

**Ministry of Education and Science of the Russian Federation  
State Educational Institution of Higher Professional Education**

National Research University  
Lobachevsky State University of Nizhny Novgorod

Institute of International Relations and World History

APPROVED  
by the decision of the Academic Council of UNN  
protocol №\_\_ dated «\_\_» \_\_\_\_\_ 20\_\_

**Study program of the course**

**CONTEMPORARY INTERNATIONAL RELATIONS**

*(name of the subject (course))*

Level of Higher Education

**Bachelor**

Area of Study

**43.01.05 International Relations**

Program

**World Politics**

Form of Training

**Full-time**

Nizhny Novgorod  
2022

## 1. The Place of the Course in the Structure of the Main Education (Degree) Program

The course is a part formed by the participants of educational relations, code Б1.В.09

№	The place of the discipline in the curriculum of the educational program	Стандартный текст для автоматического заполнения в конструкторе РПД
1		
2	Block 2. Disciplines (modules). a the part formed by the participants of educational relations	Academic discipline <b>Б1.В.09 CONTEMPORARY INTERNATIONAL RELATIONS</b> is a part formed by the participants of educational relations Area of Study <b>43.01.05 International Relations</b>
3		

## 2. The planned learning outcomes, correlated with the planned learning outcomes of the educational program (competencies and indicators of competencies achievement)

Competencies	The planned learning outcomes, in accordance with the indicator of achievement of competence		Assessment tools
	Indicator of competence achievement (код, содержание индикатора)	Learning outcomes	
PKR-7. Able to organize and conduct research work in the field of international relations	PKR-7.1. Possess a professional conceptual and terminological apparatus and use it in the course of analytical research on topical problems of modern international relations.	To be able to identify the international political and diplomatic semantic loads of contemporary international relations Know the main problems and processes of modern international relations To have the skills to analyze political and diplomatic semantic loads of the main problems and processes of modern international relations	Test, essay , exam
PKR-8. Able to understand the logic of global processes in their historical, economic and legal conditioning.	PKR-8.1. Ability to analyze the dynamics of the main characteristics of international relations, taking into account the behavior, interests and influence of key actors.	To be able to find and offer optimal solutions to solve existing and prevent potential problems and threats to modern international relations To know the main existing and potential problems and threats of modern international relations To master the skills of accepting complex and compromise organizational and managerial decisions in non-standard and problem situations of modern international relations	Test, essay , exam
	PKR-8.6. Understand the main trends in the	Know the trends in the development of world political processes (globalization and localization, integration and	Test, essay , exam

	development of international integration processes.	disintegration, democratization, expanding the circle of participants in international relations, problems of sovereignty, etc.). To be able to identify the prerequisites, factors for the development of integration processes, analyze their goals and objectives, classify international integration associations. Have the skill of critically assessing the activities of various actors in international relations	
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### 3. The Structure and Content of the Course

#### 3.1 Workload of the Course

	Full - Time
<b>Total number of credits</b>	<b>3 Credits</b>
<b>Hours according to the curriculum</b>	<b>108</b>
<b>including</b>	
<b>Contact work with the teacher:</b>	<b>37</b>
- Lectures	24
- Seminars (practical classes / laboratory work)	12
<b>Student's independent work</b>	<b>71</b>
<b>Control</b>	
<b>Midterm Assessment - Exam or Test</b>	<b>test</b>

#### 3.2. Content of the Course

Modules or topics	Workload (hours)	Including				
		Contact Work				Independent work
		Lectures	Seminars	Lab classes	Total	
1 Theoretical approaches to IR and world politics	9	2	1		3	6
2 The evolution of the interstate system	9	2	1		3	6
3 Main issues in contemporary IR and global politics	9	2	1		3	6
4 Decolonization and the global south	9	2	1		3	6
5 Globalization and role of the state	9	2	1		3	6
6 Power and the causes of war	9	2	1		3	6
7 Technology and the changing face of warfare	9	2	1		3	6

8 Managing conflict: international law and international and transnational organization	9	2	1		3	6
9 The environment: a global collective good	9	2	1		3	6
10 Identity politics: nationalism, religion, and ethnicity	9	2	1		3	6
11 Human rights: the individual in global politics	9	2	1		3	6
12 International political economy	9	2	1		3	5
Total	108	24	12		36	71

Practical classes (seminars /laboratory work) are organized with elements of practical training, that provides the implementation of certain activities related to the future profession.

