

**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

**WORLD INTEGRATION PROCESSES AND INTERNATIONAL ORGANIZATIONS: ISSUES OF
THEORY AND APPLIED ANALYSIS**
(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.06

№	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 part formed by the participants of educational relations	Academic discipline Б1.В.06 World integration processes and international organizations: issues of theory and applied analysis is a part formed by the participants of educational relations Area of Study 43.01.05 International Relations
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	Know the trends in the development of world political processes (globalization	Test, essay, exam

	trends in the development of international integration processes.	and localization, integration and 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
Total number of credits	5 Credits
Hours according to the curriculum	288
including	
Contact work with the teacher:	87
- Lectures	56 = 32 (5 semester) + 24 (6 semester)
- Seminars (practical classes / laboratory work)	28 = 16+12
Student's independent work	165
Control	36
Midterm Assessment - Exam or Test	Test (5 semester) + Exam (6 semester)

3.2. Content of the Course

Modules or topics	Workload (hours)	Including				
		Contact Work				Independent work
		Lectures	Seminars	Lab classes	Total	
<i>5th semester</i>	144	32	16		48	98
Topic 1. The concept of globalization.	12	2	2		4	9
Topic 2. Integration as a trend in world development.	12	3	1		4	9
Topic 3. The essence of economic integration.	12	3	1		4	9
Topic 4. The concept of international organizations.	12	3	1		4	9
Topic 5. Classification of international organizations.	12	3	1		4	9
Topic 6. Formation of international organizations.	12	3	2		5	9
Topic 4. Functions of international organizations in the international arena.	12	3	1		4	9
Topic 7. Features of the UN structure.	12	3	2		5	9
Topic 8. Socio-economic and humanitarian activities of the UN.	12	3	1		4	9
Topic 9. UN and international security. Settlement of disputes.	12	3	2		5	9
Topic 11. The problem of the UN reform	12	3	2		5	8
<i>6th semester</i>	144	24	12		36	70
Topic 12. European Union.	18	8	2		10	8

Topic 13. Activities of key international organizations in Europe.	18	8	2		10	8
Topic 14 Main international organizations and integration processes in Asia and Africa.	18	8	1		9	8
Topic 15 Main international organizations and integration processes in America	18	8	1		9	8
Topic 16 Russia and the CIS.	18	8	1		9	8
Topic 17 Russia in projects of integration cooperation within the CIS.	18	8	2		10	8
Topic 18 The concept and specificity of the activities of international non-governmental organizations.	18	8	1		9	8
Topic 19 Examples of activities of international non-governmental organizations	18	8	2		10	9
Total	288	56	28		84	165

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=7950>

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	Basic skills in	There is a	Basic skills in	Basic skills in	Skills in	A creative

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

Assessment		Training level
	Perfect	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
PASS	Excellent	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.
	Very good	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.
	Good	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".
	Satisfactory	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 ".
FAIL	Unsatisfactory	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 ".
	Poor	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 FINAL CONTROL

Questions	Code
1. The main trends in world development: the concept of globalization and integration.	PKR-8
2. Dimensions of globalization. Its meaning and characteristics.	PKR-8
3. Stages of globalization in the "narrow" sense of the word. Development models of globalization. Forms of behavior of states in the process of globalization.	PKR-8
4. Consequences of globalization. Globalization and Internationalization.	PKR-8
5. Definition of integration. The essence of economic integration.	PKR-8
6. Stages of economic integration. "Negative" and "positive" aspects of integration.	PKR-8
7. Theoretical approaches to economic integration: neoliberalism, corporationism,	PKR-8

