

Санкт-Петербургский филиал федерального государственного автономного
образовательного учреждения высшего образования

"Национальный исследовательский университет "Высшая школа экономики"

Факультет

Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

Рабочая программа дисциплины

Мировая политика и международные отношения / World Politics and International Relations

Для образовательной программы «Политология и мировая политика» направления
подготовки 41.03.04 «Политология» уровня бакалавриата

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Согласована

начальник ОСУП «_____» _____ 2018 г.

Набока А.В. _____

Утверждена Академическим советом образовательной программы

«__» _____ 2018 г., № протокола _____

Академический руководитель образовательной программы

Декальчук А.А. _____

Аннотация на русском языке

Название дисциплины	Мировая политика и международные отношения		
Образовательная программа	ОП «Политология и мировая политика»		
Тип дисциплины	Обязательная дисциплина		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Студенты должны иметь базовые знания по следующим дисциплинам: <ol style="list-style-type: none"> 1. Философия, 2. Социология, 3. Политическая история России и зарубежных стран, 4. История политических учений. 		
Объем з.е.	5		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	60	130	190
Краткое описание курса	Дисциплина «Мировая политика и международные отношения» сочетает в себе рассмотрение вопросов теории международных отношений и практики мировой политики. Первый блок дисциплины покрывает основные теории международных отношений. Второй блок дисциплины касается различных проблем и вызовов, с которыми сталкиваются акторы мировой политики, такими как вызовы дипломатии, ускоряющиеся процессы глобализации, вызовы жесткой и мягкой безопасности, терроризм, проблемы развития, экологические проблемы.		
Образовательные результаты по дисциплине	<p>УК-10: способен осуществлять производственную или прикладную деятельность в международной среде.</p> <p>ПК-4: способен осуществлять поиск, сбор, обработку, анализ и хранение информации для решения поставленных задач.</p> <p>ПК-8: способен проводить прикладной анализ явлений и процессов в сфере политики с использованием методов политической науки для поддержки процесса принятия практических решений.</p> <p>ПК-9: способен оформлять результаты поиска и анализа информации, проведенных научных и прикладных исследований в различных жанрах (включая обзоры, аналитические записки, отчеты,</p>		

	публикации по социально-политической тематике и т.д.), в зависимости от целевой аудитории.
Краткое содержание дисциплины	<p>Первый блок лекций и семинаров посвящен основным теориям международных отношений:</p> <ol style="list-style-type: none"> (1) Реализм и либерализм (2 лекции, 1 семинар); (2) Большой спор между неореалистами и неолибералами (1 лекция, 1 семинар); (3) Неомарксистские подходы к изучению международных отношений (1 лекция, 1 семинар); (4) Социальный конструктивизм (1 лекция, 1 семинар); (5) Постпозитивистский поворот в теории международных отношений (1 лекция, 1 семинар); (6) Постколониализм (1 лекция, 1 семинар); (7) Феминистические теории международных отношений (1 лекция, 1 семинар); (8) Геополитика как теория международных отношений (1 лекция, 1 семинар). <p>Второй блок лекций и семинаров посвящен некоторым проблемам и вызовам для мировой политики:</p> <ol style="list-style-type: none"> (1) Дипломатия (1 лекция и 1 семинар); (2) Основные тренды глобализации (1 лекция и 1 семинар);; (3) Жесткая и мягкая безопасность (1 лекция и 1 семинар);; (4) Терроризм как угроза жесткой безопасности (1 лекция и 1 семинар); (5) Проблемы развития как угроза мягкой безопасности (1 лекция и 1 семинар);; (6) Экологические проблемы как угроза мягкой безопасности (1 лекция и 1 семинар);. <p>На последнем семинарском занятии (1 семинар) проводится тест, покрывающий материалы лекций и семинаров из обоих блоков дисциплины.</p>
Образовательные технологии	Дисциплина состоит из 15 лекций (30 часов) и 15 семинарских занятий (30 часов). Если лекции представляют собой классические лекции типа <i>ex cathedra</i> , поддерживаемые презентациями Power Point, видео- и аудио-материалами, то семинарские занятия являются значительно более интерактивными и предполагают обсуждение заданных на дом вопросов, заданной на дом литературы, а также групповые презентации.
Формы контроля	Накопленная оценка складывается из оценок за следующие

задания:

- (1) письменные ответы на вопросы, заданные к каждому семинару в рамках первого блока дисциплины;
- (2) устные ответы на семинарах первого блока дисциплины;
- (3) групповая презентация, построенная вокруг вопроса, заданного группе на дом;
- (4) устные ответы и участие в дискуссии на семинарах второго блока дисциплины;
- (5) итоговый тест по дисциплине.