The course will be taught with a combination of lectures and seminars. Lectures will cover the core of the course, exposing students to the main facts, concepts, interpretations and issues related to the political development of contemporary IR. During seminars students will analyze and discuss key issues, answering questions and preparing short presentations. The course is intended to use the interactive teaching methodology that implies active participation and involvement of students in both lectures and seminars. Lectures are given in a question-answer manner which leaves room for students' active involvement. All students on the course are welcome to engage in discussion about the topic of the lecture and are expected to be ready for active discussions at seminars. All lectures are supported by visual materials (eg Power Point presentations).

Ongoing monitoring of academic performance is carried out within the framework of seminar-type classes

#### **4. Methodological support for students' independent work**

Questions for final control, tasks for current control and Midterm Assessment based on the learning outcomes of the discipline are given in 5.2.

An online course created in the UNN e-learning system is used to ensure the independent work of students - <https://e-learning.unn.ru/course/view.php?id=7951>

The course consists of lectures, seminars, independent work of students and the comprehensive final test.

A significant role in the study of the discipline is given to independent work of students; its scope is defined by the curriculum. Independent work is a form of out-of-classroom activities mandatory for each student.

In the course of their independent work, students familiarize themselves with theoretical material from textbooks and monographs given in the list of recommended literature, solve practical problems, prepare for seminars, write papers, essays, take electronic tests in the learning mode, answer self-test questions. Independent work can be done in the reading halls of the library or at home. Self-checks in the course of independent work may be in the form of electronic tests or credit tasks. At the end of studies, there is a regular test.

Independent work is intended to familiarize the student with certain sections of the course and additional materials, it gives the opportunity to study the main topics in-depth, to acquire new knowledge, skills, abilities. Independent work is based on the use of recommended materials and envisages tasks of various types.

Students' independent work includes:

- the collection and study of materials necessary for participation in interactive games, and other forms of interactive work;
- preparation of the tasks most relevant to discipline topics;
- preparation for current assignments and testing;
- preparation for the final test.

The main organizational principle of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diversified activities.

Control of students' knowledge includes:

- Monitoring the work on practical tasks, taking into consideration the degree of activity of each student and timely performance of assignments.
- Preparation of detailed answers on topical issues.
- Monitoring the progress of testing based on the study of selected topics and modules of the discipline.
- The final assessment in the form of the final written test or oral answer.
- The final grade is based on the results of the student's work within practical classes, reports, results of ongoing work and final testing.

Independent work is an out-of-class type of activities designed to familiarize the student with certain parts or topics of the course with the recommended materials and to prepare individual assignments for the course.

The main principle of organization of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diverse activities.

Monitoring students' current progress is envisaged after studying each module. The students will be evaluated by conducting tests, writing essays and tests on the subjects they have studied. Oral answers during seminars and practical classes will also be assessed. The results of current work and tests will be taken into account to determine the final grade.

#### INSTRUCTIONS FOR STUDENTS

The study of the theoretical material is determined by the curriculum of the discipline which is included into the plan of study and the list of recommended literature. It is necessary to recapitulate the material of previous topics, as well as the material of the preceding academic disciplines that serves as the base of the topic being studied. When preparing for the practical lesson, you must study the lecture materials and read the recommended literature. The material studied should be analyzed in accordance with the lesson plan, and then the degree of assimilation of the material should be verified.

