Karabakh, conflict between Azerbaijan and Armenia. Practical practical application of skills conducting situational analysis on a given topic. Economic, social, military, political aspects of conflict. Definition parties, preconditions and results of the conflict. Prediction of further development of the situation and potential ways resolution conflict.</p>	<p>Brief description: Practical session. Students examine in detail a case study on a the given topic and take turns reconciling the role of different organs in the structure of the body. the role of different bodies in the structure of situational analysis. Thus, the students are required to put forward a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. problem. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part</p> <p>The Nagorno-Karabakh conflict dates back to the times of the Russian Empire. The Nagorno-Karabakh conflict dates back to the times of the Russian Empire. Until now, it has existed in a passive form, restrained by a strong central power. After the collapse of the Soviet Union. the strict controls were lifted, and the newly independent Armenia and Azerbaijan began armed struggle for the region. The crux of the problem boils down to the status of a small mountainous area of land rich in water resources. The majority of the population since the times of the since the days of the Russian Empire, the majority of the population has been Armenian. desire to be independent or to become part of Armenia is understandable. Nevertheless. de facto because of the artificial formation of borders in the USSR, in fact, under by all norms of international law, Karabakh belongs to Azerbaijan, which has repeatedly tried</p>	

Course module title	Course module contents (topics)	Academic activities types
	<p>to influence the national composition of the population of Karabakh's population. So far, an intermediate option that does not suit both sides - Karabakh has autonomy, but it is not independent. The indirect participants in the conflict are Russia, Turkey, the United States, European countries.</p>	
<p>The civil war in Eastern Ukraine. Practical application of the skills conducting situational analysis on a given topic. Economic, social, military, political aspects of conflict. Definition parties, preconditions and results of the conflict. Prediction of further development of the situation and potential ways resolution conflict</p>	<p>Brief description: Practical session. Students examine in detail a case study on a given topic and take turns reconciling on themselves the role of different bodies in the structure of situational analysis. Thus, the students are required to put forward a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. Thus, students are required students are required to come up with a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. problem. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The war in eastern Ukraine, caused by a successful attempt by the Western powers to replace the legitimate government in Kiev, has split Ukraine into two parts. The question of interference by other states in the sovereign affairs of any in the sovereign affairs of a country has long been the subject of debate in the expert community. The attempt of Western countries to secure their own interests in the in the post-Soviet space and to suppress any any possibility of contacts of this state with Russia. Russia. The war raging between separatists of LNR, DNR on the one hand and official Kiev on the other side - has received its embodied at the global level. B in the conflict are also indirectly involved. The United States and Russia are also indirectly</p>	

Course module title	Course module contents (topics)	Academic activities types
	<p>involved in the conflict. qualitatively different goals and with significantly with qualitatively different goals and roles. The world community and the The world community and the UN, as practice has shown, have been unable to offer an effective way to resolve the conflict. Concluded in the presence in the presence of all interested parties the Minsk Agreements are for the most part simply The Minsk Agreements, concluded in the presence of all interested parties, are largely ignored, creating an unacceptable precedent not only within the framework of international conflicts, but also setting an unfavorable practice of interaction between different countries. practice of interaction between different countries.</p>	
<p>The conflict in Libya in 2011 2011. Practical application of the skills conducting situational analysis on a given topic. Economic, social, military, political aspects conflict. Definition parties, preconditions and results of the conflict. Prediction of further development of the situation and potential ways resolution conflict.</p>	<p>Brief description: Practical session. Students examine in detail a case study on a the given topic and take turns reconciling the role of different organs in the structure of the body. the role of different bodies in the structure of situational analysis. Thus, the students are required to put forward a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. problem. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part. The Arab Spring has proven to be the political event that has completely the situation in the Middle East and North Africa. North Africa. With the help of social media and mass media, Western Western countries have effectively instigated a change of unwanted governments in North Africa. Libya, being the main favorite to unite Africa within the framework of a truly functioning African Union. a functioning African Union, was the hardest hit. In fact, by using force to disperse those those who wanted to overthrow Gaddafi, the country's leader unleashed the Western bloc's further</p>	