structuralism, neo-Keynesianism, dirigism.	
8. Prerequisites and goals of integration.	PKR-8
9. International organizations in the system of international relations. Definition. Criteria.	PKR-7
10. Classification and functions of international organizations.	PKR-7
11. The order of formation of international organizations.	PKR-7
12. Prerequisites for the creation of international organizations. History of international organizations until the second half of the twentieth century. The League of nations.	PKR-7
13. History of the creation of the United Nations. UN Charter.	PKR-7
14. United Nations system. Major UN bodies and principles of decision-making.	PKR-7
15. Humanitarian activities of the UN in modern international relations.	PKR-7
16. Activities of the International Court of Justice.	PKR-7
17. Development of UN peacekeeping operations.	PKR-7
18. UN Specialized Agencies. Examples of activities (UNESCO, UNICEF, UNEP, IAEA).	PKR-7
19. The role of UN financial specialized agencies in international relations.	PKR-7
20. The European idea in history.	PKR-7
21. The main theories of Western European integration: functionalism / neofunctionalism, federalism, transnationalism (pluralistic concept of Karl Deutsch).	PKR-7
22. Development of European integration in the second half of the 1940s - 1980s.	PKR-7
23. System of EU institutions: European Council, EU Council, European Commission, European Parliament, EU Court of Justice; voting procedure.	PKR-7
24. Enlargement of the European Communities. EU and Russia.	PKR-7
25. EU in the late 20th - early 21st centuries. The concept and development of the "three pillars" of the EU. Basic principles of EU law and methods of managing the integration process.	PKR-7
26. Prerequisites for the formation of NATO and its role in the Cold War. 1949 treaty	PKR-7
27. NATO activities in the post-bipolar period. Strategic concepts 1991, 1999 and 2010	PKR-7
28. Reforms in NATO at the beginning of the 21st century. The process of NATO enlargement and transformation.	PKR-7
29. NATO Cooperation Mechanisms: North Atlantic Cooperation Council (NACC) / Euro-Atlantic Partnership Council (EAPC), Partnership for Peace (PfP).	PKR-7
30. Operations conducted by NATO. Cooperation with the Russian Federation.	PKR-7
31. Council of Europe in international relations.	PKR-7
32. History of creation, goals, objectives, principles of the OSCE.	PKR-7
33. ASEAN: history of creation, political and economic aspects of activity.	PKR-7
34. Economic integration within APEC.	PKR-8
35. Integration processes in Latin America. FTAA project.	PKR-8
36. Development of the North American Free Trade Area (NAFTA).	PKR-8
37. Activities of the Organization of American States. Rio Group activities.	PKR-7
38. Goals, principles of activity of the African Union. Attempts to integrate in Africa	PKR-7
39. League of Arab States.	PKR-7
40. Organization of Islamic Cooperation.	PKR-7
41. Commonwealth of Independent States: creation, main features of development.	PKR-7
42. Russia in the integration processes in the post-Soviet space.	PKR-8
43. International non-governmental organizations (INGOs). Mechanisms of their	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) 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

16) The most important aspect of the NATO alliance was the American commitment to the defence of Western Europe.

- a. True
- b. False

17) The European Security and Defence Policy began in which year?

- a. 1998
- b. 1965
- c. 1992
- d. 1999

18) What year was the NATO treaty signed?

- a. 1945
- b. 1949
- c. 1952
- d. 1960

19) Which treaty in 1968 sought to limit the spread of nuclear weapons?

- a. SALT 1
- b. Nuclear Non-proliferation Treaty
- c. ABM Treaty
- d. START 1

20) What regional organization emerged in East Asia in 1967?

- a. ASEAN
- b. NATO
- c. The UN
- d. The Shanghai Cooperation Organization (SCO)

21) 'International society' is the merging of distinct political communities into one.

- a. True
- b. False

22) The caliphate and the papacy are examples of transnational authority.

- a. True
- b. False

23) What was the primary organ of the Idealist inter-war order?

- a. The League of Nations
- b. The United Nations
- c. The Concert of Europe
- d. The hegemonic influence of the US

24) What does OPEC stand for?

- a. Overly Populated Economies and Countries

- b.** Organization of Petroleum Exporting Countries
- c.** Old People with Economic Concerns
- d.** Oil and Petroleum Economies with Coal

25) What international institution was not part of the Bretton Woods system at its inception?

- a.** The International Monetary Fund (IMF).
- b.** The IBRD.
- c.** The GATT.
- d.** The United Nations.

26) In 1995 the GATT became _____.

- a.** the G8.
- b.** the New International Economic Order (NIEO).
- c.** the World Trade Organization (WTO).
- d.** the International Trade Court.

27) Which approach states that institutions ‘... reinforce particular patterns of interaction and reflect new ones’?