Каждая из форм заданий, кроме групповой презентации и итогового теста, оценивается по следующей шкале: 2-1-0.5-0 баллов. Таким образом, за **письменные ответы** в рамках первого блока дисциплины можно максимально получить 16 баллов (8 семинаров * 2 балла за ответы к каждому из 8 семинаров). За **устные ответы** на семинарах первого блока дисциплины также максимально можно получить 16 баллов (8 семинаров * 2 балла за ответы к каждому из 8 семинаров).

Всего за задания из первого блока дисциплины можно получить, таким образом, 32 балла максимум.

Оценка за **групповую презентацию** выставляется по 10-балльной шкале. За **устные ответы и участие в дискуссии** на семинарах второго блока дисциплины максимально можно получить 10 баллов (5 семинаров (без учета семинара, на котором студенты делают групповую презентацию) * 2 балла за ответы к каждому из 5 семинаров).

Всего за задания второго блока дисциплины можно получить, таким образом, 20 баллов.

Оценка за **итоговый тест** выставляется по 10-балльной шкале с использованием следующей системы перевода процентов решенного теста:

Проценты	Оценка
100,00 – 95,00	10
94,99 – 90,00	9
89,99 – 80,00	8
79,99 – 75,00	7
74,99 – 65,00	6
64,99 – 60,00	5
59,99 – 50,00	4
49,99 – 45,00	3
44,99 – 35,00	2
less than 35%	1

Максимальное количество баллов за итоговый тест – 10 баллов.

Таким образом, к конце дисциплины можно накопить максимум, 62 балла (32+20+10). Эти баллы переводятся в 10-балльную **накопленную оценку** следующим образом:

62-60 = 10
59-56 = 9
55-52 = 8
51-47 = 7
46-41 = 6
40-37 = 5
36-31 = 4
30-28 = 3
27-22 = 2
21 и менее = 1

Экзамен проводится в письменной форме: на экзамене необходимо ответить на два вопроса, подобных тем, которые задавались на дом в первом и втором блоках дисциплины. Экзамен оценивается по 10-балльной шкале.

Итоговая оценка по дисциплине, идущая в диплом, рассчитывается по следующей форме:

$0.65 * \text{накопленная оценка} + 0.35 * \text{экзаменационная оценка}$.

Литература

Основная

1. The Oxford Handbook of International Relations / Edited by Christian Reus-Smit and Duncan Snidal. - Oxford University Press, 2008. ISBN: 978019921932 – Available at: <http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322?rskey=9y5eVE&result=3Critical>
2. Security Studies : An Introduction. / Peoples, Columba, Vaughan-Williams, Nick. - 2nd ed. London : Routledge. 2015 – Available at: <http://eds.a.ebscohost.com/eds/ebookviewer/ebook/bmxlYmtfXzgZnzk0MF9fQU41?sid=50c68d5b-d6be-4a1d-ae6b-a53065f16d82@sdv-v-sessmgr06&vid=11&format=EB&rid=1>

Дополнительная

1. International Relations Theory for the Twenty-first Century: An Introduction / By: Griffiths, Martin; Craig Fowlie. - Routledge, 2007. ISBN: 978-0-415-38075-1 – Available at: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=325137>

	<p>2. The Oxford Handbook of the International Relations of Asia / Edited by Saadia Pekkanen, John Ravenhill, and Rosemary Foot. - Oxford University Press, 2014. ISBN: 9780199916245 – Available at: http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199916245.001.0001/oxfordhb-9780199916245?rskey=ASzrcc&result=76</p> <p>3. Security Studies: An Introduction / By: Williams, Paul; Craig Fowlie. - Routledge, 2008. ISBN: 978-0-415-42561-2 – Available at: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=348449</p> <p>4. The Oxford Handbook of National Security Intelligence / Edited by Loch K. Johnson. - Oxford University Press, 2010. ISBN: 9780195375886 – Available at: http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780195375886.001.0001/oxfordhb-9780195375886?rskey=U2DVKA&result=46</p>
Преподаватель	<p>Анна А. Декальчук: adekalchuk@hse.ru</p> <p>Вера Д. Агеева: vageeva@hse.ru</p>

