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Federal State Autonomous Educational Institution of Higher Education
Peoples' Friendship University of Russia named after Patrice Lumumba
RUDN University

FACULTY OF SOCIAL SCIENCES AND HUMANITIES
educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

DIVERSITY AND GOVERNANCE: CIVIL SOCIETY, RELIGION AND ETHNICITY
Course title

Recommended by the Didactic Council for the Education Field of:

41.04.04 Political Science
field of studies / speciality code and title

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

MA IN POLITICAL SCIENCE, POLITICAL INSTITUTIONS AND VALUES
higher education programme profile/specialisation title

2026

1. COURSE GOAL(s)

The goal of the course «Diversity and Governance: Civil Society, Religion and Ethnicity» is to introduce important aspects of modern governance: religion, ethnicity, and civil society. Modern societies are complex structures of interaction, which entail various manifestations of political management for the harmonious and sustainable development of the state. The versatility of social interactions requires not only a detailed study of separate aspects but also the relationship between them.

The course examines the role that social factors such as religion and ethnicity play in determining the direction of government policies, functioning civil societies within the relevant social, cultural, and historical context, and draws extensive examples from different regions of the world.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course «Diversity and Governance: Civil Society, Religion and Ethnicity» 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 critically analyze problem situations based on a systematic approach and develop an action strategy.	GC-1.1. Analyzes the task, highlighting its basic components;
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	GC-5.2. Collects information on a given topic, taking into account ethnic groups and confessions that are most widely represented at the points where the research is being conducted;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course «Diversity and Governance: Civil Society, Religion and Ethnicity» refers to university module of block 1 of the academic program.

_____ As part of the Higher Education Academic Programme, students also study other courses and/or practices that contribute to the achievement of the planned learning outcomes of the discipline "Diversity and Governance: Civil Society, Religion and Ethnicity".

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 analyze problem situations based on a systematic approach	Culture and Identity in Russia; Ethics of Public Policy and Administration;	Civil Society in Contemporary Russia; The Humanitarian Factor in Modern Politics**; Education

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	and develop an action strategy.		and Culture; International and Regional Politics in Eurasia**; New Generation International Conflict and Its Resolution**; Soft Power as a Foreign Policy Tool: Forms and Mechanisms**; Political Culture: Russia – West – East; The Energy Factor in Contemporary Global Politics**; Research Work in the Semester;
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	Contemporary schools of political science in Russia and the world;	Research work in the semester; Pre-graduation internship;

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

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

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

Type of academic activities	Total academic hours	Semesters/ training modules			
			2		4
Contact academic hours	*37*		*37*		
Lectures (LC)	17		17		

Type of academic activities		Total	Semesters/ training modules			
				2		4
Seminars (workshops/tutorials) (S)		17		17		
Self-studies		*56*		*56*		
Evaluation and assessment (exam/ passing/failing grade)		*18*		*18*		
Course workload	academic hours	**108**		**108**		
	credits	**3**		**3**		

* To be filled in regarding the higher education programme correspondence training mode.

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Topics contents	Academic activities types
Module 1. Governance	Topic 1.1. Models of Political Formation and Diversity Governance	The main models of diversity integration in political systems are examined: assimilation, multiculturalism, and integration. It is analyzed how institutional design	*LC, S*