Practical classes are inseparably connected with homework as the main part of independent work. They are part of a systematic study in combination with the theoretical material. The knowledge and skills acquired are assessed within the framework of interim and final attestation (tests and exams).

Independent work is carried out with the purpose of deepening of knowledge and includes:

- recapitulation of the material studied in class, reading the recommended literature;
- preparation for practical classes;
- implementation of group and individual assignments;
- work with electronic sources;
- preparation for the final test.

Students' independent work consists of the study of literature complementing the material presented in the lectures.

It is assumed that, having listened to the lecture, students should refer to the literature from the main bibliographical lists of books, then search for the necessary additional information and critically evaluate the material from the Internet sites.

Students should master the skills of bibliographic search, including search in the Internet resources, they should learn how to compare different points of view and determine research methods.

It is important to plan time for independent work for the entire semester and it is necessary to set aside some time for recapitulation of the material.

In their preparation for the final exams, students should be guided by the list of questions for the final control on the course. They must understand the basic concepts of the discipline.

## 5. Evaluation tools for Midterm Assessment based on the learning of the course material,

includes:

### 5.1. Criteria for assessing learning outcomes

Learning outcomes	Assessment criteria						
	«Poor»	«Unsatisfactory»	«Satisfactory»	«Good»	«Very good»	«Excellent»	«Perfect»
	FAIL		PASS				
<u>Knowledge</u>	Lack of theoretical knowledge.  Inability to assess the completeness of knowledge due to the student's refusal to answer	The level of knowledge is below minimum requirements. There has been serious errors.	Minimum acceptable level of knowledge. A lot of errors were made.	The level of knowledge corresponds to the program. A few errors were made	The level of knowledge corresponds to the program. A few minor flaws were made	The level of knowledge corresponds to the program. There are no flaws.	The level of knowledge exceeds the level required in the training program.
<u>Abilities</u>	Lack of minimal abilities and skills.  Inability to assess the completeness of knowledge due to the student's refusal to answer	Basic abilities and skills in solving standard tasks are not demonstrated. There has been serious errors.	Basic abilities and skills are demonstrated. Typical tasks with non-serious errors were solved. All tasks are completed, but not in full.	All basic abilities and skills are demonstrated. All the main tasks with non-serious errors have been solved. All the tasks were completed, in full, but some of them were incomplete.	All basic abilities and skills are demonstrated. All the main tasks have been solved. All tasks are completed, in full, but some with shortcomings.	All the basic abilities and skills are demonstrated. All the main tasks are solved with some minor shortcomings, all the tasks are completed in full	All the basic abilities and skills are demonstrated. All the main tasks have been solved. All tasks are completed, in full, without any shortcomings

<u>Skills</u>	Lack of skills of the material.  Inability to assess the completeness of knowledge due to the student's refusal to answer	Basic skills in solving standard tasks are not demonstrated  There has been serious errors.	There is a minimal set of skills in solving standard tasks with some shortcomings	Basic skills in solving standard tasks are demonstrated with some shortcomings	Basic skills in solving standard tasks are demonstrated without errors and shortcomings	Skills in solving non-standard tasks are demonstrated without errors and shortcomings.	A creative approach to solving non-standard tasks is demonstrated
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#### Scale for the assessment of the learning outcomes:

Assessment		Training level
	<b>Perfect</b>	All competencies (parts of competencies) are formed at a level not lower than "Perfect". Knowledge, skills, and proficiency in the relevant competencies are demonstrated at a level higher than the program provides
<b>PASS</b>	<b>Excellent</b>	All the competencies (parts of competencies) are formed at a level not lower than "excellent", at least one competence is formed at the "Excellent" level.
	<b>Very good</b>	All the competencies (parts of competencies) are formed at a level not lower than "Very good", at least one competence is formed at the "Very good" level.
	<b>Good</b>	All the competencies (parts of competencies) are formed at a level not lower than "Good", at least one competence is formed at the level of "Good".
	<b>Satisfactory</b>	All the competencies (parts of competencies) are formed at a level not lower than " Satisfactory ", at least one competence is formed at the level of " Satisfactory ".
<b>FAIL</b>	<b>Unsatisfactory</b>	All the competencies (parts of competencies) are formed at a level not lower than " Unsatisfactory ", no one competence is formed at the level of " Poor ".
	<b>Poor</b>	At least one competence is formed at the " Poor " level