Course Syllabus

Title of the course	WORLD POLITICS AND INTERNATIONAL RELATIONS		
Title of the Academic Programme	BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	Basics of Philosophy (<i>Philosophy 101</i>); Basics of Sociology (<i>Sociology 101</i>); Political History of Russia and Foreign Countries; History of Political Thought. <i>(N.B. This course is not just for Political Science majors. It is an introductory course open for students majoring in a broader range of social sciences.)</i>		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	60 hours	130 hours	190 hours
Course Overview	<p>The course ‘World Politics & International Relations’ combines theory and practice. The first section (Block 1) covers the major theories in the academic discipline of International Relations (hereafter IR). The second section (Block 2) covers diverse issues in world politics and IR (such as diplomacy and its evolution, globalization trends, hard and soft security-related policy issues, etc).</p> <p>The teaching format is traditional and innovative at the same time. Students will learn through lectures, and through more intriguing, class-led and lively ways. Most of the intellectual work on this course will be done in interactive discussion groups (hereafter DGs) where students will discuss the assigned readings for the course and link them to major IR issues of the day.</p>		
Intended Learning Outcomes (ILO)	<p>ULO₁₀: able to conduct professional activities internationally; PLO₄: student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field; PLO₈: student is capable of executing applied analysis of the political phenomena and political processes: (a) by using political science methods, (b) and in support of practical decision making process; PLO₉: Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: (a) in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter), (b) and depending on the target audience.</p>		
Teaching and Learning Methods	<p>The course consists of 15 lectures (30 hours) and 15 DGs (30 hours). While lectures present classical <i>ex cathedra</i> lectures supported by Power Point presentations, video- and audio-materials, DGs are interactive and include written answers to set questions, discussions of key readings, group presentations, etc.</p>		
Content and Structure of the Course			

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	BLOCK 1. Major Theories of International Relations	106 hours	9 lectures (18 hours)	8 DGs (16 hours)	72 hours
1.1	Political Realism and Liberalism: The Story of Confrontation and Inter-action	15 hours	2 lectures (4 hours)	1 DG (2 hours)	9 hours
1.2	Neo-realism and Neo-liberal Institutionalism: the Neo-Neo Debate	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
1.3	Marxist and Neo-Marxist International Relations Theories	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
1.4	Social Constructivism	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
1.5	Post-positivist Turn in IR and Poststructuralism	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
1.6	Postcolonialism	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
1.7	Feminist Theories of IR	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
1.8	Geopolitics as a Theory of International Relations	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
2.	BLOCK 2. Selected Issues in World Politics and IR	84 hours	6 lectures (12 hours)	7 DGs (14 hours)	58 hours
2.1	Diplomacy and Foreign Policy	13 hours	1 lecture (2 hours)	1 DG (2 hours)	9 hours
2.2	Major Trends of Globalizations	12 hours	1 lecture (2 hours)	1 DG (2 hours)	8 hours
2.3	Hard and Soft Security	12 hours	1 lecture (2 hours)	1 DG (2 hours)	8 hours
2.4	Terrorism as a Hard Security Challenge	12 hours	1 lecture (2 hours)	1 DG (2 hours)	8 hours

2.5	Development-related Problems as a Soft Security Challenge	12 hours	1 lecture (2 hours)	1 DG (2 hours)	8 hours
2.6	Environmental Issues as a Soft Security Challenge	12 hours	1 lecture (2 hours)	1 DG (2 hours)	8 hours
2.7.	Revision test	9 hours	-	1 DG (2 hours)	9 hours

