

Russian International Affairs Council

GLOBALIZATION 2.0
New Approaches
to Research and Teaching

Moscow · 2017

UDC 316.42:[327+339.9]
BBC 66.09+66.4(0),03+60.561.3
G54

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The publication is distributed free-of-charge.

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GLOBALIZATION 2.0. New Approaches to Research and Teaching /
G54 Forewords by Igor Ivanov and Umberto Vattani. Moscow : NPMP RIAC,
2017. – 400 p.
ISBN 978-5-9909275-5-1

This book presents a collection of the bachelors, masters and doctoral degrees (Ph.D.) programs of the leading Russian and Italian universities in the field of globalization. The authors focused on the following aspects of globalization: international relations, world politics and global studies; world economics; non-state actors in the global world; global security; global governance; international law and globalization; cities in the global world; environment and globalization; national and regional perspectives on globalization.

The book will be of interest to scientists, professors, lecturers, students and education officials.

Printed in Russia.

ISBN 978-5-9909275-5-1

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NPMP RIAC, 2017

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FOREWORDS

FOREWORD TO THE RUSSIA–ITALY COLLECTION

Igor Ivanov, President of the Russian International Affairs Council

Many of us continue to believe that we are still living at the start of the 21st century. Meanwhile, we have barely noticed that the second decade of this century is already upon us, and the “noughties” – the victories and defeats, hopes and disappointments of an era that is so close, but at the same time so distant – are drifting further and further into the past.

Of the many contradictory and ambiguous phenomena that characterized the turbulent times in world politics at the turn of the century, one of the most controversial was the emergence of globalization. Of course, globalization as such appeared much earlier, its roots lie deep in the past. But it was not until the beginning of the 21st century that the problem of globalization became fashionable, causing heated scientific debates and no less impassioned political battles. Enthusiasts placed their trust in it, sceptics cursed it. Globalization was seen as a reason to be optimistic about the future, and was the basis for eschatological prophecies.

It is understandable and even natural that so much attention has been paid to the subject of globalization. The advent of the 21st century was marked by the growing unity of humankind in the economic, social and humanitarian spheres. Foreign trade and investments were actively developing. Almost all layers of society around the world instantly became more mobile. The internet appeared in the lives of ordinary people for the first time, giving them access to an information and communications revolution, the likes of which had never been seen before. Everything became more evident and visible, and global security problems became increasingly intertwined.

It makes sense that there never was, nor could there ever be, a consensus on globalization. Nevertheless, for the longest time, the optimists had the upper hand, both in terms of the detail in their arguments and in terms of the influence; they had on public opinion in most countries. The optimistic view of globalization was reflected in education, specifically, in the multitude of university textbooks published in the United States, Europe and Russia over the past ten years. Flipping

through these textbooks today, it takes a great amount of effort to not smile dismissively – the romanticism of dedicated globalists bordered on naivety, and the negative side effects of globalization that are so evident today were either ignored back then or treated as temporary and transient phenomena.

So when did these optimistic assessments of globalization processes begin to lose their influence? There is no clear answer to this question. It would seem that it would make sense to talk about the chain of events that, taken together, have led many experts, journalists and politicians to reconsider their earlier views on the course of global development, or if these views are even correct at all.

The first such event was the 2008–2009 global financial crisis, demonstrating that the globalization of financial institutions, markets and procedures do not necessarily lead to greater stability or predictability, never mind transparency in this sphere. It turned out that in the global world, the fate of people, companies, sectors of the economy and entire countries may depend on decisions made by who-on-earth-knows at the other end of the planet. In a sense, it is fair to say that we still have not emerged from the shadow of that crisis, as we have not fully overcome its effects.

The second turning point, in my opinion, was the so-called Arab Spring of 2011–2012. This tectonic shift in the Arab world spawned a variety of hopes among the supporters of globalization, especially those who follow its liberal interpretations. However, the Arab Spring was a more complex, internally contradictory and ambiguous process than had originally been thought. In most countries where the events of the Arab Spring took place, it was by no means the liberals that prevailed, but rather the conservatives and even fundamentalists who actively resisted the globalization trend or who perceived globalization exclusively through the prism of the new opportunities presented by the global spread of radical political Islam. The events in the Arab world have clearly shown that the great globalist offensive of the early 2000s has fizzled out completely.

Finally, the third blow to the long-standing ideas about globalization was the events surrounding Ukraine in 2014–2016. It turned out that even in the supposedly advanced, postmodernist Europe of the 2010s; archaic forms of international behaviour are still possible. What we are seeing is a return to a number of practices that prevailed in the middle of the 20th century and the sharp rise of radical nationalism. The Ukrainian crisis has called into question many of the more robust ideas of the globalists: the gradual shift from “hard power” to “soft power” in world politics; the increasing role of civil society in international relations; the importance and effectiveness of European institutes in the security field, etc.

Today we are witnessing another attack (the fourth in ten years) on the ideology and practice of globalism. We are, of course, talking about the migration crisis, the scale of which – having swept across Europe in a matter of months – is unprecedented in modern history. It is almost impossible right now to fully appreciate even the immediate consequences of the crisis for the socioeconomic development of the European Union and its political mechanisms and procedures, the basic

concepts of “European values” and the future of the “European project”. What is clear is that these consequences will be profound and long lasting. It is also clear that the migration crisis has undermined people’s faith in globalization as an undeniable common good.

It is hardly surprising that, while the first decade of the 21st century was marked by the assertion and widespread dissemination of the ideology and practice of globalism, the second decade has seen an equally resolute and all-pervasive anti-globalization counter-offensive. Anti-globalism has appeared in all kinds of countries, from Russia to Brazil, from the United States to China. What is more, this counter-offensive against globalism is being carried out on a wide front – in economics and politics, sociology and cultural anthropology, through art and through religion.

As for Russia, criticism of globalization runs much deeper than it does in most countries. Moreover, the criticisms are many and varied. Russian anti-globalists include serious researchers who seek, in a sober and objective manner, to analyse the real processes involved in global politics and economics. But there is also no shortage of people who see globalization as another “global conspiracy” against Russia.

Some believe that it would be preferable for Russia to follow a strategy of economic, financial, political and cultural isolationism in the near and longer term. In order to reduce possible geopolitical and geo-economic risks, it is both possible and desirable to move towards a system of “self-reliance” that would reduce the number of foreign actors in the Russian economy, limit political, educational, scientific and technical and even humanitarian contacts with the outside world, or at least with Russia’s opponents. Unfortunately, a large portion of Russia’s youth is susceptible to views such as these.

The slogan of the Russian International Affairs Council is “Together to a Global World”. This does not mean that in our work we ignore real problems that are associated with globalization. However, we proceed from the fact that these processes are historically inevitable and irreversible. The experience of different countries – from Singapore to Finland, from China to Chile – clearly indicates that national modernization projects can only be successful if they are accompanied by consistent and persistent efforts to integrate the country into the world economy and the international financial system, as well as global technological and educational cooperation. Despite all the potential risks and possible expenses associated with such integration. In today’s global world, alternative development options simply do not exist.

Therefore, the task is not to “abolish” globalization “in any one country”, but rather to minimize the possible negative consequences of this phenomenon – both for Russia and for the rest of the world, as well as to make maximum use of new opportunities that may present themselves during the process of globalization.

As part of this overarching task, the Russian International Affairs Council has launched the joint Russia–Italy Globalization 2.0 project in collaboration with

Venice International University. In our opinion, a comparative analysis of how globalization issues are taught in Russian and Italian universities, what difficulties instructors and students in those two countries come up against, and how the teaching methods and methodologies change is both interesting and rewarding. It is no coincidence that that a number of leading Russian and Italian universities have already joined the project.

I would like to hope that this collection of Russian and Italian study courses on various aspects of globalization in the modern world would appeal to the interested reader – the reader who is seeking to understand a complex and contradictory phenomenon that is transforming our world so radically and at such a rapid pace.

GLOBALIZATION 2.0

Umberto Vattani, President of Venice International University

For many observers – and this is the prevailing view in Europe and in America – globalization is a western contribution to world history. They state that this phenomenon, like many other previous positive developments, has its origin in Europe. Ancient civilization was born in Mesopotamia and in Greece and, thanks to Rome, spread all over Europe. Then came the Renaissance and its achievements. Enlightenment appeared in France, Italy and Britain; its influence became preponderant in the West and gradually extended to the rest of the world. The Industrial Revolution bears the stamp of England and Europe. Many say globalization is the new gift from the West to the rest of the world. This is the attractive picture, which often appears as a preamble in the works dealing with globalization.

But there is also a different view. European countries have made the most of “their” Industrial Revolution, they have grasped territories in various continents, imposed their standards and their rules. Trade agreements have benefited mostly the countries of the West and have in no way offered equal opportunities to the poorer countries in the world. This latest development – globalization (born in the West) – is a curse: it has made the rich richer and the poor poorer, besides creating awful side effects such as weapons, drugs and terrorism.

To be fair, the first consideration to make is that globalization is not a new phenomenon. Throughout the centuries, travel, exploration, migration and cultural influences have brought knowledge, science and technology where it was most needed. Many countries have made progress simply by acquiring from others that which was unknown to them.

At the same time, globalization is not an evil and is far from being exclusively a western phenomenon. Paper, the printing press, the iron chain suspension bridge, gunpowder, the compass and silk production were widely in use in China but totally unknown in the rest of the world. Thanks to a primal form of globalization, these technological advances eventually reached Europe. In another area – mathematics – fundamental contributions appeared first in Arabia and in India. Had Euro-

pean countries opposed the introduction of these achievements, their progress not only in science and technology but overall would not have been as rapid and steady.

If today one country were to oppose globalization as such, by considering it to be a negative western phenomenon, it would not only be making a wrong assumption but would also be inflicting damage on itself: it would miss some obvious benefits deriving from globalization. One may rightly say that many developments visible today occurred in Europe and in America and bear the stamp of the West. But one must also admit that Europe and America have taken advantage of experiences and inventions that first appeared elsewhere in the world.

Therefore, the conclusion one should arrive at is that our global civilization today is a world heritage. Whoever works in a University or a Research Centre most likely uses tools which derive from China, India or Arabic countries as much as instruments whose origin lie in Europe or in America. Printing and the technological devices linked to this process were used in China and India long before Gutenberg invented them. This is why it would be shortsighted to refuse globalization based on judgments limited exclusively to reminiscences of the colonial experiences of the past. There is no doubt that globalization has helped countries to develop. Europe, America and Japan and other countries in Asia would never have reached advanced levels of industrialization had they not participated actively in trade, cultural exchanges, and opened their borders to migrants. There is no sense in denying this.

This said, a very different picture arises when one looks at the distribution of the gains and losses from globalization: this is exactly the issue that explains the rise of the anti-globalization movements. Whereas there is no doubt that the spread of science and technology has brought remarkable benefits to all countries, indeed there is still a fundamental question to be asked: are the benefits of globalization balanced between countries? or are there increasing inequalities and disparities between rich and poor or among groups within a single country? Once one recognizes that all countries, rich or poor, need globalization, one should nevertheless ensure that they all get a reasonably balanced share of its benefits.

There is no doubt that global capitalism is more concerned with enlarging market relations than securing world prosperity, removing illiteracy, expanding education and improving the lot of the less privileged. However, if one aims for a better outcome of today's globalized economy and social relations and a more balanced share of its benefits, this can be better achieved in the framework of a market economy rather than outside of it. Without it there would be no economic progress, no better opportunities for exchanges and specialization.

Another important issue that is often debated refers to the arms trade. Conflicts and tensions are fueled by the existence of large arsenals built in developing countries thanks to the world arms exports. The Permanent Members of the UN Security Council are together responsible for 81% of the total world arms trade. Besides dramatic bloodshed, these weapons cause massive and devastating effects on the economy and society. Much greater attention and effort should be directed at curbing the dramatic consequences of this trade.

There is no doubt that terrorism, organized crime, drugs trade and human trafficking have also grown and spread across borders and continents thanks to globalization. Therefore, in the general framework of the United Nations, a much greater collective effort should be deployed by all countries to fight against these scourges.

Public policies at national and international level may have a decisive influence on a better distribution of the positive effects of globalization. Political institutions at country level may intervene on human resources, land reform, credit facilities and legal protections, altering and balancing the outcome of local economic activities.

At the international global level, there is a great need for reform. At present, trade agreements restrict exports from poor countries, patent laws prevent the use of life saving drugs, medical legislation provides no incentive in research aimed at curbing the spread of epidemics in the third world. At the same time, the lack of policies ensuring fair trade and ecological and environmental restraint prevent the Community of Nations from reaping the full benefits deriving from globalization.

To conclude, globalization is an historical process that has served humanity well in the past and will continue to do so today if it can be supervised and controlled by independent authorities. There is no doubt that all, rich or poor, benefit from it. But the question remains whether the poor get a fair share of the opportunities it can provide. There is therefore an urgent need for reforming the international agreements and institutions at world level, as well as those necessary at national level, in order to overcome the errors that tend to reduce the advantages for the poor while at the same time endangering the sustainability of our planet.

Decision- and policy-makers will benefit immensely from advice that can come from a well-trained international academic community of students, researchers and university professors. This is at the basis of the effort that *Venice International University* has been carrying out for over 20 years, by bringing together Academic Institutions belonging to different parts of the world. Our constant aim has been to underline the importance of ensuring that the *syllabi* in the Universities keep in step with the fast-changing world of globalization.

This is why we were so keen to work together with our Russian friends: we greatly appreciate this collaboration between RIAC and VIU, which will form the basis of a fruitful program of exchanges between Italian and Russian Universities.

INTRODUCTION

GLOBALIZATION 2.0. NEW APPROACHES TO RESEARCH, TEACHING AND LEARNING¹

Andrey Kortunov, Director General of the Russian International Affairs Council
Andrey Melville, Dean of Faculty of Social Sciences and Head of the School
of Political Science at the National Research University
Higher School of Economics

From the shadows into the light she flies,
She is both shadow and light
From where did she arise,
Almost devoid of any sign?

Andrei Tarkovsky

Globalization: Pros and Cons

There is an old proverb that says: “When a man can’t catch a butterfly, he steps on an ant”. For several decades now, the elusive butterfly of globalization has been enticing both daydreaming teenagers and detached religious philosophers, as well as a great many people with a very realistic view of the world with its iridescent multi-coloured wings. Politicians, political scientists, international relations experts, economists, sociologists, journalists, and just about everybody who watches, reads or listens to the news have chased the butterfly.

Alas! The whimsical trajectory of globalization, unexpected zigzags and sudden twists are capable of draining all kinds of patience, or push most hapless butterfly-hunters to their limit. And no doubt some of them have had the overwhelming (although, let us face it, reproachful and vile) urge to crush the innocent ant, so that they can somehow get even with nature for its apparent failure.

¹ Special thanks to RIAC Program Manager Tatiana Bogdasarova, whose work and efforts were crucial to this project.

When did the butterfly of globalization first spread its pearl wings and set off in wonderful and whimsical flight? You will be hard pushed to find someone who can give a precise answer to that question. To paraphrase a famous aphorism of Pierre Teilhard de Chardin, we can say, “globalization has flown into this world quietly,” which is indeed befitting of a butterfly. However, we can date the butterfly-hunting season: the globalization phenomenon reached its height at the turn of the 21st century.

It was during this period universities, research centres and academic journals started churning out research works, practical policy recommendations and predictions about general integration processes and the formation of an interdependent global world – a world that will lead to the emergence of a unified system of financial and industrial markets, trade, labour, production, international and regional security, economic and political institutions, and mutually enriching flows of people, goods, values, ideas and innovations.

Optimists (“globaphiles”) hope that globalization will give them a speedy resolution to the most pressing and severe challenges, contradictions and conflicts facing national and international development. To be fair, it is worth noting that the “butterfly nets” of the many “globaphiles”, while they may have come in various colours and sizes, turned out to be of little use when it came to catching such a complex and changeable substance as globalization. Methodological approaches bordered on dogmatism. Attempts at interdisciplinary analysis turned into selective eclecticism, and many so-called breakthrough works were little more than pseudo-scientific opinion pieces. Globalization stubbornly resisted the attempts of “entomologists” to fit it into a box and add it to their collections at all costs.

Then it was the turn of those who love to squash ants. Pessimists (“globaphobes”), calling themselves realists, never shared the hopes of the “globaphiles”, which they considered dangerous delusions and utopias. Their voices become much louder during the 2010s, and they had their reasons for this. To be sure, globalization did not lead to the establishment of universal peace and prosperity. The world order was threatened by new and diverse forms of terrorism, aggression, irredentism, irreconcilable cultural and axiological schisms, inequality, intractability, the erosion of international law and even impending chaos. They started talking about the “renaissance of geopolitics”, which would replace globalization, about a return to the natural state of the “war of all against all”, and about the inevitability of having to resort to force as the final arbiter. Popular and academic publications today talk about “the world is moving away from globalization”, “the de-globalization of the modern world”, “globalization is not the answer” and “the return of geopolitics”.

A great many hopes of diehard globaphiles were never destined to become a reality, especially in their simplified and widely disseminated forms. The blossoming of geopolitics in the second decade of the 21st century, which came as a surprise to many, reflected the real processes of modern life. Renewed geopolitical concepts offered simple and logical explanations for the sharp deterioration of relations between Russia and the United States, the territorial disputes in East Asia, the accel-

erated pace of the arms race, the emerging fragmentation of the global economy and a many other recent trends.

But the revival of an equally simplified picture of the world was not an adequate scientific, nor an acceptable political, alternative. In scientific terms, this is an overly simplified picture of the actual complexity of global, regional and national development. In political terms, a dangerous trend is doomed to unresolved conflicts and never-ending rivalries with unpredictable consequences.