#### Typical assignments or other materials necessary for the assessment of learning outcomes.

##### 5.2.1 QUESTIONS FOR PASS/FAIL FINAL CONTROL

Questions	Code
1. <i>Westphalian world and formation of system of the national states.</i>	PKR-8
2. <i>Concept of system of the international relations</i>	PKR-8
3. <i>Main features of various systems in the history of international relations ("The European concert", system of Versailles and Washington, system of Yalta and</i>	PKR-8

<i>Potsdam)</i>	
4. <i>Ideas of Marx and Neomarxism in studying of the modern international relations.</i>	PKR-8
5. <i>Postmodernism in studying of political structure of the world.</i>	PKR-8
6. <i>Aspects of world globalization (economic, financial, ecological, etc.)</i>	PKR-8
7. <i>Russia in globalization.</i>	PKR-8
8. <i>World democratization as global tendency</i>	PKR-8
9. <i>Integration processes in the modern world. Integration and cooperation.</i>	PKR-7
10. <i>Reasons for regionalization of the world</i>	PKR-7
11. <i>Role of regions in the modern world</i>	PKR-7
12. <i>Change of the security agenda in the modern world</i>	PKR-7
13. <i>International, regional and national security</i>	PKR-7
14. <i>Problems of military security and terrorism</i>	PKR-7
15. <i>Problem of arms reduction and non-proliferation of nuclear weapons.</i>	PKR-7
16. <i>Terrorism as a security problem Economic factor in world politics and the international relations.</i>	PKR-7
17. <i>Legal measurement of the modern world</i>	PKR-7
18. <i>Problem of the national sovereignty</i>	PKR-7
19. <i>Territorial integrity and the rights of the nations on self-determination</i>	PKR-7
20. <i>Intergovernmental organizations and international regimes.</i>	PKR-8
21. <i>The UN and its role in the modern world. Discussions about UN reform</i>	PKR-8
22. <i>Regional international organizations</i>	PKR-8
23. <i>International regimes.</i>	PKR-7
24. <i>Role of Russia in the modern world</i>	PKR-7
25. <i>Integration and regionalization of the modern world</i>	PKR-7



### 5.2.2. Standard tests for assessing the competence formation PKR-8

- 01) 'Hyperglobalists' argue that globalization is bringing about the demise of the sovereign nation-state.  
a. True   b. False
- 02) 'Globalism' and 'globalization' are really just two words that mean the same thing.  
a. True   b. False
- 03) 'World government' is a more fanciful idea than 'global governance'.  
a. True   b. False
- 04) Sceptics of globalization believe that state power, nationalism, and territorial boundaries are of increased, not decreased, importance in world politics.  
a. True   b. False
- 05) 'Transnational civil society' means '... the degree to which networks or patterns of social interaction are formally constituted as organizations with specific purposes.'  
a. True   b. False
- 06) The 2008 financial crisis can be used to highlight:  
a. the decreasing interconnectedness of international politics  
b. the irrelevance of the idea of globalization.  
c. the idea that with globalization power increasingly is organised and exercised at a distance from those it affects.  
d. the irrelevance of financial institutions in international politics.
- 07) Which of the following factors is not considered an 'engine' of globalization?  
a. Economics   b. Environment   c. Technics (technology)   d. Politics
- 08) Which key concept of global politics describes '... the rightful entitlement to exclusive, unqualified, and supreme rule within a delimited territory?'  
a. Sovereignty   b. The disaggregated state   c. Independence   d. 'Might is right'
- 09) Which term best describes "the collective structures and processes by which 'interests are articulated and aggregated, decisions are made, values allocated and policies conducted through international or transnational political processes'?"  
a. Cosmopolitan   b. global politics   c. raison d'état   d. global polity
- 10) The Treaty of Westphalia was signed in:  
a. 1870.   b. 1648.   c. 1945.   d. 1989.
- 11) The central argument of the chapter is that globalization:  
a. is uneven.   b. varies in its intensity and extensity between different spheres of activity.  
c. reconstructs the world as a shared social space.   d. all of the above.
- 12) Globalization can be seen within the military sphere by:  
a. the proliferation of weapons of mass destruction.  
b. the growth of transnational terrorism.