Total study hours		190 hours	30 hours	30 hours	130 hours
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<p>Indicative Assessment Methods and Strategy</p>	<p>Cumulative assessment methods include:</p> <ul style="list-style-type: none"> • written answers handed in at each DG (block1 assignment); • in-class (oral) participation (block1 assignment); • homework question presentation (block2 assignment); • in-class (oral) participation (block2 assignment); • revision test covering the materials for both block1 and block2. <p>For cumulative assessment 2-1-0.5-0 scale will be applied (except for presentation and revision test).</p> <p>For every DG of <u>Block1</u> (8 seminars) in the course, students are expected to submit a maximum 200-word set of answers to two seminar questions. They are to choose these from a selection of between three and five questions for each topic. Answers can be written by hand or printed out. But they must be submitted at the start of each seminar, in person. The idea of these assignments is two-fold: first, to test if the students have mastered all the essential readings for the class; second, to have the students' practice and improve their skills in researching and composing written answers to challenging questions.</p> <p>Essays must be submitted by each seminar. Essay can't be submitted after the seminar.</p> <p>These written answers for seminars amount to maximum 16 points (8 written answers * 2 points).</p> <p>Oral in-class participation amounts to maximum 16 points too (8 seminars * 2 points).</p> <p>Maximum amount of points for Block1 is 32 points (16 + 16) maximum.</p> <p><u>For Block 2</u> students (in groups) will present a homework question presentation on the theme for that week. The class (along with the instructor) will then ask them questions based on their presentation for 20 minutes. All groups will be awarded a score for their Presentation and their Response to questions (0-10 points). During every seminar students are supposed to ask questions about presentation and provide insightful comments. All group members must participate in presentation and talk.</p> <p>At the end each student is supposed to have points for in-class participation (5 seminars * 2 points = 10 maximum) + points for homework question presentation in group (maximum 10 points).</p> <p>Maximum score for Block 2 is 20 points maximum.</p> <p>At the last seminar revision test will be held. Revision test will cover</p>
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Block 1 & 2 lectures and seminars. This is a multiple-choice test which consists of three parts. The first one is a simple one correct answer quiz. The second one is a French-system MCQ with the number of correct answers from 1 to all. The third one is an open questions part where students can show if they have a profounder knowledge of the matter. The test lasts 1 hour 20 min. For each correct answer a student gets 1 to 3 points depending on the question. Total sum of the points that the student has got for the test is converted into percentages (100% are given when all the answers are correct). To mark the test, the following table for converting percentages into points is used:

Percentages	Mark
100,00 – 95,00	10
94,99 – 90,00	9
89,99 – 80,00	8
79,99 – 75,00	7
74,99 – 65,00	6
64,99 – 60,00	5
59,99 – 50,00	4
49,99 – 45,00	3
44,99 – 35,00	2
less that 35%	1

Thus, revision test will add up to **10** points to the cumulative grade.

Maximum score for the seminars (Block1+Block2+revision test) = **62 points**. **Cumulative grade** will be worked out with the following scale:

62-60 points = 10
59-56 points = 9
55-52 points = 8
51-47 points = 7
46-41 points = 6
40-37 points = 5
36-31 points = 4
30-28 points = 3
27-22 points = 2
21 & less = 1

Should a student get 8 or higher as her cumulative grade, she is excused from taking the exam. Those who get 7 as their cumulative grade or less must take an exam.

Final assessment methods include exam.

The **exam** is a written assignment which consists of questions (and a format) similar to the Block1 and Block2 seminar questions.

The formula for the **final grade** for the course is **0.65** * cumul.grade + **0.35** * exam grade.

	Policy towards absenteeism		
Readings / Indicative Learning Resources	<p>Up to one missed seminar per Block (except Revision test) is accepted. More than one missed classed per Block must be approved by the Study office decision based on legitimate excuse for absence (illness etc). Student can catch up classed missed due to a legitimate excuse by submitting essays for Block 1 and essays for Block2 (based on compulsory literature). Half classes are missed in Block 1 (4 classes) and Block 2 (3 classes) for whatever reason, student is subject to taking the exam no matter which cumulative grade she gets.</p> <p><u>Mandatory</u></p> <ol style="list-style-type: none"> 3. The Oxford Handbook of International Relations / Edited by Christian Reus-Smit and Duncan Snidal. - Oxford University Press, 2008. ISBN: 978019921932 – Available at: http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322?rskey=9y5eVE&result=3Critical 4. Security Studies : An Introduction. / Peoples, Columba, Vaughan-Williams, Nick. - 2nd ed. London : Routledge. 2015 – Available at: http://eds.a.ebscohost.com/eds/ebookviewer/ebook/bmx1YmtfXzgZNzk0MF9fQU41?sid=50c68d5b-d6be-4a1d-ae6b-a53065f16d82@sdc-v-sessmgr06&vid=11&format=EB&rid=1 <p><u>Optional</u></p> <ol style="list-style-type: none"> 5. International Relations Theory for the Twenty-first Century: An Introduction / By: Griffiths, Martin; Craig Fowlie. - Routledge, 2007. ISBN: 978-0-415-38075-1 – Available at: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=325137 6. The Oxford Handbook of the International Relations of Asia / Edited by Saadia Pekkanen, John Ravenhill, and Rosemary Foot. - Oxford University Press, 2014. ISBN: 9780199916245 – Available at: http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780199916245.001.0001/oxfordhb-9780199916245?rskey=ASzrcc&result=76 7. Security Studies: An Introduction / By: Williams, Paul; Craig Fowlie. - Routledge, 2008. ISBN: 978-0-415-42561-2 – Available at: https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=348449 8. The Oxford Handbook of National Security Intelligence / Edited by Loch K. Johnson. - Oxford University Press, 2010. ISBN: 9780195375886 – Available at: http://proxylibrary.hse.ru:2089/view/10.1093/oxfordhb/9780195375886.001.0001/oxfordhb-9780195375886?rskey=U2DVKA&result=46 		
Indicative Self- Study Strategies	Type	+/-	Hours