Ultimately, nothing – not even the deepening rifts, the escalation of modern conflicts and intractability, the revenge of fundamentalism and extremism, or the temptation of Realpolitik and other such notions – can reverse the reality of global development trends with regard to integration processes in the global economy and finances, political interdependence, informational transparency, the common cultural space, and the flows of human interaction. It is not easy to squeeze such items on the agenda as global migration, climate change, getting non-state actors more involved in global politics, the international drug trade, cybersecurity, nuclear and “conventional” terrorism and much, much more into to the geopolitical paradigm. The traditional “currency of power” that the adherents of geopolitics are used to discussing (military potential, the population and territory, the resource base, etc.) are not always converted into international influence or a successful foreign policy. As the Italians quite rightly note, “*anche quando hai tute le carte in mano, la vita inaspettatamente può cominciare a giocare a scacchi*”.²

There is every reason to believe that, over time, the meaning of the old, vestigial global politics agenda will wither, and the meaning of the new agenda that is still being formed will grow. Just like the butterfly, if you chase it, globalization will constantly give you the slip. But if you stop dead and forget about it, it is more than prepared to come and perch on your shoulder..

In these conditions, great significance is afforded to unbiased scientific analysis and communicating the results of this activity to the world of education, particularly higher education. This could help overcome simplified versions such as globalization and its opposite number, geopolitics, and give new generations balanced and open-minded ideas about the complex real problems and trends of the contemporary, still global, world. It is unlikely that this task can be solved within the framework of a single project, but even formulating the problem correctly is, in our opinion, of great significance.

Conception

The idea for a bilateral Russia–Italy project emerged during the summer of 2014 in Venice, a city that is suited for such an endeavour more than any other. Many people see Venice as the least Italian city, and with good reason; the capri-

² Even when you have all the cards in your hand, life can unexpectedly start to play chess.

cious and somewhat arrogant Serenissima always asserted their own identity (although the people from Tuscany, Piedmont, Lombardy, Sicily and just about every Italian region would probably dispute the uniqueness of Venice). On the other hand, the medieval Republic of Venice is one of the most striking examples of “Mediterranean globalization”, visual illustrations of which can be found in abundance on any street in Venice, not to mention the city’s main squares. Finally, contemporary globalization in the form of the millions of tourists that visit the country every year is both a blessing and a curse of the “Queen of the Adriatic”, which clearly demonstrates the light and shadow of global processes on the 21st century.

The aim of the project is to help Russian and Italian universities exchange experience and best practices in the search for new approaches to the comprehensive learning and teaching of the globalization phenomenon in the modern world: its different sides and aspects, the “pros” and “cons” and myths about globalization and anti-globalization, as well as the factors that contribute to or hinder it. The results of the project are intended to increase the research potential of the participating Russian and Italian universities in interdisciplinary fields of global politics and international relations, comparative politics, international security, globalization, cultural studies, demographics, global economics, etc.

Venice International University (VIU), as we see it, was the ideal partner for this project, for it is more than a university in the usual sense of the word – it is also an association that comprises 15 universities from Europe, Asia, Latin America, Central America, Japan and China. A group of Italian universities (VIU, Università IUAV di Venezia and Ca’ Foscari University of Venice) form the core of the association.³

VIU has had a globalization programme for years, including such courses as Identity, Heritage and Globalization; Globalization, Ethics, Welfare and Human Rights; Global Governance for Peace and Security, Cooperation and Development; Globalization, Environment and Sustainable Development; Cities, Global Change and Sustainable Development; Globalization and Competitiveness: Global Value Chains; Intercultural Communication, etc.

These courses are taught by international faculty visiting from the partner universities. It is not an independent study programme (a bachelor’s or master’s degree), but rather a kind of multi-disciplinary module. After completing the module, students from universities around the world receive credits that count towards their degree programme in their home country, in accordance with the European Credit Transfer and Accumulation System (ECTS). Over the course of several years, VIU has developed unique experience in globalization study, carrying out comprehensive research, developing innovative teaching methods and establishing extensive international links among the participating universities.

The organizer of the project on the Russian side is the Russian International Affairs Council (RIAC), a non-profit organization founded five years ago as a link between the state, the expert community, business and civil society to find solutions

³ See: <http://www.univiu.org/what-is-viu/viu-members>.

to foreign policy issues.⁴ The Ministry of Education and Science of the Russian Federation is among the founders of RIAC. Just like VIU, RIAC is at the centre of a university association: 11 leading Russian federal and national research universities are corporate members and partners of RIAC. RIAC's activities in this sphere are aimed at improving the research potential of Russian universities in the field of foreign policy and international relations through the development of short-term educational programmes and continuing professional development courses for students and instructors at Russian higher education institutions, holding guest lectures by foreign scholars and experts, translating foreign textbooks, compiling a RIAC library at universities and making sure they are kept stocked with all the latest literature on international relations.

Eight Russian universities have been selected to participate in the project: Ural Federal University named after the first President of Russia B. N. Yeltsin; Russian State University for the Humanities; Siberian Federal University; Saint Petersburg State University; Northern (Arctic) Federal University named after M.V. Lomonosov; Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation; Immanuel Kant Baltic Federal University; and N. I. Lobachevsky State University of Nizhny Novgorod. All of these higher education institutions have solid experience studying and teaching issues related to globalization within the context of global politics and international relations, and as part of other study programmes. These universities teach various subjects of wide-ranging aspects of globalization as part of their bachelor's and master's degree programmes, and students also carry out independent research.

The challenges that the organizers of the project set for themselves were broad and ambitious. The primary goal was to understand:

- the state of current scientific research on the problems of globalization (the origins of globalization, the stages and scope of globalization processes, various theoretical approaches and their evolution, the positive and negative effects of globalization, etc.);
- whether there is a specifically European perspective on globalization;
- how the results of scientific research on the problems of globalization are used as part of the education process in Russian and Italian universities;
- how cooperation between Russian and Italian universities could contribute to the development and improvement of teaching and researching globalization issues;
- what aspects of the globalization teaching course require additional review.

In order to find the answers to these and other questions, the decision was made to compare and analyse Russian and Italian courses on globalization as part of a series of seminars and independent works.

The project has received the support of the Ministry of Foreign Affairs of the Russian Federation. In a letter of support dated December 2, 2014, Minister of For-

⁴ See: <http://russiancouncil.ru/en/>

Foreign Affairs of the Russian Federation Sergey Lavrov expressed the hope that the project would be successful and said he was confident that the project “would contribute to strengthening mutually beneficial ties between Russia and Italy in international research.” The project has generated great interest in the Russian and Italian scientific and educational community. We have received a number of ideas and suggestions for possible further work.

Differences in Educational Standards and Practices

Russia and Italy are signatories to the so-called Bologna Process, which is aimed at creating a single European higher education space, although they joined at different times. It is a major development area in higher education in modern Europe that requires the participating countries to comply with a number of common principles. Among these are: the three-tiered educational structure (bachelor’s, master’s and doctorate); the European Credit Transfer and Accumulation System; the European Diploma Supplement, which is recognized in all countries that are signatories to the Bologna Process; the conditions and parameters of academic mobility; the strategy to integrate educational and scientific research; and so on.⁵

In this sense we, Russia and Italy, really do exist in a single educational space, and a very important aspect of globalization is contained in this. But this does not mean depersonalization and unification; both Italy and Russia have preserved their traditions and accepted practices with regard to education. And the same can be said for a number of things. For example, the time to a bachelor’s degree is different in both countries – three years in Italy and four years in Russia. Meanwhile, the time it takes to receive a master’s degree is the same in both countries (two years). In Italy, bachelor’s degrees are awarded upon completion of 180 credits, while Russian students require 240 credits. There are also differences in the way credits are calculated. For example, the number of lecture, seminar, tutorial and self-study hours required in order to receive credits is different in the two countries. Upon graduation, students in Italy can find employment, whereas this is practically impossible in Russia, largely because of the fact that in Soviet times it was the norm for students to have finished five years of higher education before being considered a specialist in a particular field. And this mentality persists to this day.

In Italy, each university sets its own reading and reporting regulations for their students and programmes. Every instructor has a wide selection of options when it comes to designing their study programmes. Russia has more stringent requirements. Here, there are state education standards that regulate the content of university programmes, their format and study requirements. These standards include a detailed set of competencies that each student must acquire as a result of taking the course, as well as a description of the structure of the educational programmes

⁵ See, for example: Melville, A.Y. (ed.). The “Soft Path” for Russian Universities to Enter the Bologna Process. Moscow: OLMrosu RSM DA PRESS, 2005.

for bachelor's and master's (and now doctoral) degrees, a list of compulsory and optional modules and even financial and logistical support of the education process.

Yet, despite the significant differences, there are common structural and substantive elements in the courses offered at Russian and Italian universities (just like there are at universities in other countries). Among these elements are: course name, name of the person who designed the course, brief description of the course, number of credits, who the course is designed for, whether the course is compulsory or optional, prerequisites, expected learning outcomes, educational technologies used, content of the course, course plan, methods of assessment, required and recommended reading, etc.

It is worth mentioning here something else that Russian and Italian universities have in common. Both believe that they are, on the whole, ranked unfairly when it comes to world university ratings. Both feel the pressure of the Anglo-Saxon higher education system. And both have claims, if not to the exclusive nature, then at least to the “special” position of their education systems in the global education space. In a sense, this common feature facilitates interaction between the universities of both countries, and this interaction does not discern “leaders”, “pioneers”, “teachers” and “students”. This is cooperation between two long-established intellectual traditions that face common challenges.

Launching the Project

RIAC asked the Russian universities selected for the project to submit a list of their needs with regard to teaching and studying globalization and contemporary issues in global politics and international relations. The needs of Russia universities were subsequently analysed and they thus form the basis for developing the topics to be studied as part of the programme for the project's first Russia–Italy seminar.

The Italian participants in the project were chosen by Venice International University and then recommended to the Russian side. Six Italian universities are involved in the project: Venice International University; Ca' Foscari University of Venice; Roma Tre University; Tor Vergata University; the University of Padua; and the University of Turin. Together, these universities fully reflect the substantive and administrative diversity of the Italian higher education system.

A preliminary meeting to agree the project parameters took place in Venice in September 2014. It was attended by Director General of the Russian International Affairs Council Andrey Kortunov, Andrey Melville, Project advisor, National Research University Higher School of Economics and project manager Tatiana Bogdasarova, RIAC. The Italian side was represented by ambassador and President of Venice International University Umberto Vattani, Dean of the University of Padua Brugiavini, Director of the School of Humanities and Social Sciences Luca Pes, Vice-Rector for International Relations at the University of Padua Alessandro Martin, and Rector's Representative at the University of Padua Francisco Leita. Con-

crete issues of how to implement the project were discussed during the negotiations, including: defining the target groups for the project, examining possible topics for the experience exchange programme, agreeing on holding a series of seminars as part of the joint Russia–Italy project.

The project's first seminar took place at Venice International University on December 1–3, 2014. It was attended by representatives of the teaching faculties at the participating Russian and Italian universities. The main substantive issues pertaining to globalization to be discussed at the seminar were prepared in advance. Four main topic areas were agreed for discussion at the seminar:

1. The sources of and reasons behind globalization, and various theoretical and methodological approaches to understanding it (the main stages of the globalization process; the European origins of globalization and the specific features of globalization in different regions of the world; the role of transport networks and the development of information technology; innovation as a globalization factor; etc.);
2. The political aspects of globalization (evolution of the global political structure; new actors on the world stage; the problem of sovereignty in the modern world; the development of transnational political institutions and global society; nationalist and fundamentalist opponents of globalization; democracy and authoritarianism in the modern world; etc.);
3. The global economy (the dynamics of global markets; global economic and financial institutions; globalization and unequal economic growth; *nouveau riche* and *nouveau poor*; etc.);
4. The environment and globalization (pollution and climate change; the food and water shortage; diseases and pandemics; environmental management and sustainable development).

Of course, these important topic areas do not cover all the essential issues related to modern globalization. The participants in the seminar exchanged opinions on such subjects as globalization and poverty, globalization from the perspective of culture and values, globalization and ethical standards, globalization and identity, etc. Special attention was paid to how these issues can be reflected in educational courses at Russian and Italian universities. The decision was made to pick out English-language courses that are in some way connected to various aspects of the globalization issue and submit them to the other project participants for peer review.

Given the rather significant differences in the accepted formats of presenting study courses at Russian and Italian universities, the decision was made to draw up and share abridged and adapted versions of Russian programmes in accordance with the structural and substantive components mentioned above.

Another important decision made at the seminar concerned carrying out an expert survey among the project participants regarding the possibility and feasibility of implementing the educational programmes submitted, their educational methodologies, recommended reading and sources, and other ways to improve and develop specific educational practices at the universities taking part in the joint VIU–

RIAC project. This proved to be an invaluable experience in terms of providing feedback, which will be used to further develop the project.

The second Russia–Italy seminar was held at Immanuel Kant Baltic Federal University in Kaliningrad on May 27–28, 2015. It was attended by representatives of eight Russian federal and national research universities (all participants in the project and corporate members of RIAC). The Italian side was represented by five universities: Venice International University; Sapienza University of Rome; Roma Tre University; University of Bari Aldo Moro; and Tor Vergata University.

The objective of the seminar was to conduct a critical analysis of globalization and international relations study programmes and courses at Russian and Italian universities with a view to improving their quality in terms of structure, teaching and methodical support.

A number of proposals for further cooperation between Russian and Italian universities were put forward as a result of the discussions, including: holding summer and winter schools for students and teachers at Venice International University; creating an electronic database of publications on global issues; developing joint partnership projects for Russian universities to participate in the European Union’s Erasmus+ Programme; developing joint Russia–Italy master’s programmes in globalization and international relations.

The courses and programmes of Russian and Italian universities that were re-worked based on comments made at the seminar have been chosen to be included in the collection of courses and programmes published by the Russian International Affairs Council.

Peer Review Experience

An extremely important and valuable component of the project was to carry out a peer review of globalization programmes at Russian and Italian universities. We wanted to get an idea of how the participants in the project, particularly Russian universities, assess the depth and originality of the issues being studied. We were eager to hear their take on the benefits that this cooperative work could bring and the prospects for its further development, invited them to make suggestions, etc. The questionnaire sent out to all the partner universities by Tatiana Bogdasarova included such points as:

- The course’s place in the overall bachelor’s or master’s programme;
- The depth and comprehensiveness of the issues studied;
- The relevance and freshness of the material used;
- The competences (knowledge, skills, abilities) the course expects to improve among students;
- Whether the course components are useful for the universities in question.

We must say that most Russian respondents were keen to provide feedback, which itself turned out to be full of valuable insight. The overall conclusion was that

working with other universities and exchanging courses and curricula is very useful for improving the educational process, including in terms of broadening the scope of the subject and developing interdisciplinary approaches, teaching methodologies, etc. Representatives of the Russian universities taking part in the project made particular note in the questionnaire of the usefulness of student exchange programmes in improving the substantive content of globalization studies teaching.

For example, Russian universities mainly concentrate on globalization in the context of the general problems of world politics and international relations, the role of non-state actors, the globalization of the world economy and international security. On the other hand, environmental issues, the problems of cultural and civilization identity, human rights, ethics and urban planning figure little in their curricula.

The Russian higher education institutions that took part in the peer review emphasized that the developments of their Italian colleagues could be used in their own universities to improve master's programmes in global politics and international relations, world economics, comparative political studies, management, mass communications, etc. Separate mention was made of the prospects for using Italian developments within the framework of Russian study courses related to applied cultural studies, intercultural communication, international tourism, human rights, etc.

At the same time, the study also revealed some problem issues, in particular, the importance of gaining access to relevant and up-to-date scientific literature and sources, the presence of certain thematic gaps, the need to develop interdisciplinary approaches, etc.

The globalization programmes chosen for publication are structured as follows:

1. International relations, world politics and global studies;
2. Global economy;
3. Non-state actors in the global world;
4. Global security;
5. Global governance;
6. International law and globalization;
7. Cities in the global world;
8. The environment and globalization;
9. Aspects of globalization;
10. National and regional perspectives on globalization.

The proposed structure reflects the substantive features of existing globalization and related programmes at Russian and Italian universities and their priority ranking.

A Project in Development

Great strides have been made in scientific and educational cooperation between Russia and Italy as a direct result of the joint RIAC–VIU project “Globalization 2.0”. But this is a project in development and the possibilities for its development are many and varied.

The results lay the groundwork for further improvements to be made to the curricula of globalization studies, global politics and international relations programmes and related disciplines, as well as for teaching materials, teaching assistants and informational databases to be developed to world standards. There is also scope for bringing in universities from other countries. The experience gained can be used in connection with other subject areas.

Possible development areas include the joint development of dual degree programmes, including dual doctorate degrees (Ph.D.). The latest educational technological innovations mean that developing online courses, including in formats such as Coursera, is a distinct possibility. Finally, there is also scope for carrying out joint Russia–Italy and international research projects on globalization and broader issues.

We would like to hope that the Russia–Italy project “Globalization 2.0” will give impetus to the further development of university ties between the two countries – both scientific and educational. We also consider that this project to be our modest contribution to the advancement of the complex and all-encompassing phenomenon that we call globalization at its current stage of development. The urgent need for continued work in this area is more than evident. The butterfly of globalization has only just begun its wonderful and whimsical flight.

GLOBALIZATION 2.0. OPENING REMARKS

Umberto Vattani, President of Venice International University

When Andrey Kortunov told me, in June 2014 in Venice, about his project to carry out a comparative analysis of the way in which globalization is taught at University level in Italy and in Russia, I was immediately convinced of the value of this initiative. It was obvious to me that the results would be of the greatest interest to all, and to Italian Universities in particular, not least because the Russian outlook is so far-reaching.