Course module title	Course module contents (topics)	Academic activities types
	“humanitarian intervention,” which has taken de facto de facto forms.	
<p>Conflict in Syria. US and Russian involvement. Practical practical application of skills conducting situational analysis on a given topic. Economic, social, military, political aspects of conflict. Definition parties, preconditions and results of the conflict. Prediction of further development of the situation and potential ways resolution conflict.</p>	<p>Brief description: Practical session. Students examine in detail a case study on a the given topic and take turns reconciling the role of different organs in the structure of the body. the role of different bodies in the structure of situational analysis. Thus, the students are required to put forward a valid situational scenario, analyze it and give their expert opinion on political, economic, social, military and other aspects of the problem at hand. problem. Students are then required to collate their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its final part of the analysis. The Syrian issue is rightfully is rightly the most pressing issue of the day. It is one of the first conflicts where Russia acts as an open counterweight to the United States. Western countries, accustomed in the new in the new millennium to unilaterally fix, according to to fix problems in the Middle East and North Africa in the Middle East and North Africa have been forced now have to reckon with the fact that there is a counterweight on the international on the international arena has emerged as a counterweight that will not the example of Libya and Iraq, the new centers of instability and Islamic radicalism</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	

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
	presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	List of specialised equipment, stands, visual posters, etc.
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.	

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

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Современные глобальные проблемы : Учебное пособие для вузов / Отв. ред. В.Г.Барановский, А.Д.Богатуров. - М. : Аспект Пресс, 2010. - 350 с. - ISBN 978-5-7567-0595-9 : 310.00.
2. Кулагин Владимир Михайлович. Современная международная безопасность [Текст] : Учебное пособие / В.М. Кулагин. - М. : Кнорус, 2016. - 432 с. - (Бакалавриат). - ISBN 978-5-406-05199-3 : 678.48.
3. Фененко А.В. Современная история международных отношений: 1991-2016 [Текст/электронный ресурс] : Учебно-методический комплекс / А.В. Фененко. - 2-е изд., перераб. и доп. ; Электронные текстовые данные. - М. : Аспект Пресс, 2016. - 432 с. - ISBN 978-5-7567-0850-9 : 600.00

### *Additional readings:*

1. История международных отношений и внешней политики России (1648-2017) [Текст/электронный ресурс] : Учебник / А.С. Протопопов [и др.]. - 4-е изд., испр. и доп. ; Электронные текстовые данные. - М. : Аспект Пресс, 2018. - 448 с. - ISBN 978-5-7567-0944-5 : 800.00.
2. Байков Андрей Анатольевич. Современная мировая политика. Прикладной анализ : Учебное пособие для вузов / А.А. Байков, Д.Г. Балувев; Под ред. А.Д.Богатунова. - 2-е изд., испр. и доп. - М. : Аспект Пресс, 2010. - 592 с. : ил. - ISBN 978-5-7567-0580-5 : 530.00.
3. Зонова Татьяна Владимировна. Дипломатия. Модели, формы, методы [Текст] : Учебник / Т.В. Зонова. - М. : Аспект Пресс, 2013. - 348 с. - ISBN 978-5-7567-0690-1 : 440.00.

4. Chernenko E.F. New risks in international relations [Текст/электронный ресурс] = Новые риски в международных отношениях : Education and Methodical Complex / E.F.Chernenko. - Книга на английском языке; Электронные текстовые данные. - М. : PFUR, 2013. - 202 p. - ISBN 978-5-209-05061-2 : 358.67.

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

6. Заемский Владимир Федорович. ООН и миротворчество [Текст] : Курс лекций / В.Ф. Заемский. - 2-е изд. - М. : Международные отношения, 2012. - 328 с. - ISBN 978-5-7133-1410-1 : 387.00.

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

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

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

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

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

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

#### *Internet sources*

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

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

2. Databases and search engines:

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

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

1. The set of lectures on the course \_\_\_\_\_
2. The laboratory workshop (if any).on the course \_\_\_\_\_
3. The guidelines for writing a course paper / project (if any) on the course \_\_\_\_\_.
4. ....

\* 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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