	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	50
	Assignments for seminars / tutorials / labs	+	50
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	30
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	For the lectures and DGs a room with a laptop, a film projector and a sound system is required.		
Course Instructor	Dr. Anna A. DEKALCHUK: adekalchuk@hse.ru . Dr. Vera AGEeva: vageeva@hse.ru .		

Course Content

1. Block 1

1.1 Political Realism and Liberalism: The Story of Confrontation and Inter-action

(2 lectures (4 hours) & 1 DG (2 hours))

Course overview. Brief history of the Great debates.

Historical roots of realism & the doctrine of *raison d'état*. Premises of realism: statism, survival, self-help. Types of realism: classical (human nature) realism, structural realism (defensive and offensive neo-realism), neoclassical realism.

Defining liberalism in IR. Historical roots of liberalism in IR & Perpetual Peace project. Interwar idealism. Contemporary liberalism: democratic peace thesis and the end of history claim.

1.2 Neo-realism and Neo-liberal Institutionalism: the Neo-Neo Debate

(1 lecture (2 hours) & 1 DG (2 hours))

Reasons for the debate. Types of structural (neo) realism: defensive, offensive, relative gains neo-realisms. The role of anarchy. Problem of cheating and of credible commitment in IR. Types of neo-liberalism and neoliberal institutionalism. Pluralism and complex interdependence theory. The role and functions of institutions. The contentious views on war and cooperation: the pivot of the debate.

1.3 Marxist and Neo-Marxist International Relations Theories

(1 lecture (2 hours) & 1 DG (2 hours))

The legacy of Karl Marx. Trotsky, Luxemburg, Lenin. The dependency theory. World-system approach of Wallerstein. Gramscianism & neo-gramscianism. Gramscianism & Robert Cox's critical theory. Critical theory & Frankfurt School. Jurgen Habermas & Andrew Linklater as IR theorists.

1.4 Social Constructivism

(1 lecture (2 hours) & 1 DG (2 hours))

The roots of social constructivism & pioneers of the 1980s. Major premises of social constructivism. Wendt's cultures of anarchy. Explaining the change in IR: diffusion and institutional isomorphism, socialization, internalization of norms.

1.5 Post-positivist Turn in IR and Poststructuralism

(1 lecture (2 hours) & 1 DG (2 hours))

Explanatory theories v. constitutive theories. Foundational theories v. anti-foundational theories: debating epistemology. Positivist theories v. post-positivist theories. Main assumptions of positivist epistemology. Jean-François Lyotard, Michel Foucault, Jacques Derrida, Julia Kristeva. Discourse, genealogy, power-knowledge relations, biopolitics, deconstruction, double reading, intertextuality in IR.

1.6 Postcolonialism

(1 lecture (2 hours) & 1 DG (2 hours))

Main contributions of post-colonial analysis. Post-Colonialism: former colonies in IR. Third World Bloc. Post-Colonialism: isolation. Frantz Fanon. Ho Chi Minh. Arlene Tickner. Edward Said. Criticism on Said. Gayatri Spivak. Homi Bhabha.

1.7 Feminist Theories of IR

(1 lecture (2 hours) & 1 DG (2 hours))

What is gender? What role does gender play in IR? Gender-power relations in IR. Types of feminism in IR: liberal feminism, critical feminism, postcolonial feminism, poststructural feminism.

