

**Ministry of Education and Science of the Russian Federation
Federal State Autonomous Educational Institution of Higher 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 № 6 dated «31» May 2023

Study Program of the Course

Б1.Б.ДВ.06.02 Modern Technologies of Conflict Resolution

(name of the subject (course))

Level of Higher Education
Bachelor

Area of Study
41.03.05 «International Relations»

Program
World Politics

Form of Training
Full - Time

Nizhny Novgorod

2023

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

The course is a part of an elective course Б1.В.ДВ.06.02.

№	The place of the discipline in the curriculum of the educational program	Стандартный текст для автоматического заполнения в конструкторе РПД
1	Elective courses	Academic discipline Б1.В.ДВ.06.02, Modern Technologies of Conflict Resolution is an elective course Area of Study 41.03.05 «International Relations» World Politics.

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	
ПКР-8	ПКР-8	To be able to understand the logic of global processes in their historical, economic and legal conditionality. To know the logic of global processes in their historical, economic and legal conditionality. To have the skills of the logic of global processes in their historical, economic and legal conditionality.	Tests, interviews, control works

3. The Structure and Content of the Course

3.1 Workload of the Course

	Full - Time
Total number of credits	0 credits
Hours according to the curriculum	72
including	
Contact work with the teacher:	
- Lectures	24
- Seminars (practical classes / laboratory work)	0
Student's independent work	47
Control	1
Midterm Assessment - Exam or Test	2

3.2. Content of the Course

Modules or topics	Workload (hours)	Including				
		Contact Work				Independent work
		Lectures	Seminars	Lab classes	Total	
Topic 1. Conflicts in Eurasia	24	8			8	16
Topic 2. Conflicts in the Middle East	24	8			8	16
Topic 3. Conflicts in Africa	23	8			8	7
Control work	9	1			1	8
Total	72	25			25	47

Ongoing monitoring of academic performance is carried out within the framework of group and individual consultations.

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 (*Modern Technologies of Conflict Resolution*, <https://e-learning.unn.ru/course/view.php?id=5200>), - <https://e-learning.unn.ru/>

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.

Methodological and information support for the course

a) Main literature:

1. Debt and Distortion / Paul Armstrong-Taylor – London: Palgrave Macmillan, 2016.

6) Additional literature:

1. Bauxite Mining in Africa / Johannes Knierzinger. – Cham: Palgrave Macmillan, 2018.

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	Basic abilities and skills in solving standard tasks	Basic abilities and skills are demonstrated. Typical tasks	All basic abilities and skills are demonstrated.	All basic abilities and skills are demonstrated.	All the basic abilities and skills are	All the basic abilities and skills are

	skills. Inability to assess the completeness of knowledge due to the student's refusal to answer	are not demonstrated. There has been serious errors.	with non-serious errors were solved. All tasks are completed, but not in full.	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 the main tasks have been solved. All tasks are completed, in full, but some with shortcomings.	demonstrated. All the main tasks are solved with some minor shortcomings, all the tasks are completed in full	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

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.

To assess the knowledge of the competence of the OPIK-18 (to be able to understand the logic of global processes in their historical, economic and legal conditionality):

Test

1. By whom and when was the concept of neocolonialism first introduced?

- 1) Kwame Nkruma in 1965;
- 2) Hugo Grotius in 1685;
- 3) Felix Houphouet-Boigny in 1960.

2. How many countries does Israel have diplomatic relations with? How many countries Israel has diplomatic relations with?

- 1) 136;
- 2) 245;
- 3) 159.

3. Which State controls most of the Sahrawi Arab Democratic Republic?

- 1) Morocco;
- 2) France;
- 3) Mali.

3. What conflicts are there across deployment areas?

- 1) domestic and foreign policy internal political and foreign political;
- 2) open and latent;
- 3) short-term and long-term short term and long term.

Questions for the Interview

1. What is the impact of the Cold War on modern conflicts?
2. What is the role of rebel groups on modern conflicts?
3. What is the role of mediation?

Control Work

1. Name the list of rebel groups in Africa.
2. What is the role of African Union and European Union in conflict resolution?

5.2.1 QUESTIONS FOR PASS/FAIL FINAL CONTROL

<i>Questions</i>	<i>Code of competence</i>
1. Conflicts in Moldova and Transdniester. Nagorny Karabakh. Abkhazia and South Ossetia.	<i>ΠΚΡ-8</i>
2. Conflicts in China and Taiwan. Kosovo and Serbia. North Korea and South Korea.	<i>ΠΚΡ-8</i>
3. Conflicts in Philippines. Malaysia. India. Pakistan.	<i>ΠΚΡ-8</i>
4. Conflicts in Spain. England. Crimea. Fergana Valley.	<i>ΠΚΡ-8</i>
5. Conflicts in Israel. Yemen. United Arab Emirates. Saudi Arabia.	<i>ΠΚΡ-8</i>
6. Conflicts in Iraq. Kurdistan. Kashmir. Northern Cyprus.	<i>ΠΚΡ-8</i>
7. Conflicts in Bahrain. Qatar. Iran.	<i>ΠΚΡ-8</i>
8. Conflicts in Nigeria. Mali. Somalia. Algeria.	<i>ΠΚΡ-8</i>
9. Conflicts in Angola. DRC. Egypt. Zambia.	<i>ΠΚΡ-8</i>
10. Conflicts in Cameroon. Ivory Coast. Mauritius. Namibia.	<i>ΠΚΡ-8</i>
11. Conflicts in Niger. Senegal. Sudan. South Sudan.	<i>ΠΚΡ-8</i>
12. Conflicts in Tanzania. Ethiopia. Zimbabwe.	<i>ΠΚΡ-8</i>

5.2.2. Standard tests for assessing the competence formation ΟΠΚ-18 (to be able to understand the logic of global processes in their historical, economic and legal conditionality):

Test

1. By whom and when was the concept of neocolonialism first introduced?

- 1) Kwame Nkruma in 1965;
- 2) Hugo Grotius in 1685;
- 3) Felix Houphouet-Boigny in 1960.

2. How many countries does Israel have diplomatic relations with? How many countries Israel has diplomatic relations with?

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4. What conflicts are there across deployment areas?

- 1) domestic and foreign policy internal political and foreign political;
- 2) open and latent;
- 3) short-term and long-term short term and long term.

Questions for the Interview

1. What is the impact of social media in modern conflicts?
2. What is the role of bots modern conflicts?
3. What is the role of e-maps?

Control Work

1. Describe the stages of the terrorist threat.
2. What is the role of UN in conflict resolution?

6. Methodological and information support for the course

a) Main literature:

2. Debt and Distortion / Paul Armstrong-Taylor – London: Palgrave Macmillan, 2016.

6) Additional literature:

1. Bauxite Mining in Africa / Johannes Knierzinger. – Cham: Palgrave Macmillan, 2018.

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.: laptop, projector, screen for classroom presentations. Access to the Internet for extracurricular independent work.

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 "Economics", the profile is "World Economy".

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Reviewer: Khokhlysheva O. O.

Head of the Department Gromyko A. A.

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

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