- c. the growing significance of transnational military corporations.
- d. all of the above.

13) The three pillars of the Westphalian Constitution of world politics are:

- a. life, liberty, and the pursuit of happiness.    b. independence, autonomy, sovereignty.
- c. territoriality, sovereignty, autonomy.    d. sovereignty, territoriality, independence.

14) Political globalization involves webs of:

- a. non-state actors and corporations.    b. alliance politics.    c. civil society.
- d. multilateral institutions, policy networks, and transgovernmental cooperation.

15) What two terms best describe the transition to a post-Westphalian order of global politics?

- a. International relations to global politics
- b. (State centric) geopolitics to (geocentric) global politics
- c. Internationalization to globalization
- d. Cold war to post-cold war

### **5.2.3. Standard tasks for assessing the competence formation PKR-7**

Essay/discussion topics

1. History of the IR before the emergence of the system of national states.
2. Evolution or erosion of the Westphalian system of the world.
3. World wars and their results
4. Cold war and its consequences
5. Discussions on formation of new system of the international relations: multi-polar or unipolar world.
6. Interstate interaction: foreign policy and national interest, new role of diplomacy.
7. New technologies: their role in changing political structure of the world. Information, communication and biotechnologies.
8. Positive and negative consequences of influence on political structure of the world, connected with introduction of new technologies.
9. Approaches to globalization, contradictions of globalization.
10. Conflicts in the contemporary world, mediation, conflict resolution, and conflict prevention.
11. Problem of Nationalism.
12. "South-North" division of the world.
13. Various scenarios of new model of the world. Ideas of "uniform" political structure of the world (views of F.Fukuyama and their critique).
14. Human factor in international relations (demography, migration, education).
15. New challenges to the modern world emerging from the formation of new political structure.
16. Problem of interaction of the state and non-state actors in regulation of the modern international relations.
17. Growing influence of non-state actors in regulation of world affairs.
18. Russia in modern world political process.