- a.** Realism
- b.** Constructivism
- c.** Institutionalism
- d.** Globalism

28) The Bretton Woods system was originally designed to prevent another Great Depression and advance the economic interests of the United States.

a. True

b. False

029) International institutions can exist without organizations, but not vice versa.

a. True

b. False

30) Non-governmental actors are becoming increasingly important in the development and codification of international legal norms.

a. True

b. False

31) The United Nations Charter makes reference only to state rights.

a. True

b. False

32) The UN Charter specifically outlines the role of peacekeeping in the international system.

a. True

b. False

33) The UN Charter essentially re-affirmed the principle of sovereignty.

a. True

b. False

34) Promoting development is an important UN goal in itself

a. True

b. False

35) How many states signed the UN Charter when it was first established in 1945?

- a. 39**
- b. 51**
- c. 191**
- d. 72**

36) Which nation is not a member of the permanent five who hold a veto on the Security Council?

- a. The United States**
- b. China**
- c. Germany**
- d. France**

37) The _____ serves as the main UN judicial organ to settle disputes between states?

- a. International Criminal Court (ICC)**
- b. International Court of Justice (ICJ)**
- c. Security Council**
- d. Peacekeeping Operations and Missions**

38) Which body is **not a principal organ of the United Nations system?**

- a. World Bank**
- b. Economic and Social Council (ECOSOC)**
- c. Trusteeship Council**
- d. International Court of Justice**

39) Amnesty International is an example of what kind of transnational actor?

- a. Transnational company (TNC)**
- b. International non-governmental organization (INGO)**
- c. Intergovernmental organization (IGO)**
- d. Non-governmental organization (NGO)**

40) The European Union can trace its origins to the Paris Treaty of 1951-52.

- a. True**
- b. False**

41) The EU is the only place in the world so far where integration has gone beyond a regional organization.

- a. True**
- b. False**

42) Supranationalism implies the creation of common institutions having independent decision-making authority.

- a. True**
- b. False**

43) Most of the activity of the European Union takes place in:

- a. London.
- b. The Hague.
- c. Brussels.
- d. Paris

44) What treaty embodied the critical turning point for the European Union by establishing full economic and monetary union as well as substantial political union?

- a. Rome Treaties, 1957
- b. Maastricht Treaty, 1992
- c. Nice Treaty, 2000
- d. Constitutional Treaty, 2004

45) ASEAN agreed in 2003 to form:

- a. a security community, an economic community, and a socio-cultural community.
- b. a regional institution.
- c. a socio-cultural and an economic community.
- d. an alliance.

46) What does the OAU (now the AU) stand for?

- a. Organization of Asian Unity
- b. Organization of the American Unity
- c. Organization of African Unity
- d. Organization of Australian Unity

47) The WTO has how many members as of early 2010?

- a. 100
- b. 53
- c. 153
- d. 253

48) In what year was the World Trade Organization (WTO) inaugurated?

- a. 1948
- b. 1983
- c. 1987
- d. 1995

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

Essay/discussion topics

1. Discussions on formation of new system of the international relations: multi-polar or unipolar world.
2. Approaches to globalization, contradictions of globalization.
3. Conflicts in the contemporary world, mediation, conflict resolution, and conflict prevention.
4. Problem of Nationalism.
5. "South-North" division of the world.
6. Various scenarios of new model of the world. Ideas of "uniform" political structure of the world (views of F.Fukuyama and their critique).
7. Human factor in international relations (demography, migration, education).
8. New challenges to the modern world emerging from the formation of new political structure.
9. Problem of interaction of the state and non-state actors in regulation of the modern international relations.

10. Growing influence of non-state actors in regulation of world affairs.
11. 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 as a threat to security. 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. Clive Archer, International Organizations. – 4th edition — Routledge, 2014.
2. Hurd I., International organizations: politics, law, practice. 4th edition - Cambridge UP, 2021.
3. Richard W. Mansbach, Kirsten L. Taylor Introduction to Global Politics 3d ed- Routledge, 2018.

3.2. Internet resources

- 1) www.osce.org
- 2) <http://www.un.org>
- 3) <http://europa.eu>
- 4) <http://www.nato.int>
- 5) www.mid.ru
- 6) https://learninglink.oup.com/access/cini6e-student-resources#tag_self-test-questions - students' online resource centre.

6) Additional literature:

1. Lebedeva M. Mirovaya politika – M., 2020.
2. Torkunov A. Ed. Sovremennye mezhdunarodnye otnosheniya. M., 2018.

b) Internet Resources and Software _1) www.osce.org

- 2) <http://www.un.org>
- 3) <http://europa.eu>
- 4) <http://www.nato.int>
- 5) 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

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