1.8 Geopolitics as a Theory of International Relations

(1 lecture (2 hours) & 1 DG (2 hours))

Contested notion of geopolitics. Stages of geopolitical thinking: the race for imperial hegemony, German *geopolitik*, American geopolitics, the Cold War state centrism v. universalism, post Cold-War period. Contemporary geopolitics: critical geopolitics.

2. Block 2.

2.1 Diplomacy and Foreign Policy

(1 lecture (2 hours) & 1 DG (2 hours))

How to study diplomacy? Role of practitioners. Contested definitions of diplomacy: European & American traditions. Post-modern perspective on diplomacy. Brief history of diplomacy. Old classical diplomacy and new public diplomacy. Diverse classifications of diplomacy. Contemporary challenges to diplomatic activities.

2.2 Major Trends of Globalizations

(1 lecture (2 hours) & 1 DG (2 hours))

How to define globalization? Different perspectives on globalization: hyperglobalists, 'globaloney' perspective, transformationalist perspective. Evidences of globalization: economy, communications, culture. Main features of globalization. Several simultaneous multi-speed globalizations. Globalization as a challenge to Westphalian world order?

2.3 Hard and Soft Security

(1 lecture (2 hours) & 1 DG (2 hours))

What is security? Traditional IR theories on security. Security and cooperation. Collective security. Different dimensions of security. Economic security.

2.4 Terrorism as a Hard Security Challenge

(1 lecture (2 hours) & 1 DG (2 hours))

What is terrorism? The evolution of terrorism: from national to global scale. Different explanations of the reasons for terrorism to occur: cultural, economic, religious. Terrorism and technological advances.

2.5 Development-related Problems as a Soft Security Challenge

(1 lecture (2 hours) & 1 DG (2 hours))

Poverty. Development. Hunger. Mainstream and alternative explanations. Role of neo-Marxists in providing alternative explanations.

2.6 Environmental Issues as a Soft Security Challenge

(1 lecture (2 hours) & 1 DG (2 hours))

Globalization and environment. Global environmental regimes. What is global regime? Major UN activities in the area of environment. Functions of the global environmental regimes: norm creation, capacity building, scientific understanding and sharing, governing the commons. Climate change as an example.

2.7 Revision test

(1 DG (2 hours))

Revision test covering the material of the course.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test (<i>revision test</i>)		*		
	Essay (<i>written answers</i>)	*	*		
	Report/Presentation (<i>homework question presentation</i>)		*		
	Project				
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam (<i>written assignment</i>)		*		

Assessment Criteria

In-class Participation

Please see section “Indicative Assessment Methods and Strategy” for more information.

Grades	Assessment Criteria
«Excellent» (2 points)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (1 point)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (0.5 point)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0 points)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Homework question presentation

Please see section “Indicative Assessment Methods and Strategy” for more information.

Example of the questions to be presented by groups during the DGs in Block2:

How can migration be framed as a development problem? (question for the DG on “Development-related Problems as a Soft Security Challenge”).

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Written answers and written exam)

Please see section “Indicative Assessment Methods and Strategy” for more information.

Examples of the questions to be answered in a written form for the DGs in Block1 and during the exam:

- 1) Why is realism the most established theory of International Relations?*
- 2) Realism is a pessimistic theory of International Relations. Do you agree?*
- 3) What are the four key features of liberalism?*
- 4) Why do institutions matter so much in the liberal theory of International Relations?*

Written answers:

Grades	Assessment Criteria
«Excellent» (2 points)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (1 points)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (0.5 points)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.

«Fail» (0 points)	Fails to demonstrate any appropriate knowledge.
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Written exam:

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Revision test

Please see section “Indicative Assessment Methods and Strategy” for more information.

Examples of the questions in the revision test:

Part1 question:

Q. The classic statement ‘sustainable development’ was provided by the:

- (a) Brundtland Report, 1987*
- (b) Montreal Protocol, 1987*
- (c) Kyoto Protocol, 1997*
- (d) Stockholm Conference, 1972*

Part2 question:

Q. The stages of the life cycle of norms, according to Finnemore and Sikkink (1998), are:

- (a) norm emergence*
- (b) norm cascade*
- (c) norm internationalization*
- (d) norm end*

Part3 question:

Briefly outline what the security dilemma is about and within which IR theoretical school it is relevant. Please provide an example of how this concept translates into real life.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for written answers / written exam answers

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.