Venice International University (VIU) has been studying these topics for more than 20 years and VIU was therefore a natural counterpart for the Russian International Affairs Council (RIAC). Indeed, I had no trouble in finding a number of Italian Universities who were willing to take part in the project, and we soon organized the first meetings using our network at VIU, whose campus is located on the serene island of San Servolo in the Venice lagoon. Other meetings soon followed, in Venice, Rome and Kaliningrad.

In two years, this study has led to a detailed analysis of the way Italian and Russian universities conduct their research and teaching in the field of globalization. All these *syllabi* point to the fact that globalization is no longer a new phenomenon, and not necessarily a curse: along with the undeniable positive consequences, there are however negative aspects that command our attention and are the subject of different approaches in teaching and research in Italy and Russia.

This is why I am so pleased to see these course descriptions published side by side in this study, while we and our Russian colleagues are firmly convinced that they must constantly evolve and adapt to the fast-changing globalized world.

This is of course a very interesting first step. We must now set up specific exchanges of programs but also of professors and students between Russian and Italian Universities.

The next step will be operational, aimed at transforming this preliminary but very important work of analysis into a truly joint, up-to-date and ever enriching collaboration between our two countries, with the help of our two platforms: RIAC and VIU. We are confident that our efforts will be noted at governmental level, in bilateral talks between the Italian and the Russian Authorities.

1

**INTERNATIONAL
RELATIONS,
WORLD POLITICS
AND GLOBAL STUDIES**

1.1

CONTEMPORARY INTERNATIONAL RELATIONS

Igor Zhukovsky
Anna Barsukova

University:	Immanuel Kant Baltic Federal University
Title:	Contemporary International Relations
Instructors:	Dr. Igor I. Zhukovsky, Associate Professor, Vice Rector for International Relations; Dr. Anna V. Barsukova, Head of International Cooperation and Protocol Office Associate Professor at Department for Political Science
Time and Location:	Institute of Social and Humanitarian Technologies and Communication
Office hours:	270 hours, 7,5 credits ECTS. Bachelor Degree

Overview (Course Description)

The Contemporary International Relations programme forms part of the structure of the Main Educational Programme (MEP) in Speciality Public Relations. Contemporary International Relations is a compulsory discipline within the optional part of the of the Main Educational Programme' professional cycle in Speciality Public Relations.

Prerequisites

List of subjects for which Contemporary International Relations is a prerequisite:
History, political science, law, sociology, philosophy, inter-cultural communications, foreign language, logic and argumentation theory.

Requirements (Course Requirements) and Grading

National history:	Students are expected to know the major milestones of Russia's foreign and domestic policies of Russia and its role on the world stage in various periods; to be able to compare periods in Russian history; to have mastered foreign policy terminology, information about the leaders and political figures in the country's history.
Political science:	Students are expected to know political state structure and the foreign policy mechanism; to be able to use key concepts of political science; to have mastered the skills of political science analysis (including comparative analysis).
Legal studies:	Students are expected to know the fundamentals of the legal system; to be able to locate and read legal documents.
Sociology:	Students are expected to know the basics of how society is structured; to be able to select materials for analysis; to have mastered the skills of sociological analysis.
Philosophy:	Students are expected to know the basic issues of philosophy; the names and fundamental teachings of philosophers; to be able to use basic philosophical terms; to have mastered the basic characteristics of the main philosophical issues (including the relations between man and the world, the issues of war and peace, the main principles of the world order, etc.)
Aspects of inter-cultural communication:	Students are expected to know the basic principles of intercultural communication; to be able to choose the correct "code" of communication; to have mastered direct (communication, language, interaction, etc.) and indirect (speech, written speech, including electronic speech) forms of communication.
Foreign language:	Students are expected to know the chosen language at B1 level according to the Common European Framework of Reference for Languages; to be able to read articles and watch videos in the corresponding language; to have mastered international vocabulary.
Logic and argumentation theory:	Students are expected to know the theoretical and practical fundamentals of logic; to be able to reason, think logically, argue one's point of view and conduct a constructive dialogue; to have mastered the main rules of discussion.

Learning Objectives (Course Objectives)

Educational aim of the course “Contemporary International Relations” is designed to familiarize students with the current state of international interaction in the context of history, theory and the systemic concept. The emphasis is on the development of world politics and the relationship between the global and regional levels of contemporary development.

Tasks of the Programme:

- to define the concepts “international relations” and “world politics”
- to provide an overview of the history of international relations
- to study the basics of international relations theory
- to understand the main aspects of contemporary world development
- to learn to analyse international processes, events and phenomena

Learning Outcomes

By the end of the programme, students will be expected: to know the historical basis for the development of international relations, in general, and Russian foreign policy in particular, and their connection with the current state of the global cooperation; to be able to operate within the theoretical foundations of the science of international cooperation, use international relations terminology, and employ the characteristics of international analysis; to have mastered the fundamentals of international analysis.

Methods of Instruction

Methods and methodologies used

Methods:

Structural-functional and comparative analysis, systems approach, quantitative methods, case studies, institutional method, qualitative method, comparative case studies, activities, dialectical approach, qualitative and quantitative methods, comparative method, information analysis method, institutional and systemic approaches, comparative and historical methods, Situational analysis, inter-disciplinary approach, psychological and anthropological approaches, analysis, reaction, comparison.

Methodology:

Discussion, group work, text analysis discussion, analysis (according to set criteria) of target sites, with examples of the role of the Internet in international relations, analysis (according to set criteria) of target sites, with examples of the role of the Internet in international practice. Question-answer, discussion, game: “Expert panel on development issues.” Discussion of the events surrounding the adoption

of the Kyoto Protocol and its effectiveness, role-playing game “Negotiations involving all the parties to ... conflict (students’ choice of conflict), re-enactment of the work of a state, diplomatic and business protocols, Immersion, game: meetings of various UN agencies on topical agenda issues .

Methodological Recommendations for Teachers

The aim of the course is to stimulate interest in the independent study of applied problems in global politics. Accordingly, the course has a theoretical and logical structure, with the course material being practical in nature. The course consists of a series of lectures and seminars. Students are required to write essays and complete other independent study assignments – presentation discussions, essays, brief reports and other work. The discussion of the work of ad hoc creative groups should be so structured as to enable the students, with the teacher’s help, to learn the skills of content analysis, identify the essential aspects of each country case, build algorithms of their future professional activities proceeding from the acquired practical knowledge.

The teacher should, therefore, pose questions in an “open-ended” form, i.e. without a scheme presented in advance. The interaction between teacher and student is an element of management, that is, the purposeful regulation of educational activity. The essence of such interaction lies in the teacher creating optimum conditions for the student to understand the essence of his or her future activity and steadily build up their knowledge and skills.

The teacher and students are in a single education space in which the former performs managerial functions and the latter reflects what is taking place through the prism of education and self-management. The result is an activity field representing both sides of the didactic process. This represents the developing model of student training based on a target-specific approach, which changes the student’s attitude. Methodology plays a growing role in organizing activity based on a system of inter-connections between teacher and student, enabling the latter to independently make weighed decisions in situations when they are called upon to solve social issues.

The syllabus structure offers room for combining various forms of individual and group work. The exact combination depends on how the teacher rates the intellectual and creative potential of the students.

In assigning students to ad hoc creative groups to perform a situational analysis of a specific problem, it is necessary to assign opinion leaders to different groups and stimulate competition within the groups.

Lectures will increasingly be devoted to problem issues, combining the fulfilment of the set target of the lecture in accordance with the lesson plan and elements of free discussion.

Methodological Recommendations for Students

Independent (unsupervised) work includes study and research work done outside the curriculum under the guidance, but without direct participation, of the teacher.

When carrying out independent work, students not only acquire knowledge, but also develop time-management and team-working skills, as well as the ability to set priorities and organize their activities.

Research work is an important aspect of students' training –presenting reports at scientific conferences, publishing abstracts and articles. Attending international events at the regional, municipal and university level alongside high-level specialists is also important. Teachers will provide information on events during term time, and students are encouraged to search for such events independently.

Course Plan (Schedule of Topics and Assignments)

Topic 1. Contemporary International Relations Concept and criteria of international relations, interconnection between foreign and domestic politics.

Topic 2. Global Politics as a Reflection of the Modern State of the World. Definition of “global politics”, the emergence of the concept and its modern state, levels of analysis and methods of study.

Topic 3. Theoretical Schools in International Studies. Main theoretical schools in international studies: Realism, Neo-Realism, Liberalism, Neo-Liberalism, Neo-Marxism, Post-Modernism. Main concepts and representatives.

Topic 4. A Brief History of International Relations. Main stages in the development of international relations: pre-international; ancient and classical international systems; modern period; contemporary international relations

Topic 5. Changes in the System of International Relations and the Global Political at the Turn of the 21st Century. The issue of polarity in international relations (unipolar, bipolar and multipolar systems of international relations), the structure of contemporary international relations, “pluralistic bipolarity”.

Topic 6. The Political and Legal Dimensions of Contemporary International Relation. International law: sources and current state. Regulation of international security. Human rights in international relations. Legal norms of world politics.

Topic 7. The Political System and New Participants in Contemporary International Relations. Structure of the world at the turn of the 20th century. Transnational actors in international relations and their interaction with the global political system.

Topic 8. New Challenges to National and International Security. Physical, economic, social and ethno-cultural security. Security of dignity. Security of society. National and international security.

Topic 9. The Gap between the North and the South. The “Rich North” versus the “Poor South”: origins of the issue. Modern differences between the North and the South. International development assistance.

Topic 10. New Problems of Diplomacy and Modern Etiquette. New challenges for diplomacy and its transformation. Reform and optimization of the work of foreign ministries: career diplomats and international relations experts, the gender is-

sue, knowledge management, safety of diplomats, changes to the foreign policy decision-making system

Topic 11. The European Dimension of Contemporary International Relations. Europe in the modern world: dimensions, international political space, multilateral mechanisms in Europe, the changing map of Europe.

Topic 12. The United States in the Global and Regional Dimensions. Resources and instruments of international influence and the strategies for their use. U.S. regional policies.

Topic 13. Asia in Contemporary International Relations. Asia as an international region. The main characteristics of the Asia-Pacific Region and the Association of Southeast Asian Nations. South Asia. Components of regional stability. China and Japan in the regional subsystem.

Topic 14. International Relations in the Middle East. The Palestinian–Israeli conflict. Iran, Iraq, Afghanistan.

Topic 15. Latin America and Africa in International Relations. Regional features. International links and regional institutions. Foreign policy activities of the region’s states in international organizations.

Topic 16. Contemporary International Relations in the Baltic Region. The Baltic region as an area for cooperation: characteristics of the region, main actors, agenda (ecology, energy, education and science cooperation).

Topic 17. Russia in the Modern World. The shaping of Russia’s foreign policy in the late 1990s and early 2000s. Present-day Russian foreign policy strategy and concept. The Russian foreign policy mechanism and the main areas of its activity.

Mid-Term and Final Assessment Questions

1. Methods of studying world politics and international relations and examples of their use.
2. World politics and international relations: discussion of the relationship between subject areas and the practical implications of such politics.
3. Features of the emergence and development of global political studies in Russia.
4. The main features international relations systems and how they have evolved.
5. Discussion on the current state of the Westphalian political system.
6. Main characteristics of the “European Concert of Nations” as a system of international relations.
7. The Versailles–Washington system and its role in 20th-century international relations.
8. The Yalta–Potsdam system of international relations: its characteristics, evolution and political content.
9. The problem of poles (polarity) and stability in international relations.

10. The Realist and Liberal traditions in international studies, their representatives and development in today.
11. Neo-Marxism, Post-Modernism and Constructivism in international studies and their representatives.
12. Specific theories in international research: their significance for understanding world political phenomena. Examples of particular theories.
13. The concept of the “actor” in world politics and international relations.
14. The state as an actor in international relations and its place in the contemporary world political system.
15. Non-state actors in international relations: experience and problems of their activities on the global stage.
16. The role of intergovernmental organizations in world politics.
17. “International regime”: its origin and role in the modern world.
18. Transnational business as an actor in global politics: specificities and main forms of participation.
19. Economic integration and its significance for world politics (use several integration associations as examples).
20. Political integration and its significance for world politics (use several integration associations as examples).
21. Global problems and their political significance.
22. The main trends in the evolution of the global political system.
23. Regulation of world political processes and global governance.
24. Main axes of cooperation and conflict in present-day world politics.
25. Main characteristics of the current stage of globalization.
26. The positive and negative aspects of globalization.
27. Division of the world based on the level and dynamics of development.
28. “Globalization” of the world and the concept of “globalization with many faces.”
29. The possible impact of the world crisis on globalization processes.
30. The process of democratization of the world.
31. The problem of democracy and human rights on the current world political agenda.
32. The concept of the “pivot to the left” in contemporary world politics.
33. The “Democratic Peace” theory: pros and cons.
34. The modern rivalry between the liberal and statist paradigms of economic development.
35. The impact of high technologies on economic and political interaction in the world.
36. The impact of resource abundance on the domestic and foreign policies of states.
37. The political dimension of the problem of limited fresh water resources.
38. The political dimension of the problem of worldwide migration.
39. The political dimension of the problem of world energy resources.

40. The political dimension of the problem of world ecology.
41. The main parameters of the change in the sphere of international (global) security.
42. The “broad” and “narrow” interpretation of the sphere of international (global) security.
43. Traditional and “new” threats to military-political international (global) security.
44. The current state of arms control.
45. The concept of global governance (governability).
46. The current state of international public law.
47. The role of the United Nations in contemporary global governance (governability).
48. The process of reforming the UN Security Council and how it might look.

Readings Required

1. История международных отношений и внешней политики России, 1648–2000 / А. С. Протопопов, В. М. Козьменко, Н. С. Елманова. – М.: Аспект Пресс, 2003. – 344 с.
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3. Лебедева М. М. Технология ведения переговоров [Текст]: учебное пособие / М. М. Лебедева. – М.: Аспект-Пресс, 2010. – 192 с.
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 - b. international organizations
 - c. news agencies
 - d. leading media outlets in various countries (both electronic and printed)
 - e. leading media groups (including the Big Six global communication networks) and PR agencies
 - f. international cultural organizations (Institut Français, DAAD, Confucius Institute, Instituto Cervantes, etc.)
 - g. journals/portals on international affairs:

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Official Sites of Diplomatic Agencies

1. Consular corps in Kaliningrad. Foreign Affairs Ministry Representative Office in Kaliningrad. URL: <http://www.kaliningrad.mid.ru/corpus.html>
2. Diplomatic Academy of the Ministry of Foreign Affairs of the Russian Federation. URL: <http://dipacademy.ru/> (in Russian)
3. Embassy of the Bolivarian Republic of Venezuela to the Russian Federation. URL: <http://www.embavenez.ru/> (in Spanish)
4. Embassy of Brazil to the Russian Federation. URL: <http://moscou.itamaraty.gov.br/ru/> (in Portuguese)
5. Embassy of Canada to the Russian Federation. URL: <http://www.canadainternational.gc.ca/russia-russie/index.aspx?lang=rus&view=d> (in Russian)
6. Embassy of Chile to the Russian Federation. URL: http://www.embachilerussia.ru/rus_index.htm
7. Embassy of Egypt to the Russian Federation. URL: http://www.mfa.gov.eg/english/embassies/Egyptian_Embassy_Russia/Pages/default.aspx

8. Embassy of Estonia to the Russian Federation. URL: <http://www.estemb.ru/> (in Russian)
9. Embassy of Finland to the Russian Federation. URL: <http://www.finland.org.ru/Public/Default.aspx> (in Russian)
10. Embassy of France to the Russian Federation. URL: <http://www.amba-france-ru.org/-Russkij-> (in Russian)
11. Embassy of Japan to the Russian Federation. URL: <http://www.ru.emb-japan.go.jp/> (in Russian)
12. Embassy of the Kingdom of Denmark to the Russian Federation. URL: <http://rusland.um.dk/ru.aspx> (in Russian)
13. Embassy of the Kingdom of Morocco to the Russian Federation. URL: <http://www.ambmaroc.ru/indexru.htm> (in Russian)
14. Embassy of the Latvian Republic to the Russian Federation. URL: <http://www.mfa.gov.lv/ru/moscow/> (in Russian)
15. Embassy of the Lithuanian Republic to the Russian Federation. URL: <http://ru.mfa.lt/index.php?3393487206> (in Lithuanian)
16. Embassy of Mexico to the Russian Federation. URL: <http://embamex.sre.gob.mx/rusia/index.php?lang=ru> (in Russian)
17. Embassy of Norway to the Russian Federation. URL: <http://www.norvegia.ru/Embassy/embassy/Welcome-to-the-Norwegian-Embassy-in-Moscow/>
18. Embassy of the People's Republic of China to the Russian Federation. URL: <http://ru.china-embassy.org/rus/> (in Russian)
19. Embassy of the Republic of Poland to the Russian Federation. URL: <http://moskwa.msz.gov.pl/ru> (in Russian)
20. Embassy of the Republic of South Africa to the Russian Federation. URL: <http://www.saembassy.ru/ru.aspx> (in Russian)
21. Embassy of the State of Israel to the Russian Federation. URL: <http://embassies.gov.il/moscow/Pages/default.aspx> (in Russian)
22. Embassy of Sweden to the Russian Federation. URL: <http://www.sweden-abroad.com/ru-RU/Embassies/Moscow/>
23. Embassy of the United Arab Emirates to the Russian Federation. URL: <http://www.uae-embassy.ru/> (in Arabic)
24. Embassy of the United States to the Russian Federation. URL: <http://russian.moscow.usembassy.gov/> (in Russian; English version: <http://moscow.usembassy.gov/>)
25. Foreign Ministry Representative Office in Kaliningrad. URL: <http://www.kaliningrad.mid.ru>
26. MGIMO University of the Ministry of Foreign Affairs of the Russian Federation. URL: <http://www.mgimo.ru> (in Russian)
27. Ministry of Foreign Affairs of the Russian Federation. URL: <http://www.mid.ru> (in Russian; English version. URL: http://www.mid.ru/bdomp/brp_4.nsf/main_eng)

Official Sites of Foreign Cultural Organizations in Russia

1. Alliance Francaise in Russia. URL: <http://afrus.ru/> (in Russian)
2. American Centers and Corners in Russia. URL: <http://amcorners.ru/>
3. Chinese Cultural Centre in Moscow. URL: http://www.ccc-moscow.narod.ru/o_kkts_v_moskve/ (in Russian)
4. French Institute in Moscow. URL: <http://www.ccf-moscou.ru/> (in Russian)
5. French Institute in St.Petersburg. URL: <http://www.ifspb.com/> (in Russian)
6. Jewish Cultural Centre on Nikitskaya. URL: <http://www.jcc.ru/jcc/> (in Russian)
7. Latvian Institute. URL: <http://www.latvia.lv/ru/dobro-pozhalovat-v-latviyu>
8. Nordic Centre. URL: <http://www.nordiccenter.ru/> (in Russian)
9. Polish Cultural Centre. URL: <http://kulturapolshi.ru/index.php> (in Russian)
10. Rossotrudnichestvo. Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad and International Humanitarian Cooperation. URL: <http://rs.gov.ru/> (in Russian)
11. Simon Bolivar Latin American Cultural Centre. URL: http://embavenez.ru/index.php?option=com_content&view=category&layout=blog&id=51&Itemid=116&lang=ru (in Russian)
12. Swedish Institute. URL: <http://www.si.se/English/Navigation/>
13. Estonia. URL: <http://estonia.eu/>

1.2 WORLD POLITICS

Marina Lebedeva

University:	Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation
Title:	World Politics
Instructor:	Professor Marina M. Lebedeva, Doctor of Political Science
Time and Location:	Department of World Political Processes
Office hours:	72 hours, 2 ECTS credits. Bachelor Degree

Overview (Course Description)

The course enables students to acquire advanced knowledge and skills in the analysis world politics. It focuses on the study of the emergence and development of the scientific discipline “World Politics”, its relationship with other disciplines and the analytical methods that it employs. A significant amount of attention is paid to how political realities have changed since the second half of the 20th century, which in practice amounted to a departure from the rigid state-centered principles sealed in the Westphalian political system of the world. The course presents an analysis of world political processes. For all their variety, the emphasis is on three key processes: globalization, integration and the development of democracy; as well as on the opposing processes of isolationism, disintegration and the development of autocracy. Various combinations of these processes yield a rich phenomenology of the modern political development of the world and raise the issue of regulating this development. The course considers the current political agenda in connection with the ongoing structural political changes.