Course module title	Course module contents (topics)	Topics contents	Academic activities types
		(electoral systems, federalism) affects stability and conflict potential in heterogeneous societies.	
	Topic 1.2. Public Sphere: Expansion and Diversification of the Subject Field	The transformation of public space under the influence of ethno cultural diversity is studied, including the inclusion of previously marginalized groups in public discourse. Special attention is paid to the role of digital platforms and media in articulating the demands of various social groups.	*LC, S*
	Topic 1.3. Coordination of Interests, Consensus on Basic Values and Goals, Optimal Balance of the Universal and the Particular as a Priority of Management Strategies	Public administration strategies aimed at finding a balance between national interests and the rights of individual ethno confessional groups are analyzed. Mechanisms for achieving consensus (negotiations, public chambers) and defining the inviolable value core of society are revealed.	*LC, S*
	Topic 1.4. Ethno confessional Actors in Public Policy: National and Religious Organizations as Structural Elements of Civil Society	The role of national-cultural autonomies and religious organizations as structural elements of civil society is examined. Their functions in social service, lobbying interests, and maintaining identity within the legal framework are considered.	*LC, S*
Module 2. Management of Ethno confessional Diversity	Topic 2.1. "Res publica" (Common Good / Public Good) as a Priority of Social Development and as a Basic Requirement for a Functioning Civil Society	The principle of the "common good" (public interest) is conceptualized as a basic condition for the functioning of a mature civil society. The necessity of the supremacy of the common good over private and corporate interests for sustainable development is demonstrated.	*LC, S*
	Topic 2.2. Ethnic and Religious Diversity of Russia	A characterization of the ethno confessional composition of the Russian Federation is given, including the settlement of the largest peoples and the spread of major religions. The challenges of state national policy associated with ethnic federalism and migration processes are analyzed.	
	Topic 2.3. Civil and Social Initiatives: Classification and Social Trend	A classification of civil initiatives (from human rights to volunteer) is presented, and current trends in population self-organization are identified. The transition from paternalistic attitudes to models of grassroots activism and social entrepreneurship is analyzed.	*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.	
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. Almond, G. A., & Verba, S. (1963). The Civic Culture: Political Attitudes and Democracy in Five Nations. Princeton University Press, 574 p.
2. Donnelly, J. (2013). Universal Human Rights in Theory and Practice. Cornell University Press, pp. 7-23.
3. Leighley, J. E. & Vedlitz, A. (1999). Race, Ethnicity, and Political Participation: Competing Models and Contrasting Explanations. The Journal of Politics, 61(4), pp. 1092–1114.
4. Nepstad, S. E. (2004). Religion, Violence, and Peacemaking. Journal for the Scientific Study of Religion, 43(3), pp. 297–301.
5. Permoser, M. J. (2019). What are Morality Policies? The Politics of Values in a Post Secular World. Political Studies Review, 17(3), pp. 310–325.
6. Roucek, J. (1982). Ethnopolitics: A Conceptual Framework, Columbia University Press, 290 p.

Additional readings:

7. Adunbi, O. (2016). Embodying the Modern: Neoliberalism, NGOs, and the Culture of Human Rights Practices in Nigeria. Anthropological Quarterly, 89(2), pp. 399–432.
8. Fox, J. (2013). An Introduction to Religion and Politics: Theory and Practice, Routledge, 252 p.
9. Kettell, S. (2013). State Religion and Freedom: A Comparative Analysis. Politics and Religion, pp. 538-569.
10. Kitagawa, J. M. (1962). Buddhism and Asian Politics. Asian Survey, 2(5), pp. 1–11.
11. Kooper, M., Maes, R. & Lindgreen, E.E.O. (2011). On the Governance of Information: Introducing a New Concept of Governance to Support the Management of Information. International Journal of Information Management, 31, pp. 195-200.
12. Mason, R. (2016). Muslim Minority-State Relations: Violence, Integration, and Policy, Palgrave Macmillan, 233 p.
13. Mitrofanova, A. (2016). Russian ethnic nationalism and religion today. In P. Kolstø & H. Blakkisrud (Eds.), The New Russian Nationalism: Imperialism, Ethnicity and Authoritarianism 2000–2015, Edinburgh University, pp. 104–131.
14. Newman, S. P., & Newman, S. (2007). One Nation under God: Making Historical Sense of Evangelical Protestantism in Contemporary American Politics. Journal of American Studies, 41(3), pp. 581–597.

Internet sources

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

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

2.Databases and search engines:

- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- 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 «Diversity and Governance: Civil Society, Religion and Ethnicity»
2. The laboratory workshop (if any). on the course «Diversity and Governance: Civil Society, Religion and Ethnicity»
3. The guidelines for writing a course paper / project (if any) on the course «Diversity and Governance: Civil Society, Religion and Ethnicity»

* 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.

DEVELOPERS:

Associate Professor of the Department of Comparative Politics	**Medushevsky N.A.**
position, department	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

Head of the Department of Comparative Politics	**Mchedlova M.M.**
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HEAD OF HIGHER EDUCATION PROGRAMME:

Professor of the Department of Comparative Politics	**Pochta Yu. M.**

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