### **5.2.4. Topics of course papers**

1. Historical context of modern international relations system.

2. Formation of the early IR systems. The rise of the independent, sovereign states, the institutionalization of diplomacy and armies.
3. The peace of Westphalia 1648. Sovereignty and state as basic concepts. Evolution or erosion of the Westphalian system of the world.
4. "Concert of Europe". First collective security institution and its role. Balance of power a main security tool. Alliances and their role in the global crisis. Origins of World War I.
5. League of Nations and Inter-war period. Collapse of world system and formation of new order. World war II the origins and results.
6. Cold War. Bipolar system of international relations. Cold war and its consequences. Relationship between the United States and the Soviet Union during that period.
7. Liberalism. Basic assumptions and its critique. The role of international organizations such as the League of Nations and the United Nations The liberal quest for the elimination of the international anarchy and the inauguration of the rule of law.
8. Neoliberalism. Why institutions matter. 'Neoliberal institutionalism' Varieties of liberalism such as 'commercial' liberalism (theories which link free trade with peace), 'republican' liberalism (theories linking democracy and peace) and 'sociological' liberalism (theories of international integration).
9. Realism. Key concepts and there application. Natural state of order. Anarchy and Power politics. The nation-state as the principal actor in international. The purpose of statecraft is national survival in a hostile environment. The acquisition of power is the proper, rational and inevitable goal of foreign policy. Neo-realism. Structural approach to world politics and main actors.
10. Critical Theory/Postmodernism. Postmodern approaches to international issues.
11. The State. Erosion of powers and legitimacy. Interstate interaction: foreign policy and national interest, new role of diplomacy.
12. Nongovernmental Organizations (NGOs). Growing influence of non-state actors in regulation of world affairs.
13. United Nations and Intergovernmental organizations
14. Main tendencies of world development in the end of the XX-beginning of XXI centuries.
15. Globalization as the leading tendency of world development. Approaches to globalization, contradictions of globalization.
16. Integration. Regional economic integration is a key to prosperity and growth? Problem of Nationalism.
17. Clash of civilizations. New conflict lines on the global map. Conflicts in the contemporary world, mediation, conflict resolution, and conflict prevention.
18. Nuclear proliferation. Security by threat. Nonproliferation treaty and its role in safeguarding global and regional security.
19. Terrorism. New threats to stability and measures of counteraction. New technologies: their role in changing political structure of the world. Information, communication and biotechnologies.
20. Third World. Economic inequality and its impact on the global stability. "South-North" division of the world.
21. Democratisation. Waves of democratization. "The end of History" concept.
22. Multipolarity. Unipolar or multipolar world? New world order and the future of international relations. New challenges to the modern world emerging from the formation of new political structure.

## **6. Methodological and information support for the course**

### **a) Main literature:**

1. Baylis, Smith & Owens. The Globalization of World Politics 6e — Oxford, 2013.
2. Richard W. Mansbach, Kirsten L. Taylor Introduction to Global Politics 3 Ed, 2018.
2. Brown C., Ainley K. Understanding International Relations - NY, 2005.

### **3.2. Internet resources**

- 1) [www.osce.org](http://www.osce.org)
- 2) <http://www.un.org>
- 3) <http://europa.eu>
- 4) <http://www.nato.int>
- 5) [www.mid.ru](http://www.mid.ru)
- 6) <http://global.oup.com/uk/orc/politics/intro/baylis6e/> -- students' online resource centre.

### **6) Additional literature:**

1. Lebedeva M. Mirovaya politika – M., 2020.
2. Torkunov A. Ed. Sovremennie meshdunarodnye otnosheniya. M., 2018.

### **b) Internet Resources and Software \_1) [www.osce.org](http://www.osce.org)**

- 2) <http://www.un.org>
- 3) <http://europa.eu>
- 4) <http://www.nato.int>
- 5) [www.mid.ru](http://www.mid.ru)
- 6) <http://global.oup.com/uk/orc/politics/intro/baylis6e/> -- students' online resource centre.

## **7. Logistical support for the course**

Special classrooms are used for conducting lectures and seminars, group and individual consultations, ongoing monitoring and intermediate certification, as well as for students' independent work. These rooms are equipped with specialized furniture and technical teaching aids for presenting educational information to a large audience.: 320

For lecture-type classes, sets of demonstration equipment and educational visual aids are offered to provide thematic illustrations that correspond to the program of a given subject.

Premises for students' independent work are equipped with computers that provide connection to the Internet and access to Lobachevsky University's electronic information and educational environment.

The program was compiled in accordance with the requirements of the UNN's own educational standard and the Educational Program in the field of "International Relations", the profile is "World Politics".

Author: PhD in political science, Associate professor Bugrov R.V.

Reviewer: \_\_\_\_\_

Head of the Department \_\_\_\_\_

The program was approved at a meeting of the Methodological Commission of the Institute of International Relations and World History

\_\_\_\_\_202 , Protocol No. \_\_\_\_.