Requirements (Course Requirements) and Grading

Course paper	A (90–100%)	The problem is clearly formulated. The structure is logical.
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	B (82–89%)	The paper meets most of the requirements.
	C (75–81%)	The paper provides only a review of the problem.
	D (67–74%)	The paper is poorly structured and argued.
	E (60–66%)	Argumentation is poor or lacking.
	F (less than 60%)	Heavily borrowing from other texts. No understanding of the nature of the problems.
Oral exam answer	A (90–100%)	Clear structure. Independent analysis.
	B (82–89%)	Largely meets the requirements. The propositions advanced are not argued clearly enough.
	C (75–81%)	The answer is largely descriptive with elements of analysis.
	D (67–74%)	Descriptive answer.
	E (60–66%)	Poor knowledge of the material. Failure to analyse.
	F (less than 60%)	No understanding of the essence of the problem. Lack of knowledge of the basics of the course.

Learning Objectives (Course Objectives)

The main goal of the course is to introduce International Relations to the problems of the discipline “World Politics”. The first part of the course focuses on the conceptual apparatus of the course (the content of the discipline “World Politics”, its difference from other related disciplines) and the existing theoretical approaches to the study of the discipline. The second part of the course is devoted to the main trends in the development of world politics and the key problems of the contemporary international agenda.

The tasks of the course are to teach the students to:

- understand the nature of contemporary world politics;
- understand the structure of the world political system;
- identify the main factors and trends of the development of world political processes;
- critically assess various theoretical schools and approaches in the field;
- understand the main trends of the development of world political processes;

- be able to apply theoretical knowledge to analyse current problems of world politics;
- be able to find adequate means for solving contemporary problems in world politics.

Learning Outcomes

Students who successfully complete the module will be expected to:

- 1) know the main characteristics of the modern political system of the world;
- 2) be able to analyse the main political processes such as globalization, integration, democratization as well as the opposite processes'
- 3) demonstrate the necessary skills for analysing contemporary world politics.

Essay Topics

1. Political development of the world: main stages.
2. The concept of "political system" in world politics, political science and international relations.
3. World politics and international relations: overlaps and differences of subject areas.
4. The problem of choosing a method of world politics research.
5. Interaction between states and non-state actors.
6. Trends in the development of foreign policy activities of states.
7. The possibilities of international cooperation in counteracting international terrorism.
8. The energy aspect of world politics.
9. Globalization: development trends.
10. Comparative analysis of integration processes in various regions of the world.
11. International interaction in regulating migration flows.
12. The Bologna Process and its role in the development of Europe.

Exam Questions

1. Methods of international research.
2. Levels of analysis in international research.
3. World politics, international relations: correlations and development of subject areas.
4. Features of the emergence and development of world politics in Russia.
5. The main features and evolution of the Westphalian political system.
6. The current state of the Westphalian political system.
7. Scenarios of evolution and scenarios of change of the political system of the world.

8. Key characteristics of the system of international relations in Europe known as “the European concert”.
9. The problem of polarity and stability in international relations.
10. The concept of “actor” in world politics.
11. The state as an actor in world politics.
12. Intergovernmental organizations in world politics. Their role. The concept of “international regime”.
13. Higher education as an instrument of “soft power”.
14. The limits to globalization.
15. Globalization and integration: mutual influence of these processes.
16. Features of globalization in various regions of the world.
17. The challenges of migration.
18. Main areas of promoting international development: the political aspect.

Methods of Instruction

When searching for sources and literature independently, it is necessary to select only those that are reliable and verifiable.

The course paper must have a significant analytical component while minimizing the purely informative part. The paper must present a systematized review of existing approaches to the problem in hand followed by independent analysis based on primary sources (documents, news agency and media reports concerning the events cited) as well as scholarly materials.

Course Plan

Part 1. Political System

Topic 1. World Politics as a Scientific Discipline.

The emergence and evolution of world politics as a scientific discipline. The correlation of the subject areas of world politics, international relations and political science. The role of the economic and legal components in modern world politics. World political studies centres. Scientific associations and journals. Characteristics of the formation of world politics as a scientific and educational discipline in Russia.

- World politics as reality and as a scientific discipline. Methods of research in world politics.
- Research centres and associations for the study of world politics.
- Characteristics of the formation of world politics as a scientific and education discipline in Russia.

Reading Required:

1. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М.: КноРус, 2013. – С. 68–81.

Readings Recommended:

- Боришполец К. П. Методы политических исследований [Текст] / К. П. Боришполец – М.: Аспект Пресс, 2010. – Глава 1.
- Международные отношения: теории, конфликты, движения, организации организации [Текст]: учебное пособие. / Под ред. П. А. Цыганкова. – М.: Аспект-пресс, 2011. – Глава 1–2.
- Современные международные отношения [Текст]/ Под ред. А. В. Торкунова, А. В. Мальгина. – М.: Аспект Пресс, 2012. – Глава 1.

Topic 2. The World Political System and Systems of International Relations.

The concepts of the “world political system” and “the system of international relations”. The structure of the modern world political system. The modern and recent systems of international relations: the Westphalian system in the narrow sense, the Vienna system (“Concert of Europe”), the first bipolar system in the late 19th and early 20th centuries, the Versailles-Washington and Yalta-Potsdam systems. The concept of “polarity” of the world. Variants of polarity. The problem of leadership in the modern world.

- The world political system. Its structure and evolution.
- Systems of international relations.
- The concept of “polarity” and polycentrism of the world. The problem of leadership in the modern world.

Reading Required:

1. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М.: КноРус, 2013. – С. 13–22, 58–61, 64–67.

Reading Recommended:

- Фельдман Д., Барабанов О. Если Вестфаль и болен, то этот больной скорее жив, чем мёртв...[Текст]/ Д. Фельдман, О. Барабанов // Международные процессы. 2007. Т. 5. № 3. С. 104–113.
- Мировая политика / под ред. С.В. КОРТУНОВА. – М.: ГУ ВШЭ, 2009.
- Лебедева М. М. Что угрожает Вестфалю? ... [Текст] / М. М. Лебедева // Международные процессы. 2008. Т.6 №1 (16). С. 117–121. [Электронный ресурс] – Режим доступа: <http://www.intertrends.ru/sixteenth/015.htm> М.Лебедева
- Политическая система современного мира: новые реалии старые правила // Материалы V Конвента РАМИ. Под общей редакцией А. В. Торкунова. Редактор тома М. М. Лебедева. – М.: МГИМО, 2009. – С. 31–40. [Электронный ресурс] – Режим доступа: http://risa.ru/images/stories/%21_Lebedeva.indd.pdf

Topic 3. States and Non-State Actors in the World Political System.

The state as the main and key actor in world politics, without which the modern world political system could not exist. Features of the state as an actor in current conditions. Sovereignty in the modern world. The criteria of differences between states and the possible classifications of states. Modern, pre-modern and post-modern states. Failed states. Non-state actors. The growing role of non-state actors. Interaction and hybridization of actors.

- The state as the leading actor in the world arena. Characteristics of the state as an actor in modern conditions.
- Approaches to the classification of states.
- Non-state actors and their role in modern world politics.

Reading Required:

1. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М: КноРус, 2013. – С. 45–57, 62–63.

Readings Recommended:

- Лебедева М. М. «Приватизация» мировой политики [Текст] / М. М. Лебедева. – М.: МГИМО (У), 2008. – 279 с.
- Кризис экономический или кризис мирополитический? [Текст]: «круглый стол» // Вестник МГИМО (У). 2009. № 5 (8). С. 168–170.
- Суверенитет в век глобализации / Под ред. М.В. Ильина, И.В. Кудряшовой. – М.: МГИМО, 2010.
- Глобальный договор ООН. [Электронный ресурс] – Режим доступа: www.unglobalcompact.org

Topic 4. World Political Processes.

The main characteristics of the concept of “globalization”. Discussions about the chronological framework of the globalization process. Approaches to understanding globalization. Contradictions and prospects of globalization. Globalization and isolationism. Integration. Integration in various regions of the world. Integration and disintegration. Democratization in world politics. Waves of democratization. Democratization and authoritarianism.

- Globalization. Its main characteristics and parameters. Isolationism.
- Integration. The significance of integration processes for the development of the modern world. Disintegration.
- Democratization of the world. Waves of democratization according to Samuel Huntington. Authoritarianism.

Reading Required:

1. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева – М: КноРус, 2013. – С. 82–115.

Readings Recommended:

- Байков А. А. Сравнительная интеграция. Практика и модели интеграции в зарубежной Европе и Тихоокеанской Азии [Текст]: научное издание / А. А. Байков. – М.: АСПЕКТ ПРЕСС, 2012. – 256 с.
- Лебедева М. М. Глобальные тенденции мировой политики // Современные международные отношения [Текст]. Под редакцией А. В. Торкунова, А. В. Мальгина. – М.: АСПЕКТ ПРЕСС, 2012. – 687 с.
- Фрагмент первой главы книги С. Хантингтона «Третья волна: демократизация в конце XX века» // Полис. 2003. №1. [Электронный ресурс] – Режим доступа: http://www.politstudies.ru/universum/newbook/02_2003h.htm

Part 2. Problems of World Politics

Topic 1. The Problem of Security in the Modern World.

Conflicts. Terrorism. Approaches to the concept of security. The problems of armament and disarmament. Arms trade in the modern world. The features of modern conflicts and the problem of resolving them. International terrorism and the fight against terror.

- Contemporary security problems.
- International conflicts and approaches to their resolution
- Terrorism in the modern world and counter-acting the terrorist threat.

Reading Required:

1. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М: КноРус, 2013. – С. 116–154.

Readings Recommended:

- Кулагин В. М. Международная безопасность [Текст]: учебное пособие / В. М. Кулагин. – М. КноРус, 2012. – 432 с.
- Лебедева М. М. Политическое урегулирование конфликтов [Текст]/ М. М. Лебедева. – М. Аспект Пресс, 1999. – 271 с.
- Лебедева М. М., Юрьева Т. В. Архитектура европейской безопасности: глобальный и региональный аспекты // Вестник МГИМО (У). 2011. № 5. С. 122–131. [Электронный ресурс] – Режим доступа: http://www.scribd.com/fullscreen/74251107?access_key=key-207ot67tjx4kupeum9ro

Topic 2. The Economic Component of World Politics.

The economic component of world politics. The main financial and economic institutions of our time. Production and energy. World trade. Main areas of the World Trade Organization's activity. The role of finances in the modern world. The international financial architecture. The world financial crisis: conflicting approaches to adaptation and assessing the consequences. Russian approaches to stabilizing the world financial system. The significance of energy in world politics.

1. The interconnection between politics and economics; the role of the main financial and economic institutions today.
2. The role of energy in the modern world; political interests in the energy security sphere.
3. The financial component of globalization processes; the world financial crisis; contradictory approaches to adaptation and assessing the consequences.

Reading Required:

1. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М: КноРус, 2013. – С. 172–187.

Readings Recommended:

- Боровский Ю. Политизация мировой энергетики // Международные процессы. Т.6, № 1(16) январь-апрель 2008. [Электронный ресурс] – Режим доступа: <http://www.intertrends.ru/sixteenth/002.htm>

- Булатов А. С. Американские финансы и глобальный кризис [Текст] // Современная мировая политика / Под ред. А. А. Богатурова. – М.: 2009. – С. 279–292.
- Сафранчук И. А. Мировой энергетический баланс // Современные глобальные проблемы мировой политики [Текст]: учеб. пособие для студентов вузов / Под ред. М. М. Лебедевой. – М.: Аспект Пресс, 2009. – С. 8–28.

Topic 3. The Problem of North–South Relations and Development Assistance Issues.

The development gap between North and South: the main parameters and political assessment. Heterogeneity of the North and South. The experience of industrialized countries in overcoming backwardness. Possible ways of overcoming the socioeconomic gap. The experience of South–South cooperation in the context of overcoming the backwardness of developing countries. International and national development assistance programmes in the countries of Asia, Africa and Latin America. The role of the United Nations in solving the problems of the “Global South”. The prospects of achieving the goals of the Millennium Summit.

Russia’s contribution to international development assistance efforts.

- The political consequences of the socioeconomic gap between North and South.
- The Millennium Summit and the prospects of meeting its development targets.
- The role of the United Nations and other international institutions in assisting development. The main areas of their core activities. Russia’s contribution to international efforts in the field of development assistance.

Readings Required:

1. Боришполец К. П. Разрыв между Севером и Югом [Текст] // Современные международные отношения и мировая политика / Под ред. А. В. Торкунова. – МГИМО. 2004. – С. 311–333.
2. Цели развития Саммита Тысячелетия в контексте России. [Электронный ресурс]. – Режим доступа: http://www2.unrussia.ru/rus/millennium_development_goals/MDGsummaryRussiaRUSRevised.pdf

Readings Recommended:

- Левашов В. К. Глобальные и региональные аспекты устойчивого развития общества. [Электронный ресурс] – Режим доступа: <http://www.ispr.ru/Confer/confer1-7.html>
- Миру угрожает социальное неравенство и дисбалансы экономики (Обзор доклада «Глобальные риски-2012», подготовленного экспертами Всемирного экономического форума (ВЭФ)). [Электронный ресурс] – Режим доступа: <http://news.rambler.ru/12402821/-11> янв. 2012.
- Петровский Е. В. Социально-экономические проблемы «глобального Юга» и содействие развитию/Современные глобальные проблемы мировой политики [Текст]: учеб. пособие для студентов вузов / Под ред. М. М. Лебедевой. – М.: Аспект-Пресс, 2009. – С. 84–104.

Topic 4. Demographic and Migration Problems in the Modern World.

Human capital in world politics. Demographic trends in recent decades. Short-term and longer-term forecasts of the size of the Earth's population. Growing migrant flows and their main destinations. The challenges of legal and illegal migration. Political consequences of demographic changes and migration trends. The role of the United Nations in promoting international cooperation to overcome demographic and migration challenges. Russian participation in international efforts to resolve current demographic and migration problems.

Reading Required:

1. Лебедева М. М. *Мировая политика* [Текст]: учебник / М. М. Лебедева. – М: КноРус, 2013. – С. 155–162.

Readings Recommended:

- Лукьянов Ф. Евросоюз ужесточает законы для нелегалов. [Электронный ресурс] – Режим доступа: <http://www.rg.ru/2008/05/23/euro-migranty-anons.html>
- Никитина Ю. А. *Человеческий ресурс: демография и миграция* [Текст] // *Современные глобальные проблемы мировой политики* : учеб.пособие для студентов вузов / Под. ред. М. М. Лебедевой. – М.: Аспект-Пресс, 2009. – С. 68–83.
- Потемкина О. *Иммиграционная политика ЕС: от Амстердама до Лиссабона* [Текст] // *Мировая экономика и международные отношения*. 2010. № 4. С. 42–51.

Topic 5. Culture, Education and Religion in World Politics.

Culture in the system of world political interaction. The cultural diversity of the global community. Conflict versus dialogue of civilizations. International cultural cooperation and its institutions. Culture and religion. Reasons for the increased significance of the religion factor in the late 20th to the early 21st centuries. The problem of religious fundamentalism. Religious fundamentalism, political extremism and international terrorism. World political aspects of fundamentalist projects of social structure. Russian approaches to counteracting fundamentalism and religious extremism.

Culture and education. The global political role of modern educational processes. The internationalization of the higher education system. Russia's participation in international education cooperation.

- The cultural diversity of the global community: potential for conflicts and cooperation.
- Institutions and main areas of international cultural cooperation.
- International educational cooperation.

Readings Required:

1. Лебедева М. М. *Мировая политика* [Текст]: учебник / М. М. Лебедева. – М: КноРус, 2013. – С. 205–224.
2. Декларация принципов международного культурного сотрудничества. [Электронный ресурс] – Режим доступа: <http://www.msrs.ru/commandpapers/foreign/304.html>

Readings Recommended:

- Боришполец К. П. Сотрудничество в области медицины и образования [Текст] // Метаморфозы мировой политики / Под ред. М. М. Лебедевой. – М.: МГИМО(У), 2012. – С. 409–439.
- Клинов В. Г. Культура и экономическое развитие [Текст] // Мировая экономика и международные отношения. 2009. № 1. С. 123–127.
- Основные направления политики РФ в сфере международного культурно-гуманитарного сотрудничества // МИД РФ. М., 2010. [Электронный ресурс] – Режим доступа: <http://base.consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=130289>

1.3

WORLD POLITICS (INTRODUCTION TO INTERNATIONAL AFFAIRS AND STRATEGIC GOVERNANCE)

Yulia Nikitina

University:	Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation
Title:	World Politics (Introduction to International Affairs and Strategic Governance)
Instructor:	Yulia A. Nikitina, Department of World Political Processes
Time and Location:	3rd semester, Department of World Political Processes
Office hours:	72 academic hours, 3 credits ESTC. Bachelor Degree

Overview (Course Description)

The course “World politics (Introduction to International Affairs and Strategic Governance)” is elaborated in accordance with the MGIMO Educational Standard for the Bachelor’s Program in International Affairs (program track “Government and International Affairs”)

Requirements (Course Requirements) and Grading

Students will be required to attend no less than 90% of classes and be prepared for class discussions. Conscientious reading of the assigned materials is compulsory.

Grading plan

The final grade for this course will consist of the following components:

40% – exam essay

30% – grade for Module 1

30% – grade for Module 2

Each module is graded separately.

Grading policy for Module 1 (100%).

Class attendance – 40%

Midterm tests – 40%

In-class presentation – 20%

Grading policy for Module 2 (100%).

Class attendance and participation in seminars – 40%

Home essay – 30%

Group presentation on IR theories – 30%

Learning Objectives (Course Objectives)

The main goal of the course is to provide students with theoretical and practical knowledge about world politics.

Course objectives are:

1. To introduce students to the contemporary theoretical approaches to world politics and international affairs.
2. To provide students with main facts and different opinions on history of international affairs.
3. To orient students towards independent thinking about contemporary world politics, international affairs and strategic governance.

Learning Outcomes

By the end of this course, students should be able to:

- Explain the main trends in historic developments of international affairs based on the knowledge of IR history;
- Use the main IR theories to analyze the current developments in world politics;
- Operate with empirical and theoretical knowledge on world politics;
- Analyze primary sources (Foreign Policy Documents of different states).

Methods of Instruction

Essay Requirements

Length of essay: 1200 words

The reasoning in your essays should be well-structured and have 2–4 subtitles preferably in a form of a question (Is the state still the main actor and why?). In the

introduction (1–2 paragraphs) you should explain why the subject you chose deserves discussion, why it is relevant to the current theoretical debates or why it is important in practical terms. The introduction should end with the main research question you will answer (or problematique, or hypothesis). There should be 2–4 equal parts in your reasoning. Each part should have its own title and “problematique” (problem question/ research question). There should be a conclusion with answers to the question suggested in the introduction.

Papers should have references and bibliography. Use at least 4 sources from the reading list (or you can find your own sources)

In case of plagiarism, you will receive 0% for your assignment.

Participation in discussions

Class attendance is required. Unexcused absences will lower the participation grade.

Students are expected to regularly do the homework reading and study according to the lists of sources (books, documents, electronic resources) provided by the lecturer.

On seminars, students are expected to take active part in the discussions and produce good responses with content of lectures, documents and respective literature.

To participate in a general discussion you have to read only about 30 pages (usually 1–2 articles).

Presentations

Presentations should last for about 15–20 mins. They should have the following structure:

- Cover slide
- Structure of presentation
- Main authors
- Main ideas of a theory
- Case study
- Bibliography

Course Plan (Schedule of Topics and Assignments)

Module 1. Introduction to International Affairs

Lecture 1. Introduction to IR

Introduction to IR. A systemic approach to the IR studies. Key concepts: system, great powers, balance of powers, foreign policy, IR systems classification

Lecture 2. Westphalia system of IR

Westphalia system of IR (1618–1648). The 30-year war and its impact on IR. The peace of Westphalia and the key principles.

Lecture 3. The Vienna system of IR

Napoleonic wars and the collapse of Napoleon empire. Vienna congress and its decisions. The collapse of Vienna system

Lecture 4. Interwar period

Interwar period. The Versailles-Washington IR system. IR at the edge of WWI, the end of WWI and the creation of new international order: key points and characteristics

Lecture 5. WWII and its international consequences

WWII and its international consequences. The emergence of a bipolar world order. The distinguishing characteristics of Yalta-Potsdam IR system. The Cold war notion.

Lecture 6. Post bipolar world order

Post bipolar world order. Pivotal notions, concepts. New challenges and realities.

Seminar 1. International conflicts

Presentations. In-class activity. International conflicts and territorial disputes in contemporary politics: prerequisites, development, means of tackling the issue, solution. Documents, agreements

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Seminar 2. Foreign policy documents

Discussion of foreign policy doctrines of different countries.

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Seminar 3. Final test

Final test for Module 1.

Module 2. Introduction to World Politics and Strategic Governance**Seminar 1. Introductory seminar**

Discussion of requirements. Essay requirements. Presentations requirements. Methods in IR.

Lecture 1. Development of IR as an academic discipline. World Politics: key concepts

Two Russian schools of studying International Relations. Development of IR as an academic discipline. Main concepts in World Politics. Main actors and main problems in World Politics.

Seminar 2. Actors of World Politics

Discussion on new actors and state as the main actor

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Readings Recommended:

- Krasner, Stephen D. Sovereignty // Foreign Policy. 2001. No. 122. Pp. 20-29.
- Walther Ch. Zimmerli Klaus Richter, Markus Holzinger (Editors). Corporate Ethics and Corporate Governance, Springer, 2007. URL: [http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/CORPORATE%20GOVERNANCE%20Corporate_Ethics_and_Corporate_Governance\(2\).pdf#page=238](http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/CORPORATE%20GOVERNANCE%20Corporate_Ethics_and_Corporate_Governance(2).pdf#page=238)
Chapter: Thomas Risse. Transnational Actors and World Politics, p. 251
- Reimann, Kim D. A View from the Top: International Politics, Norms and the Worldwide Growth of NGOs // International Studies Quarterly. 2006. Vol. 50. No. 1. Pp. 45–68.
- Haynes, Jeff. Transnational religious actors and international politics // Third World Quarterly. 2001. Vol. 22. No. 2. Pp. 143–158.
- Bock, P.G., Vincent J. Fuccillo. Transnational Corporations As International Political Actors // Studies In Comparative International Development. 1975. Vol. 10. No. 2. Pp. 51.
- Liss, Carolin. New Actors and the State: Addressing Maritime Security Threats in Southeast Asia // Contemporary Southeast Asia: A Journal Of International & Strategic Affairs. 2013. Vol. 35. No. 2. Pp. 141–162.

Lecture 2. Lecture: Evolution of Westphalia System: current developments and theoretical debates

Theoretical debates in Russian IR community about the current state and future of Westphalia system.

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Seminar 3. Evolution of Westphalia System: current developments and theoretical debates

Assignment: prepare to discuss current state of sovereignty and threats to sovereignty from above (e.g. globalization) and below (e.g. separatism).

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Readings Recommended:

Andreas Osiander. Sovereignty, International Relations, and the Westphalian Myth // International Organization. 2001. Vol. 55. No. 2 (Spring). Pp. 251–287.

Lecture 3. IR Paradigms

Mainstream IR theories: (neo)realism, (neo)liberalism, (neo)Marxism, constructivism, modernist theories

Seminar 4. Applying IR theories to the analysis of the modern IR

Choose one theory and read the respective chapter in: Globalization of World Politics Handbook.

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Seminar 5. Russian FP concepts and official documents

Four generation of Russian FP doctrines. Russian place in the world politics

Readings Recommended:

Foreign Policy Doctrines of states of students' origin.

Seminar 6. Debates about Russian place in the world politics. Russian role and place in world politics after the end of the Cold war.

Readings Required:

The Globalization of World Politics : an introduction to international relations / [ed. by] J. Baylis, S. Smith, P. Owens. – 5th ed. – Oxford ; New York : Oxford University Press, 2011. – XXXVII, 636 p.

Readings Recommended:

- Ivanov, Igor. The New Russian Identity: Innovation and Continuity in Russian Foreign Policy // Washington Quarterly. 2001. Vol. 24. No. 3 (Summer). Pp. 7–13.
- Kubyshkin, Aleksandr, and Sergunin, Aleksandr. The Problem of the “Special Path” in Russian Foreign Policy // Russian Politics & Law. 2012. Vol. 50. No. 6. Pp. 7–18.
- Kuchins, Andrew C., and Igor A. Zeevlev. Russian Foreign Policy: Continuity in Change // Washington Quarterly 2012. Vol. 35. No. 1. Pp. 147–161.
- Lukyanov, Fyodor. Russian Dilemmas In a Multipolar World // Journal Of International Affairs. 2010. Vol. 63. No. 2 (Summer). Pp. 19–32.
- Makarychev, Andrey, and Viatcheslav Morozov. Multilateralism, Multipolarity, and Beyond: A Menu of Russia's Policy Strategies // Global Governance. 2011. Vol. 17. No. 3. Pp. 353–373.
- Morozova, Natalia. Geopolitics, Eurasianism and Russian Foreign Policy Under Putin // Geopolitics. 2009. Vol. 14. No. 4 (Winter). Pp. 667–686.
- Nikitin, Alexander. Russian Foreign Policy in The Fragmented Post-Soviet Space // International Journal On World Peace. 2008. Vol. 25. No. 2. Pp.: 7–31.
- Trenin, Dmitry. Modernizing Russian Foreign Policy // Russian Politics & Law. 2011. Vol. 49. No. 6. Pp. 8–37.

Essay Topics/Exam Questions Exam Essay Topics

- 1) The Westphalia and Vienna IR systems: strong and weak points (Comparative analysis).
- 2) The key characteristics of the Versailles IR system: the new European balance and its main drawbacks.
- 3) The bipolar world order. What are the key principles of Yalta-Potsdam IR system. Did the bipolar world division contribute to the stability in 1945–1991?
- 4) The evolution of the American concept of “containment” as the cornerstone of the US foreign policy.
- 5) The Cuban missile crisis- the nadir of bipolar confrontation. International consequences.
- 6) The Truman doctrine and the Marshall plan as the tools of the post-war reconstruction in Europe
- 7) In what way are new global actors really new? How can they influence world politics?
- 8) Is state still the main actor in world politics?
- 9) Choose one IR theory and demonstrate its strengths and limitations in the analysis of modern world politics
- 10) Is Russia a great power?
- 11) Is Russia a European country?
- 12) What are the possible scenarios of global governance?

1.4

WORLD POLITICS

Flera Sokolova

University:	Northern (Arctic) Federal University named after M.V. Lomonosov
Title:	World Politics
Instructor:	Dr. Flera H. Sokolova, Head of the Department of Regional Studies and International Relations, Senior Lecturer, Doctor of History
Time and Location:	Department of Regional Studies and International Relations. “World Politics” is a professional cycle discipline (basic part) taught in the third year (6th semester)
Office hours:	40 hours, 4 credits ECTS. Bachelor Degree

Overview (Course Description)

The course is theoretical and problem-oriented in character, while at the same time including applied analyses of contemporary problems in world politics. The “World Politics” discipline is concerned with the theoretical foundations of world politics, the history of the development of research in the area, and the main trends, problems and aspects of world political processes. “World Politics” is seen as a scientific discipline focused on the study of the global political system, including actors and their cooperation with one another, as well as the processes they generate. The discipline is a prerequisite for further study in the following areas: “International Conflicts in the 20th Century”, “International Relations in the Arctic: History and the Present Time”, and “The Practice of International Activities”.

Prerequisites

Before enrolling on the course, students are expected to have successfully completed the following modules:

“The History of International Relations”

- “The Theory of International Relations”
- “World Economic Relations”
- “The Fundamentals of International Security”

Requirements (Course Requirements) and Grading

Study of the course presupposes knowledge and skills acquired through the following modules: “Russian History”, “World History”, “The Theory of International Relations” and “The History of International Relations”, which give students an idea of the key events in world and Russian history, a retrospective view of the processes involved in the system of international relations, and the main concepts characterizing international relations and the foreign policy of states.

Criteria for grading examination answers

- “Excellent”:
the student has demonstrated a comprehensive, systemic and profound knowledge of the study material, completes tasks with ease, and is capable of identifying cause and effect links.
- “Good”:
the student has displayed good knowledge of the study material, completes tasks successfully, is able to identify cause and effect links, but with a number of inaccuracies.
- “Satisfactory”:
the student demonstrates knowledge of the basic material, but performs poorly in terms of analysis and generalization.
- “Fail”:
the student demonstrates substantial gaps in his or her knowledge of the basic material and commits fundamental errors.

Learning Objectives (Course Objectives)

The aim of “World politics” is to introduce students to the main concepts and approaches to understanding world politics and familiarize them with the main trends of world political development. The course also aims to help students develop the skills and habits necessary to understand global processes in the development of the world political system of international relations.

Students who successfully complete the module, and who have thus mastered the course content as it related to professional activity, will be expected to:

Know:

- the system and structure of international relations in the context of the new geopolitical realities;
- the main patterns and trends of contemporary world political development, their prospects and contradictions;
- the global problems of world political development, their causes and approaches to resolving them.

Be able to:

- analyse the processes in world politics and international relations;
- understand specific international-political situations;
- critically analyse theories in the field of world politics.

Demonstrate the following skills:

- the ability to analyse modern world political processes, the place and role of the Russian Federation in the world political system;
- the ability to apply knowledge of the possible impact of global processes on specific international actors to their practical activities.

Learning Outcomes

Students who successfully complete the module will be expected to know:

- the system and structure of international relations in the context of new geopolitical realities;
- the main patterns and trends of contemporary world political development, their prospects and contradictions;
- global problems of world political development, their causes and approaches to resolving them.

Students will also be expected to be able to:

- analyse processes in world politics and international relations;
- understand concrete international-political situations;
- critically analyse theories in the field of world politics.

Students will also be expected to demonstrate the following skills:

- the ability to analyse modern world political processes, the place and role of the Russian Federation in the world political system;
- the ability to apply knowledge of the possible impact of global processes on specific international actors to their practical activities.

Students who successfully complete the module will also be expected to demonstrate the following competences:

General cultural competences:

The ability to think systemically, generalize, analyse and assimilate information, set goals and find ways to accomplish them, understand the international political and the diplomatic implications of problems;

The ability to use methods and practices from the social sciences, the humanities and economics to address social and professional tasks; commitment to finding a practical application for conclusions, observations and experience drawn as a result of studying the course through cognitive professional activity in the sphere of world politics and international relations.

Professional competences:

- knowledge and understanding of the logic of global processes and the development of the world political system of international relations and their historical, economic and legal conditions (in part);

- an understanding of world economic, environmental, demographic and migration processes; an understanding the mechanisms of interdependence in the planetary environment, world economy and world politics (in part);
- knowledge of the legal principles of international interaction; an understanding of, and ability to analyse, the impact of these principles on the foreign policy of Russia and other world states (in part);
- an understanding of the theoretical and political principles of human rights problems in international relations and world human rights practice (in part);
- knowledge of, and basic ability to carry out, applied analysis of international situations (in part).

Methods of Instruction

Lectures, laboratory classes, practical classes, exams (*colloquia*), course paper (projects), group discussions, business games, SWOT analysis, comparative analytical work

Course Plan (Schedule of Topics and Assignments)

Topic 1. History and Theory of World Politics. World politics as a scientific discipline. The methodology of systems analysis of world politics. History of the development of the world political system.

Topic 2. Features and Main Trends in the Development of the World Political System. The modern world political system: structure, development trends. Transnational actors in the contemporary global political system. Problems of globalization in the late 20th and early 21st centuries. Globalization and spheres of its manifestation. Integration processes in the modern world. Processes of democratization in the global world: theoretical concepts and actual results. Countries and regions in the modern world in the context of globalization. The ethnic and cultural dimension of modern world politics. Education and intellect as factors of modern world politics.

Topic 3. Pressing issues in modern world politics. Global problems in the modern world. International security: approaches, ways of ensuring it. Conflicts and security problems in the modern world. The North–South problem in world politics.

Topic 4. Regulation of political processes in the modern world. Foreign policy and diplomacy. Global governance. Law and morality in world politics. Russia's foreign policy in present-day conditions.

Example Essay Topics

1. The subject matter of world politics and international relations as a scientific discipline.
2. History of the development of world politics as a scientific discipline.

3. Theoretical schools in international studies: geopolitics.
4. Realism and neorealism.
5. Liberalism and neoliberalism.
6. Globalism.
7. Post-Positivism.
8. Features of the political structure of the modern world: plurality of actors in the modern world arena.
9. Main megatrends in the era of globalization: integration.
10. Main megatrends: democratization.
11. Main megatrends. The information revolution.
12. Main megatrends: inter-ethnic and inter-denominational relations in the modern world.
13. Modern world challenges: “hard” and “soft” security.
14. The future of arms control.
15. Features of conflicts in the modern world.
16. International terrorism and organized crime.
17. The problem of North–South relations.
18. The demographic problem.
19. Environmental protection.
20. The economic component of world politics.
21. Regionalism and globalism in modern world politics, the role of trans-border cooperation in the formation of the network type of international relations.
22. The role of law and morality in modern international relations.
23. The role of education and science in changing the system of international relations.
24. Global management.
25. Regional subsystems of international relations: North America.
26. Regional subsystems of international relations: the European Union.
27. Regional subsystems of international relations: Russia and the CIS.
28. Regional subsystems of international relations: East Asia.

Exam Preparation Questions

1. History of the development of world politics.
2. World political systems in the history of international relations.
3. The emergence of world politics as a science and its interconnection with other disciplines.
4. Levels of analysis and methods of studying world politics.
5. Democratization and the collapse of the bipolar world. Change in the system of international relations.
6. Globalization as a concept: Neo-Liberal, Neo-Conservative, Neo-Marxist and alter-globalist visions.
7. The changing role of the state in world politics and the global economy, civil-political and cultural spheres.

8. Non-state international actors.
9. Regionalization, “enclavization” and other anti-globalist trends.
10. Contradictions in the modern world: a system or a conglomerate? Uni-polarity or multi-polarity?
11. Conflicts in the modern world. Problems of security and arms control.
12. The problems of North–South relations. The problems of demography and the environment.
13. Economics, law and morality in contemporary politics.
14. Foreign policy and diplomacy. Global management.
15. Russia in the modern world and regional subsystems of international relations.
16. “International order”, its content and dimensions.
17. The correlation of the concepts of “International Order” and “World Order”.
18. Historical forms of international order.
19. Features of the contemporary international political order.
20. The correlation between conflict and stability in international relations.
21. Present-day problems in world politics.
22. The interconnection of domestic, foreign and world politics.
23. Conceptual models of shaping foreign policy.
24. The modern structure of power relations in the world arena.
25. International and interstate conflict: the general and the specific.
26. Features of international conflicts today.
27. The concept and types of international cooperation.
28. Cooperation as a factor of stabilization in international relations.
29. The goals and interests of actors in international relations.
30. The concept and main components of the nation-state interest.

Readings Required

1. Ачкасов В. А., Ланцов С. А. Мировая политика и международные отношения [Текст]: учебник / В. А. Ачкасов, С. А. Ланцов – М.: Аспект-Пресс, 2011. – 480 с.
2. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М.: КНОРУС, 2011. – 253 с.
3. Современная мировая политика. Прикладной анализ [Текст]/ Отв. ред. А. Д. Богатуров. – М.: Аспект Пресс, 2009. – 591 с.

Readings Recommended

- Большой российский энциклопедический словарь [Текст] – М.: Изд-во «Большая Российская энциклопедия», 2005. – 1887 с.
- Ваисс М. Международные отношения после 1945 года [Текст]: учебник истории /М. Ваисс. – М.: Городец, 2005. – 336 с.

- Гаджиев К. С. Политология [Текст]: учебник / К. С. Гаджиев. – М.: Высшее образование, 2007. – 505 с.
- Кальвокоресси П. Мировая политика 1945–2000: в 2 кн. Кн. 2. [Текст] / П. Кальвокоресси. – М.: Международные отношения, 2003. – 448 с.
- Кальвокоресси П. Мировая политика. 1945–2000: в 2-х кн. Кн. 1. [Текст] / П. Кальвокоресси. – М.: Международные отношения, 2003. – 624 с.
- Мировая политика: практикум по спец. 350200 Международные отношения [Текст]/ Сост. Л. Е. Козлов. – Владивосток: Изд-во ВГУЭС, 2004. – 52 с.
- Мировая политика: теория, методология, прикладной анализ [Текст]/ Отв. ред. А. А. Кокошин, А. Д. Богатуров. – М.: КомКнига, 2005. – 432 с.
- Мировая экономика [Текст]: учебник для студ. вузов / Под ред. А. С. Булатова. – М.: Экономистъ, 2007. – 860 с.
- Протопопов А. С., Козьменко В. М., Елманова Н. С. История международных отношений и внешней политики России (1648–2000) [Текст]: учебник для студ. вузов / А. С. Протопопов, В. М. Кузьменко, Н. С. Елманова. – 2-е изд. – М.: Аспект Пресс, 2008. – 399 с.
- Системная история международных отношений в четырех томах. Том третий. События. 1945–2003 [Текст]/ Под ред. А. Д. Богатурова. – М.: НОФМО, 2003. – 720 с.

**Internet Resources (methodological and other materials
in electronic shape, computer laboratory or practical works,
computer software, etc.)**

Политический форум «Политика On-line». [Электронный ресурс] – Режим доступа: <http://forum.politikaonline.ru>

Сайт «Встреча на границах» (онлайновая библиотека первичных документов и материалов СМИ Конгресса США). [Электронный ресурс] – Режим доступа: <http://frontiers.loc.gov>

Ссылки на серверы министерств иностранных дел всего мира. [Электронный ресурс] – Режим доступа: <http://people.itu.int/>

Интернет-форум «Восточное полушарие». [Электронный ресурс] – Режим доступа: <http://polusharie.com>

Сайт информационного агентства ВВС. [Электронный ресурс] – Режим доступа: <http://www.bbc.co.uk>

Сайт Библиотеки Конгресса США. [Электронный ресурс] – Режим доступа: <http://www.cia.gov>

Сайт «International Affairs Network International Affairs Resources» [Электронный ресурс] – Режим доступа: <http://www.etown.edu>

Официальный сервер Европейского союза [Электронный ресурс] – Режим доступа: <http://www.europa.eu.in>

Сайт журнала «Эксперт» [Электронный ресурс] – Режим доступа: <http://www.expert.ru>.

Портал «Foreign Affairs Guide to International Affairs on the Internet» [Электронный ресурс] – Режим доступа: <http://www.foreignaffairs.org/links>

Сайт журнала «Международные процессы» [Электронный ресурс] – Режим доступа: <http://www.intertrends.ru>

Сайт журнала «Коммерсантъ» [Электронный ресурс] – Режим доступа: <http://www.kommersant.com>

Сайт «International Simulations at the University of Michigan» [Электронный ресурс] – Режим доступа: <http://www.lib.umich.edu/libhome/Documents.center/intsim.html>.

Сайт «The University of British Columbia Library» [Электронный ресурс] – Режим доступа: <http://www.library.ubc.ca>

Сайт «Международник.ру» [Электронный ресурс] – Режим доступа: <http://www.mezhdunarodnik.ru>

Сайт МГИМО МИД России [Электронный ресурс] – Режим доступа: <http://www.mgimo.ru/>

Сайт Министерства иностранных дел Российской Федерации [Электронный ресурс] – Режим доступа: <http://www.mid.ru>

Сайт НАТО [Электронный ресурс] – Режим доступа: <http://www.nato.org>

Научно-образовательный форум по международным отношениям [Электронный ресурс] – Режим доступа: <http://www.obraforum.ru>

Сайт «Азия – путеводитель по странам Азии» [Электронный ресурс] – Режим доступа: <http://www.panasia.ru>

Сайт «Политнаука» [Электронный ресурс] – Режим доступа: <http://www.politnauka.org>

Сайт Ассоциации политических наук [Электронный ресурс] – Режим доступа: <http://www.psa.ac.uk/www/world>

Сайт Российская ассоциация международных исследований (РАМИ) [Электронный ресурс] – Режим доступа: <http://www.risa.ru>

Сайт радио «Свобода» [Электронный ресурс] – Режим доступа: <http://www.svoboda.org>

Сайт Организации Объединенных Наций (ООН) [Электронный ресурс] – Режим доступа: <http://www.un.org>

1.5

GLOBAL TRENDS AND CURRENT PROBLEMS

Kseniya Muratshina
Nataliya Kozykina

University:	Ural Federal University named after the First President of Russia B. N. Yeltsin
Title:	Global Trends and Current Problems
Instructors:	Dr. Kseniya G. Muratshina, Ph.D. (History), Assistant Professor Dr. Nataliya V. Kozykina, Ph.D. (Political Science), Associate Professor
Location:	Department of the Theory and History of International Relations
Office hours:	34 academic hours, 3 credits ECTS. Bachelor Degree

Overview (Course Description)

The course involves comprehensive study of the key issues of the modern world that are relevant to humankind as a whole on a global scale: political, social, economic, environmental and ethical problems, issues facing the information society.

Prerequisites

The prerequisites for the programme include both core and elective courses offered by the university, such as “History of International Relations and Foreign Policy”, “Modern Political Theories”, “Theories of International Relations”, “Global Politics”, “Regional World Structure”, “Global Political and Economic Processes”, “Fundamentals of National and International Security”, “Fundamentals of Conflict Resolution Studies and Contemporary International Conflicts” and

“Application Analysis of International Relations and Foreign Policy”. Co-requisites for the programme include the “Global Politics and the Fundamentals of a Professional Diplomatic Career” module.

Learning Outcomes

Students are expected to acquire the following competencies upon completion of the course:

- an insight into the logic of global processes and the development of the global political system of international relations as determined by relevant historic, economic and legal factors;
- an awareness of global economic, environmental, demographic and migration processes and an understanding of the mechanisms of mutual influence of the global environment, the economy and politics;

Upon completion of the course, students are expected to:

have knowledge of:

- the sources and factors of the development of major problems facing modern civilization;
- the interrelation of global and regional factors;
- approaches of the global community to problem resolution;
- the mechanisms of international collaboration in resolving global issues;

develop competency in:

- applying the theoretical foundation of international research to the analysis of specific problems and situations;
- systems thinking, identifying and evaluating potential implications, risks and alternative solutions to problems or possible scenarios as a whole;

demonstrate skills and experience in:

- application analysis within topics studied as part of the course;
- developing recommendations and reasoned positions on the resolution of problems facing the global community on different levels.

Methods of Instruction

The course consists of lectures and practical classes held in various interactive forms.

Course Plan (Schedule of Topics and Assignments)

Topic 1. Theoretical Aspects of Studying Contemporary Global Problems. Globalization and the globalizing world. The rise of the political, social, economic, environmental and ethical problems facing modern civilization. Information society and global issues. Approaches to the identification, categorization and resolution of

problems. The balance of global and regional levels and mechanisms. Applying theories of international relations to the analysis of global issues.

Topic 2. Political and Socio-Economic Problems in the Development of Modern Civilization. The issue of the dissemination of radical, nationalist and extremist ideas and movements. Military conflicts on the international, regional and civil levels. Human rights. Human rights violations. Economic development problems: the global dimension. North–South relations. Migration as a global issue.

Topic 3. Environmental Issues in the Modern World. Environmental security as a vital factor for sustainable development of the world and civilization. Approaches to the main environmental issues, challenges and threats. Shaping environmental awareness in today's population. The current state of air, water and land resources and the environment. Human impact on the environment. Climate change and the threats associated with attempts to manage climate. Energy conservation and energy saving technologies, renewable resources and the rational use of natural resources on the agenda of the global civilization. The problem of space pollution.

Topic 4. Global Ethical Issues. Ethical aspects of setting up state-of-the-art production lines of various products. The problem of choice in a consumer society. Ethical aspects of modern healthcare technologies, genetic engineering and experiments.

Topic 5. The Information Factor as a Problem for Humankind. Information society. Origin and influence of global information flows. Cyber threats in the modern world. The problem of influence on mass consciousness. The issue of personal space and data in the global information space.

Readings Required

1. Кулагин В. М. Международная безопасность [Текст]: учебное пособие / В. М. Кулагин. – М.: Аспект Пресс, 2007. – 317 с.
2. Лебедева М. М. Мировая политика в XXI веке: акторы, процессы, проблемы [Текст]: учебное пособие / М. М. Лебедева. – М.: МГИМО (У), 2009. – 142 с.
3. Барабанов О. Н., Веселовский С. С., Голицын В. А. и др. Современные глобальные проблемы мировой политики [Текст]: учеб. пособие для студентов вузов / Под ред. М. М. Лебедевой. – М.: Аспект Пресс, 2009. – 255 с.

Readings Recommended

- Атлас временных вариаций природных, антропогенных и социальных процессов = Atlas of temporal variations in natural, anthropogenic and social processes. Т. 3. Природные и социальные сферы как части окружающей

- среды и как объекты воздействий [Текст]/ Сост. Гамбурцев А. Г. и др. — М.: ПИК ВИНТИ, 2002. — 651 с.
- Бажанов Е. П. Актуальные проблемы международных отношений = Studies in comparative international development [Текст]: избранные труды: в 3 т. / Е. П. Бажанов. — М., 2002.
 - Бажанов Е. П. Современный мир [Текст]/ Е. П. Бажанов. — М.: Известия, 2004. — 421 с.
 - Гидденс Э. Ускользающий мир. Как глобализация меняет нашу жизнь = Runaway world. How Globalization is Reshaping our Lives [Текст]/ Э. Гидденс; пер. с англ. М. Л. Коробочкина. — М.: Весь мир, 2004. — 116 с.
 - Глобализация: человеческое измерение [Текст]: учеб. пособие / Моск. гос. ин-т междунар. отношений (Ун-т); / Ред. кол.: А. В. Торкунов (отв. ред.) и др. — М.: РОССПЭН, 2002. — 110 с.
 - Глобализация, рост и бедность. Построение всеобщей мировой экономики [Текст]/ Пер. с англ. Е. Л. Длугач и Д. Д. Подъяпольского. — М.: Весь мир, 2004. — 205 с.
 - Глобальные проблемы биосферы [Текст]/ Отв. ред. Ф. Т. Яншина / Рос. акад. наук, Ин-т литосферы окраинных и внутренних морей, Рос. экол. акад. — М.: Наука, 2003. — 193 с.
 - Глобальные проблемы и принципы устойчивого развития : мат-лы XLIII межд. студ. конф. / Новосиб. гос. ун-т. Новосибирск, 2005. — 150 с.
 - Глобальные экологические проблемы на пороге XXI века [Текст]/ Отв. ред. Ф. Т. Яншина. — М.: Наука, 1998. — 297 с.
 - Иноземцев В. Л. На рубеже эпох. Экономические тенденции и их неэкономические следствия [Текст]/ В. Л. Иноземцев. — М.: Экономика, 2003. — 776 с.
 - Колдунова Е. В. Сравнительный анализ региональных особенностей новых угроз безопасности [Текст]: учеб. пособие. / Е. В. Колдунова. — М.: Проспект, 2010. — 128 с.
 - Манойло А. В. Государственная информационная политика в условиях информационно-психологической войны [Текст]/ А. В. Манойло. — М.: Горячая линия — Телеком, 2013. — 542 с.
 - Общественная мораль: философские, нормативно-этические и прикладные проблемы [Текст]/ Рос. акад. наук, Ин-т философии, Центр прикладной и проф. этики; / Под ред. Р. Г. Апресяна. — М.: Альфа-М, 2009. — 494 с.
 - Манойло А. В., Петренко А. И., Фролов Д. Б. Операции информационно-психологической войны [Текст]: крат. энцикл. словарь-справ. /А. В. Манойло, А. И. Петренко, Д. Б. Фролов. — М.: Горячая линия — Телеком, 2005. — 495 с.
 - Непрерывное экологическое образование и экологические проблемы: всерос. науч.-практ. конф., 18–20 окт. 2004 г.: сб. ст. по материалам конф. Красноярск, 2004.

- Байков А. А. и др. Современная мировая политика: Прикладной анализ [Текст]: учебное пособие / под ред. А. Д. Богатурова. – М.: Аспект Пресс, 2010. – 591 с.
- Панарин И. Н. Информационная война, PR и мировая политика [Текст] / И. Н. Панарин. – М.: Горячая линия – Телеком, 2006. – 351 с.
- Райлян А. А. Права человека. Преступность. Глобализация. Опыт комплексного криминологического исследования [Текст]/ А. А. Райлян. – М.: РАП, 2009. – 191 с.
- Трубецкой К. Н. Экологические проблемы освоения недр при устойчивом развитии природы и общества [Текст]/ К. Н. Трубецкой, Ю. П. Галченко, Л. И. Бурцев / Рос. акад. наук, Ин-т проблем комплексного освоения недр. – М.: Научтехлитиздат, 2003. – 261 с.
- Indeks Bezopasnosti magazine [Электронный ресурс] – Режим доступа: <http://www.pircenter.org/index.php> (in Russian)
- International Trends journal [Электронный ресурс] – Режим доступа: <http://www.intertrends.ru/index.htm> (in Russian)
- Russia in Global Affairs journal [Электронный ресурс] – Режим доступа: <http://www.globalaffairs.ru> (in Russian)
- Foreign Affairs [Электронный ресурс] – Режим доступа: <http://www.foreignaffairs.org/>
- Foreign Policy [Электронный ресурс] – Режим доступа: <http://www.foreignpolicy.com>
- MIT Cascon System for Analyzing International Conflict [Электронный ресурс] – Режим доступа: <http://web.mit.edu/cascon/>
- Digital Library JSTOR. URL: <http://www.jstor.org>
- UN [Электронный ресурс] – Режим доступа: <http://www.un.org>
- President of the Russian Federation [Электронный ресурс] – Режим доступа: <http://www.kremlin.ru> (in Russian)
- Ministry of Defence of the Russian Federation [Электронный ресурс] – Режим доступа: <http://www.mil.ru> (in Russian)
- Ministry of Foreign Affairs of the Russian Federation [Электронный ресурс] – Режим доступа: <http://www.mid.ru> (in Russian)
- Center for Arms Control, Energy and Environmental Studies of the Moscow Institute of Physics and Technology [Электронный ресурс] – Режим доступа: <http://www.armscontrol.ru>
- Stockholm International Peace Research Institute [Электронный ресурс] – Режим доступа: <http://www.sipri.org>
- International Institute for Strategic Studies, London [Электронный ресурс] – Режим доступа: <http://www.iiss.org>
- NATO [Электронный ресурс] – Режим доступа: <http://www.nato.int/>
- European Union Institute for Security Studies [Электронный ресурс] – Режим доступа: <http://www.iss.europa.eu/>

- International Relations and Security Network [Электронный ресурс] – Режим доступа: <http://www.isn.ethz.ch>
- Human Security Network [Электронный ресурс] – Режим доступа: <http://www.humansecuritynetwork.org/>
- Nuclear Threat Initiative [Электронный ресурс] – Режим доступа: <http://www.nti.org/>

1.6 POLITICAL GLOBAL STUDIES

Mikhail Berendeyev

University:	Immanuel Kant Baltic Federal University
Title:	Political Global Studies
Instructor:	Dr. Mikhail V. Berendeyev, Senior Lecturer, Department of Politics, Social Technologies and Communication
Time and Location:	Institute of Social and Humanitarian Technologies and Communication
Office hours:	108 hours, 3 credits ECTS. First year Ph. D. Students.

Prerequisites

Before enrolling on the course, political science students must have a sound knowledge of the main concepts and categories of political science; be able to express and argue their position on issues relating to modern international political issues; and be aware of the main international institutions, the spheres of their activity and the features of the contemporary world political process.

Learning Objectives (Course Objectives)

The “Political Global Studies” discipline is part of a professional training programme which is aimed at providing future political scientists with a comprehensive scientific understanding of the features of the development of the international community in the context of a rapidly globalizing world. It introduces students to: the main global problems facing humankind today; the political aspects of global studies; the main aspects of politics at the world and national levels; the concepts of sustainable development of the global community and the Russian Federation; and the problems of global and national security.

Learning Outcomes

Students who successfully complete the “Political Global Studies” module will be expected to:

Know: the main concepts of sustainable development of the global civilization and the modern system of international relations; the place and role of Russia in the planetary process; have a clear idea of global studies as a system of scientific knowledge and its main levels; understand the specific features of the political science approach to global problems and natural and social phenomena; understand the structure and features of environmental policies at the international and national levels.

Be able to: navigate the specific features and features of the global system, the place and role of Russia in the global community.

Demonstrate the following skills: political analysis of the main global problems of our time and possible models for their solution; developed the methodological tools, documents and informational materials for the purpose of analytical, consulting and project activities.

Methods of Instruction

Methodological recommendations for students studying the discipline

“Political Global Studies” is taught over the course of one semester and is assessed by a final examination. Instruction is carried out in the form of lectures, practical classes and reports delivered as part of independent work carried out using sources. Typically, instruction is delivered in lecture halls in accordance with the schedule. Students’ work is guided by the programme discipline, the minimum requirements for the course topics, methodological recommendations, assignments for practical classes and suggested topics for course papers. The lectures provide students with initial information and orient them towards independent work. Independent work consists of studying the required reading material (monographs, articles); preparing for practical class, which also envisages reading textbooks and other recommended literature on the course; preparing reports; and writing essays.

Practical classes may include reading sections of set texts, commenting and discussing them. Reading fragments from the works of classics during seminars helps to shift students’ attention from the instructor to the subject of study.

Throughout the course, students should think about individual work in consultation with instructors. As a rule, all instructors offer consultations as part of their normal workload (during the semester according to an approved schedule). Information on the time and location of consultations is available at the home department, on information boards and on the university website. Students are encouraged to use email for consultations with the tutor.

Methodological recommendations for instructors

The “Political global studies” course has a theoretical and logical structure that corresponds to the material being studied. The content is presented in the form of lectures and practical classes, individual work with the discussion of essays, papers, reports and other independent study. Discussing papers and problems at practical classes should be structured to enable students, with the instructor’s assistance, to learn the skill of analysing various sociological schools and trends. To this end, the instructor should present questions in an “open-ended format”, i.e. without providing a scheme in advance. The interaction between instructor and student represents an element of management, that is, the purposeful regulation of study activities. The purpose of such interaction is for the instructor to create the optimum conditions for students to understand the essence of their future activity and gradually build up a body of knowledge and acquire skills.

The instructor and the students are in the same educational space – the former performs management functions and the latter reflects what is taking place through the prism of education and self-government. The result is a field of activities in which both sides of the didactic process are involved. This represents a developing model of training students based on the targeted approach, which changes the position of the students. The role of methodology in organizing activities based on a system of interconnections between the instructor and students increases, which enables the student to independently analyse various schools and trends in sociology.

Course Plan (Schedule of Topics and Assignments)

Topic 1. The Problem Field and Interdisciplinary Matrix of the Political Global Studies Course

“Sore spots” at the current stage of civilizational development as a manifestation of growing scientific and technological power and the scale of its interference with nature. The character of contradictions in modern civilization. The dynamics of the development of global processes.

The concept of global studies as a method of performing a comprehensive analysis of the processes and phenomena of modern civilization and as a subject of the course.

Various interpretations of the concept of global problems, their causes, structure and the reasons for their becoming worse at the present stage. The diversity of approaches to the genesis and classification of global problems.

The goals and tasks of the course. Philosophical and methodological foundations of political global studies.

Global problems as a phenomenon and an object of interdisciplinary studies in modern science. Interaction of the humanities and the natural and technical sciences in explaining global processes.

The main stages in the development of global studies and their features.

Interpretation of globalization by specific disciplines. The culturological vision of globalization as a trend towards creating a single world culture/civilization and growing interrelationship of various cultures. Post-industrialism, the information economy/society as the economic image of globalization.

Topic 2. Sources of Political Global Studies

Humanity as an object of cognition (Immanuel Kant, Konrad Lorenz, Oswald Spengler, Arnold Toynbee, Albert Schweitzer, Nikolai Berdyaev, Daniel Bell, Lev Gumilyov, I. Konrad, Nikita Moiseyev). Humanity at the turn of the millennium as a real object of philosophical and sociological thought. The place of Humanity in the World, Cosmos and the Universe. The Chronotope of Humanity: the spatial-temporal “address”. Where do we come from? Who are we? Where are we moving? The qualitative features of humankind. The use of tools, socialization, reason and information. “The World of the Cosmos” and “The World of Man”. The biosocial nature of humanity. The human genome. The idea of monogenesis and racial differences. Anthropogenesis and the technosphere. The general trend of world development as a trend towards unification.

Society as the mode of Humankind’s being. Common (civil) history and humanity as its key object. Uninterrupted, progressive and recurring aspects of history. Humanity as the global demographic group. The foundations of “human rights”. Humanity in the mirror of geopolitics.

Topic 3. The Global System and the Historical Stages of its Evolution

The concept of the global system. The global system and global problems. Globalization: the dominant paradigm of theoretical political studies. The interconnection of “globality” and the concepts of “history”, “civilization”, “epoch”, “system”, “progress”, “modernity”, “postmodernity”, “modernism” and “post-modernism”. Humankind’s awareness of its unity.

Globalization in the “mass consciousness” (integration of the global civilization, overcoming all conceivable borders; the compactness and transparency of the world. “The world is so small”, transnational corporations (TNCs): the world phenomenon of the reality of global socioeconomic forces.

The socialization of capital and production. The global division of labour. The radical globalization of mass media.

Stages in the development of the human community. Karl Marx, Ferdinand Tönnies, Oswald Spengler, Walt Whitman Rostow, Daniel Bell, Alvin Toffler, Anthony Giddens, Immanuel Wallerstein, Marshall McLuhan, Robertson, Nikita Moiseyev, etc. The wave theory: transition from primitive to traditional society (the agricultural revolution); from traditional to industrial society (the industrial revolution); and from industrial to post-industrial society (the information revolution). The clash of agricultural, industrial and information civilizations in the 21st century.

Topic 4. The Diversity and Unity of Civilizations: The Problem of the Global Crisis

Methodological prerequisites for the development of the civilization paradigm of the 21st century. The meaning of the concept of “civilization”. The synthesis of civilizations: symbiosis and rejection. Traditional and technological civilizations. “Regional organization”, liberalism and social orientations. Features of civilization in the 21st century: the divergence of evolutionary channels; the transition from mass production to non-mass production – to group, individualized and scattered information media; from resources to knowledge, acceleration and time saving; from monetary capital to human capital. “Indirect democracy”, “split decisions”, a growing elite. Growing innovation processes. Macro-sociological innovation concepts.

The global crisis: environmental crisis; the collapse of the “conquest of nature attitude”; (the food problem, renewal of resources); crisis of the international relations system (military threat, global terrorism). Globalization and new conflicts. Approaching the threshold of the uncontrolled destruction of civilization: the study of alternatives and globalization.

Topic 5. Socio-Political Problems of the Third World: Overcoming Backwardness as a Pressing Planetary Problem

Self-sustaining development.

Willy Brandt’s reports on the North–South relationship, and Julius Nyerere’s reports on the problems of developing countries. Analysis of the prospects of socio-economic evolution of the Third World in the global context.

Accelerated differentiation of African, Asian and Latin American countries. The struggle for a new world economic order. The programme of stabilization and structural adaptation of developing economies.

Disarmament and development: the key task of the United Nations, other international organizations and the global community in general. Natural resources and the problems of global politics.

Studying and classifying resources and the concept of resource constraints.

Political aspects of global energy and commodity problems and forms of their manifestation.

The food problem in the structure of ecological security policy. The exploration of outer space and the world’s ocean as global problems of our time.

Topic 6. Theories and Models of the World System: The Institutionalization of Political Global Studies

“Linear global studies”. The idea of expanding, deepening and intensifying world integration processes, overcoming disunity. The “world-systems” model (Immanuel Wallerstein). The circles of the division of labour: the economic nucleus, semi-periphery, full periphery. The struggle of superpowers for world dominance.

“The global culture” model of Mike Featherstone. Mutual influence of “cultural civilizations”, the jostling for dominant positions.

Consumerism, international tourism, the world religion, post-modernism. The problem of self-identification of the individual in the context of growing transna-

tional cultural trends (“Americanization”, “McDonaldization”). “The mixing of cultures” with the preservation of national cultural strata. “Multiculturalism” as the recognition of the dominance of the principle of a mosaic cultural “map”. The self-expression of diversity.

“The globo-localism model” (Zdravko Mlinar, Ch. Alger). Common features of all global models: universal coverage; comprehensive nature; penetration of the global into the local (“global-local”); the advantage of “the new” is that it is global. Culture as the consequence and resulting factor. Local and global sociocultural hybrids.

Globalization and the problem of the “fragmentation” and “crystallization” of the world. The threat to continuity in transferring experience, consistency, control and predictability; social panic and anomie.

“Euro-Atlanticism” and “Pan-Americanism” as the ideology of the political space. The Westernization and Americanization of the political and cultural space. Zbigniew Brzezinski’s doctrine of the “Grand Chessboard”. Francis Fukuyama’s concept of the “end of history” and the triumph of liberal democracy.

Topic 7. Political Aspects of the Global Information Infrastructure: Information as an Instrument of Policy in the Global World

The traditional world information order. The new world information order and the emergence of the global market of information services. De-monopolization in the field of information transmission. Intellectual property rights in the context of the internationalization of information and the media.

Political aspects of the emergence of the “information superhighway”. The INTERNET: problems of democratization and global security policy. The use of new information technologies in the education, social and government spheres.

Information as an instrument of the struggle for global dominance. Information aggression and the information challenge in international relations. Information terrorism. Marshall McLuhan’s “global village”. Virtualization of political consciousness. Global media and values. Consumer global television and the internet.

Topic 8. Russia as a Global Political Player: Political Modernization and World Integration. The Struggle for “Zones of Influence”

Geopolitical breakups of the Russian Empire (1917–1919, 1991–1993). “The Big Slump” – its sources, causes and consequences. The formation of a new social system in Russia; its dynamics and main contradictions. The problem of the main contradiction (the nomenclature of bureaucratic state capitalism and the new system of free owners-producers). “The Russian idea”, human rights and social justice. The national goals of Russian society in the geopolitical space and in the global system. Involvement in the globalization process. Americanization in the 1990s. Expansion of Western values to Russia. Devaluation of values and traditions. Reaction to globalism.

The specific features of Russia as a scientific problem. Modernization and the values of “traditionalism”. The problem of the “Russian idea” and “its own way”. The model of the “time of turmoil” (governance levers are fear, hunger, mobiliza-

tion). The state as factor of modernization. The prospects of state regulation. Liberalism and social orientations of the Russian economy.

Russia “catching up”. Problems of choice, democracy, freedom and order.

Russia’s mission and destiny (the northern part of the Eurasian supercontinent?). Russia in the “European home” (myths and reality). Marginalization in Russia – “the new outsiders”. In search of the “middle class”. The problems of modernizing the Russian nation state.

Russia’s role in international organizations. Constructing its own geopolitical space. Russia as a global political player. Russia and the European Union. Russia and NATO. Russia and the Asia-Pacific Economic Cooperation (APEC). Russia and the Eurasian Economic Community (EurAsEC). Russia and the SCO. Russia and the CIS.

Seminars

Seminar 1. Peace and security as a Global Political Problem in the 21st Century

1. The problem of war and peace: the overwhelming problem facing humankind. Philosophical problems of war and peace. Creating conditions for peace and security.
2. Potential threats of national, ethnic and religious conflicts.
3. International security and regional conflicts. The role of the United Nations in forecasting and preventing conflicts, mass human rights violations, terrorist attacks and environmental catastrophes.
4. The significance of sanctions and military measures. Regional security measures.

Seminar 2. Political Globalization and the Post-Industrial Economic Model

1. Characteristics of post-industrial civilization and the post-economic society. Economic development basis on industrial production. “Technogenics” as the ability to generate and introduce into production new technological ideas: the underpinning of globalization. Technological progress as a factor of economic and political expansion.
2. Increased capacity to impact the natural world. “Initial modernization” beginning from the 15th century. Primary accumulation of capital. The Protestant ethic, “the spirit of capitalism (Max Weber) and the expansion of Western civilization to all parts of the world, the growth of colonialism.
3. The birth of world history, the global market. The economic interdependence of all countries and peoples. The global economic crisis of the second half of the 20th century. Upset of global environmental balance in nature and society

Seminar 3. The Club of Rome: The Search for Solutions to Global Problems

1. History of the emergence and evolution of the Club of Rome. Global problems in Club of Rome reports.
2. World dynamics (J. Forrester) and “The Limits to Growth” of Dennis Meadows projects.

3. Five key trends of world development: the accelerated pace of industrialization; rapid population growth; the depletion of non-renewable resources; growing zones of undernourishment; degradation of the environment.

Seminar 4. The Doctrine of “Euro-Atlanticism” as the Theory and Practice of Building a Unipolar World (the Ideology of Global Pan-Americanism) and Alternative Structures

1. Theoretical premises of global “Euro-Atlanticism” and “Atlanticism”. The first world power and key players.
2. Zbigniew Brzezinski’s global American system. Geostrategic agents and geopolitical centres.
3. The “Mondialization” and Westernization of political space.

Seminar 5. Alternatives to Globalization Policy: State and Development Trends

1. Alternative social movements and concepts as a reaction to the basic problems of human existence. Environmental and anti-war problems in new social movements.
2. Anti-globalist movements and alternatives to globalism.
3. An alternative economic model, a break with the industrial era paradigm. The struggle against anomalous growth. The concept of “basic” democracy: regionalization, functional differentiation of power structures. The concept of political ecology.
4. Alternative forecasts by Alvin Toffler. John Naisbitt’s futurological approaches.

Seminar 6. The Concept of the Sustainable Development of Civilization

Questions:

1. Sustainable development is the objective bidding of the time. The world socio-ecological situation. Increased degradation of the global ecosystem.
2. The United Nations Conference on the Human Environment in Stockholm (1972) and the formation of the international nature conservation cooperation system. The United Nations Environment Programme (UNEP): its main tasks and areas of activity. UNESCO, the International Union for Conservation of Nature (IUCN); activities of non-governmental organizations and environmental security.
3. The United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro (1992) and the creation of the Sustainable Development Commission.

Seminar 7. Political Causes of the Global Environmental Crisis and Eco-Political Science

1. Political aspects of the environmental problem. The environmental situation today. The mechanism of assessing the environmental situation in states and around the world. Decision-making.

2. Global experience of environmental politics in the framework of the market mechanism and centralized plan economy.
3. New dimensions of deterioration of the environment. The planetary environmental balance. The natural base of material resources. The biological resource base. Social ecology. Human health.

Seminar 8. Global Problems and the Future of Civilization

1. The concept of a “crisis of civilization”. Ways of overcoming the “crisis of civilization”: orientation towards a non-violent, nuclear-free world; the renunciation of “formation reductionism”; recognizing humankind as the key criterion of social progress; the formation of a conjoint subject (unification of socially disparate forces committed to humanism).
2. Global governance and international institutions. The idea of global governance, the need to create a system of global governance.
3. The asynchrony of the modern world: one of the key problems of managing humanity. The coexistence of cultures at different stages of development. The typology of political cultures. Taking different traditions and mentalities into account.
4. Forming a new world order. UN reform. Lending universal character to international economic cooperation. The institutionalization of economic cooperation (IMF, EBRD, UN, GATT, integration organizations).
5. Formation of international global governance mechanisms. The future of humankind and ways of solving global problems.

Essay Topics

1. Immanuel Wallerstein’s “world system” model: critical analysis.
2. Mike Featherstone’s “world culture” model and multiculturalism.
3. Global-localism as a political phenomenon in the context of world integration.
4. Leslie. Sklair’s model of the global system and “transnational practices”.
5. The principle of consumerism and emergence of the consumer policy.
6. Political globalization and the problem of weakening nation states in Europe.
7. The development and role of supranational and international political structures in the context of globalization of political institutions.
8. Civil-state and national identity in the context of political globalization.
9. Identity as an instrument of policy in the global world.
10. The doctrine of “Euro-Atlanticism” as the theory and practice of building a unipolar world.
11. Political consequences of a fundamental conflict of civilizations (Samuel Huntington).
12. The problem of cultural and religious conflicts in the 21st century.
13. The problem of “the end of history”: the liberal scenario of global political and economic integration.

14. Liberal criticisms of political alternatives to the development of the modern world.
15. Information as an instrument of policy in the global world.
16. Marshall McLuhan's "global village" as an information-related phenomenon of globalization.
17. The political costs of multiculturalism in Europe.
18. The Eurasian model of development for Russia and political globalization.
19. Alternative social movements and concepts as reactions to existential human problems.
20. Political roots and alter-globalism and trends in its development. Jay Forrester's "world dynamics" and Dennis Meadows' "limits to growth" projects.
21. Socio-political problems of the Third World: overcoming backwardness as a pressing planetary problem
22. Alvin Toffler's alternatives theory and futurology.
23. Power in the global world: John Naisbitt's futurological analyses.
24. Post-modernist discourse of power and globalization.
25. "The communications society" in the context of media globalization.
26. Information conflict and information aggression as an instrument of struggle for "zones of influence" in the global world (with specific examples).
27. The doctrine of "collective security" in the context of common world threats.
28. Regionalization, nationalism and fundamentalism as a challenge to globalism.
29. The political space of Russia in the global world: from philosophy to political practice.
30. The doctrine of "sovereign democracy" and the crisis of sovereignty and nation states on the European continent.

Mid-Term Questions

1. Global studies as a science. The subject of study and the main features.
2. The main stages in the development of global studies as a science.
3. The Club of Rome and its main reports.
4. Eco-politics: main concepts and terms.
5. International environmental relations: content and main trends.
6. Eco-politics at the state level.
7. Globalization as a stage in the emergence of a new type of world community.
8. The main characteristics of the latest stage of globalization.
9. The causes of globalization.
10. The impact of scientific and technological progress on globalization processes.
11. National sovereignty in the context of intensified globalization processes.
12. The first global conflict in the history of anthropogenesis.
13. Main types of modern civilizations.
14. Features of modernization processes in various civilizations.

15. The main causes of possible civilization conflicts.
16. The place and role of Russia in the overall planetary process.
17. Global problems of our time and the main criteria of globality.
18. Overcoming the environmental crisis “the global problem of our time”.
19. The environmental imperative.
20. The main contradictions of society and nature and ways of resolving them.
21. Technical-economic problems of outer space development and concomitant interstate contradictions.
22. The environmental aspects of space exploration as a global problem of our time.
23. International space law and responsibility for violations thereof.
24. Preventing a world nuclear war as a global problem of our time.

Final Exam Questions

1. The problem field of the course in political global studies and its interdisciplinary matrix.
2. Natural and historical conditions and theoretical sources of the emergence of political global studies.
3. The concept of the global system and global problems.
4. The main features of globalization: all-embracing and comprehensive change, the juxtaposition of the global and the local, hybrid cultures.
5. Globalization as a linear process of modernization. The problem of the vector of political time.
6. Immanuel Wallerstein’s “world system” model: its main characteristics and features.
7. The “world culture” model of Mike Featherstone and R. Robertson. The theory and practice of global localism.
8. The theory of global community (Anthony Giddens)
9. Leslie Sklair’s model of the global system and “transnational practices”. The principle of consumerism and the formation of consumer policy.
10. Political globalization and the problem of weakening nation states in Europe: concerning the crisis of state sovereignty of European states.
11. The development and role of supranational and national political structures.
12. Civil state and national identity in the context of political globalization. Identity as an instrument of policy in the global world.
13. The principles of “mondialism” and cosmopolitanism in shaping the social-political space in the global world.
14. The doctrine of “Euro-Atlanticism” as the theory and practice of building a unipolar world. Globalization and Pan-Americanism.
15. Political consequences of the fundamental conflict of civilizations (Samuel Huntington). The problem of cultural and religious conflicts in the 21st century.

16. The problem of “the end of history”. The liberal scenario of global political and economic integration.
17. Liberal criticisms of political alternatives of the modern world’s development.
18. Information as an instrument of politics in the global world. Marshall McLuhan’s “global village” as an information phenomenon of globalization.
19. The political costs of multiculturalism in Europe.
20. The consequences of “Westernization” in Russia: real and planned. Traditional values in retrospect and in perspective.
21. Globalization in the post-Soviet space. The problem of political influence.
22. Global trans-Atlanticism and its military and political structures in the early 21st century.
23. The Eurasian model of Russia’s development and political globalization.
24. Criticism of political globalization and the anti-globalist project.
25. Social inequality in the global perspective: political and economic consequences.
26. The concept of “death of the West” as the problem of historical challenge to Western civilization (Patrick Buchanan).
27. Problems of the Third World. Overcoming backwardness: the pressing universal problem of mankind.
28. Natural resources and the problem of global policy.
29. The Club of Rome: the search of solutions to global problems.
30. Jay Forrester’s “World Policy” and Dennis Meadows’ “Limits to Growth” projects.
31. Alvin Toffler’s alternatives projects.

Readings Required

1. Василенко И. А. Политическая глобалистика [Текст]: учебное пособие / И. А. Василенко. – М.: Логос, 2000. – 358 с.
2. Костин А. И. Экополитология и глобалистика [Текст] учебное пособие / А. И. Костин. – М.: Аспект Пресс, 2005. – 414 с.
3. Лукашук И. И. Глобализация, государство, право, XXI век [Текст] / И. И. Лукашук. – М.: Спарк, 2000. – 261 с.
4. Тураев В. А. Глобальные вызовы человечеству [Текст]: учебное пособие / В. А. Тураев. – М.: Логос, 2002. – 192 с.
5. Уткин А. И. Глобализация: процесс и осмысление [Текст]/ А. И. Уткин – М., Логос. 2002. – 253 с.
6. Уткин А. И. Мировой порядок XXI века [Текст]/ А. И. Уткин – М.: Эксмо, 2002. – 509 с.
7. Шахназаров Г. Глобализация и глобалистика – феномен и теория [Текст] // Pro et Contra. Осень 2000. Т.5, №4.

Readings Recommended

- Впереди XXI век: перспективы, прогнозы, футурологи [Текст] / Ред. И. В. Бестужев-Лада. – М.: Academia, 2000. – 480 с.
- Панарин А. С. Глобальное политическое прогнозирование [Текст] / А. С. Панарин – М.: Алгоритм. 2000. – 348 с.
- Писарев В. Д. Освоение Мирового океана и политика США [Текст] // США и Канада: политика, экономика, культура. 2000. №11.
- Хантингтон С. Столкновение цивилизаций [Текст]/ С. Хантингтон; пер. с англ. Ю. Новикова. – М.: АСТ, 2003. – 603 с.
- Хозин Г. С. Глобализация международных отношений: объективная тенденция или стратегия США [Текст] // США – Канада: экономика, политика, культура. 2000. №1.

1.7

POLITICAL GLOBAL AND REGIONAL STUDIES

Mikhail Berendeyev

University:	Immanuel Kant Baltic Federal University
Title:	Political Global and Regional Studies
Instructor:	Dr. Mikhail V. Berendeyev, Senior Lecturer, Department of Politics, Social Technologies and Communication
Time and Location:	Institute of Social and Humanitarian Technologies and Communication. For post-graduates specializing in the political aspects of international relations and global and regional development. First Year Ph.D. Students.
Office hours:	108 hours, 3 credits ECTS. Ph. D. Students

Overview (Course Description)

“Political Global and Regional Studies” in the field of “The Political Aspects of International Relations and Global and Regional Development” leading to a degree of Ph.D. is an elective discipline chosen by postgraduate students from amongst those offered by the educational institution, or by research organizations running an educational programme of postgraduate professional education.

Prerequisites

Students are expected to have successfully completed the following modules before enrolling on this course:

- “World Politics and International Relations”;
- “Political Relations and Political Processes in Modern Russia”;
- “Local Self-Government”.

Requirements (Course Requirements) and Grading

Before enrolling in the “Political Global and Regional Studies” course, students are expected to:

- know the basics of international politics, the character and specific features of international and regional processes and political relations;
- be able to identify the key features of these processes and relations, and apply theoretical and methodological advances in political science to research;
- be self-organized and able to conduct research work in the context of political science; be able to make rational decisions with regard to the means and methods of conducting research work in the context of political science.

Final grading criteria:

- a “pass” grade is awarded to students who display knowledge of the basic study material envisaged under the programme; know the main literature; cope with the assignments; have completed all assignments, but have made some mistakes in the examination or in their coursework and have the necessary knowledge to correct these mistakes under the instructor’s guidance;
- a “fail” grade is given to students who demonstrate significant gaps in their knowledge of the basic material under the programme; have committed fundamental errors in the coursework assignments; have not completed some coursework assignments.

Learning Objectives (Course Objectives)

The primary goal of the discipline “Political Global and Regional Studies” is to deliver knowledge of the main patterns and trends in the development of political processes in the global and regional dimensions.

In accordance with this goal, the main tasks of studying the discipline “Political Global and Regional Studies” are as follows:

- to introduce the main theoretical concepts in the field of political global and regional studies;
- to explain the processes of globalization and their impact on modern international relations; the main strategies of interaction between civilizations; and global conflicts, challenges and problems facing humankind;
- to explain the specific features of regional political relations and processes, the characteristics and functions of regional power, and the role and significance of the main actors in regional politics;
- to instill in students the necessary theoretical and practical habits of analysing political processes at the global and regional level.

Learning Objectives (Course Objectives)

Students who successfully complete the module will be expected to:

Know:

The main categories of political global and regional studies;

The main ideological sources of global and regional studies;

- theoretical models of the study of global and regional political structures and processes;
- the main patterns and trends of the political process in the world and in Russia;
- the characteristics of the processes of globalization and their impact on contemporary international relations;
- the place and role of the main political institutions in contemporary society;
- the specific features of regional political life;
- the characteristics and functions of regional power;
- the main actors in regional politics.

Be able to:

- use fundamental and applied knowledge of the political system of states and of integrational political, social and cultural processes in the regional dimension.
- independently identify and choose a topic for political research and critically assess the conclusions of this research.

Demonstrate the following skills:

- the ability to make rational decisions with regard to the means and methods of conducting research in the context of political science.
- the ability to conduct comparative analysis, geographic modelling in the study of applied political issues in the regional dimension;
- the ability to apply the knowledge of regional political processes in contemporary Russia and the world to solve professional tasks.

Methods of Instruction

The main types of instruction are:

1. Lectures (32 hours), which provide an overview of the subject, its structure and its links with other courses. Lectures also introduce students to existing theoretical approaches, the content of the chapters and topics, provide definitions of the terms used, and demonstrate how to apply the knowledge gained as part of the module in practice;
2. Independent work (76 hours). Students are expected to study the more complicated topics outside of class using additional literature.

Course Plan (Schedule of Topics and Assignments)

Topic 1. The Subject and Method of Political Global Studies

Global studies as a science: main concepts. Reasons for the emergence of global studies. Definition of global studies. The concept of globalization. The concept of “mondialization”. Characteristics of the process of internationalization. Key features of globalization according to Peter Rutland. The anti-globalist movement. “Globalization in reverse”. Characteristics of the process of integration. Causes of the accelerated internationalization of political, economic, social and spiritual life at the current stage of world development.

The history of the emergence of global studies as a science. The idea of the unity of human destiny and history in antique philosophy (Heraclitus, Polybius). Modern ideas of global development. The linear concept of progressive global development (Diderot, d’Alembert, Voltaire, Condorcet and others). Ideas of global development from the 20th century. The idea of global crisis. Forced pluralism. The diversity of cognitive perspectives. The Club of Rome and its role in institutionalizing global studies. The problem of political consensus in the global dialogue of cultures. The development of comparative studies. The dialogue of modern civilizations (V. Mulman, Bronislaw Malinowski, Claude Levi-Strauss, etc.). A new picture of “Stochastic Universe”.

The subject field of political global studies and main research approaches. Narrow and broad approaches to defining the subject of global studies. The methodology of political global studies and its main principles. Groups of problems that define the main research areas in political global studies. The world-systems approach (Immanuel Wallerstein), the integral anthroposociogenetic approach (Marat Cheshkov) and the civilizational approach.

Topic 2. The Civilizational Paradigm in Modern Global Studies

Civilization as a category of global political analysis. Interconnections and differences between the concepts of “civilization” and “culture”. The materialist approach to the study of civilizations (Max Weber, Karl Marx, the French Annales School: Marc Bloch, Lucien Febvre, Fernand Braudel, etc.). Civilization as a characteristic of class society (Lewis Morgan, Gordon Childe, Robert Redfield). The cultural-historical approach to the study of civilizations (Arnold Toynbee, Oswald Spengler, Pitirim Sorokin, Alfred Kroeber, Norbert Elias, Filmer Northrop, Nikolay Danilewski). Making civilization studies relevant in the modern world.

The world of modern civilizations in theoretical models. Nikolay Danilewski’s concept of “historical-cultural types”. Oswald Spengler’s concept of “great cultures”. The concept of “local civilizations”. Arnold Toynbee’s five living civilizations. The “clash of civilizations” according to Samuel Huntington. The development of cultural prototypes (Gary Becker, Alfred Kroeber, Pitirim Sorokin, Filmer Northrop, Wilhelm Schubart). The problem of communicability of civilizations. The problem of the integrity of world history.

Topic 3. World Civilizations

Western European civilization. Historical features of the emergence and development of Western European civilization. Characteristic political, economic and socio-cultural features of Western European civilization.

Chinese civilization. Historical features of the emergence and development of Chinese civilization. Characteristic political, economic and socio-cultural features of Chinese civilization.

Muslim civilization. Historical features of the emergence and development of Muslim civilization. Characteristic political, economic and socio-cultural features of Muslim civilization.

Indian civilization. Historical features of the emergence and development of Indian civilization. Characteristic political, economic and socio-cultural features of Indian civilization.

Latin American civilization. Historical features of the emergence and development of Latin American civilization. Characteristic political, economic and socio-cultural features of Latin American civilization.

Central African civilization. Historical features of the emergence and development of Central African civilization. Characteristic political, economic and socio-cultural features of Central African civilization.

Topic 4. Global Conflicts, Challenges and Threats

The nature of global conflicts. Types of conflict: military-political, economic, social, ethnic-national, ethnic-denominational, etc. Global challenges and global threats. Military-political and economic global threats: terrorism, religious extremism, ethnic hostility, uncontrolled migration, illicit arms trade, etc.

World wars. The characteristics of major armed conflicts. The First (1914–1918) and Second (1939–1945) World Wars: causes and consequences. The Cold War of 1946–1989. The Fourth World War. Non-contact wars.

The Cold War and “humanitarian” interventions. The Cold War of 1946–1989 as non-a military (geo-economic) battle: causes and consequences. Disintegration of the USSR. Crisis of the welfare state model. The U.S. policy of military force. The concept of “humanitarian” intervention. Regional geo-economic wars. United States–Eurasia wars: The Korean (1950–1953) and the Vietnam (1963–1973) wars; The Desert Storm military operation. The United States–Balkans, United States–Afghanistan and United States–Iraq wars. The need to reform the United Nations.

Global problems facing humankind. The global problems of our time: ending the arms race, nuclear disarmament, demographics, ecology, fuel and energy resources, transport, food. The role of the Club of Rome in solving global problems. Club of Rome reports: *The Limits to Growth*, *Mankind at the Turning Point* and *Reshaping the International Order*. The United Nations Environment Programme (UNEP) and the UN Development Programme (UNDP). The concept of sustainable (environmentally safe) development (the 1992 United Nations Conference on Environment and Development in Rio de Janeiro), the Kyoto Protocol. New globalization challenges: environmental and man-made catastrophes, transnational crime, international terrorism, and expansion of inferior types of world culture.

Topic 5. Political Time in the Global World

Definition of political time. The temporal rhythms of civilizations. Chronos and Kairos in ancient philosophy. Linear time in politics. Accelerated political time. Circularity in chrono-politics as the most natural time rhythm.

The political time scale. The world of civilizations and the world of nature. The cyclic development of Eastern cultures. The idea of cyclic political time in the works of Plato, Aristotle, Polybius, Giambattista Vico, Nikolay Danilewski, Oswald Spengler, Nikolay Gumilev, each of whom defended the notion of cyclic political time in their own way. The heuristic significance of the cycle for understanding the phenomenon of time in Hegel's dialectics: the spiral of political time. The measurement of the historical cycle: the life experience of generations (Auguste Comte, José Ortega y Gasset, Karl Mannheim, Alexis de Tocqueville, John Stuart Mill, Arthur Schlesinger).

The axial time of history. Karl Jaspers' concept of axial time. The definition of axial time. The significance of axial time. Four periods in human history according to Karl Jaspers. "The two winds" of world history. The problem of spiritual reformation in industrial society. Non-Western cultural traditions.

The time of politics and the time of culture. Reference points for measuring sociocultural and political time. The specific features of sociocultural time orientation. Time in industrial society. The dynamics of political time. The interconnection between sociocultural and political time.

Topic 6. The Political Space of the Global World

The iconography of global space. The sources of the philosophical approach to the study of space of the sociocultural and political identity of humankind. The German "Organic School". Jean Gottman's concept of the iconography of space. An interpretation of the concept of the "iconography of space". Circulation of iconography. The concept of the iconography of space according to Karl Schmitt: Land and Sea. The concept of Nomos. Characteristics of the iconography of space of Western and Eastern cultures.

Paradigms of political space and sociocultural identity. The link between culture and the forms of space: Ship and Home. The co-evolutionary spatial paradigm of human existence. The technical space paradigm of human existence. The power paradigm of organizing space and culture.

Topic 7. Images of the Global World in the Dialogue of Cultures

The classical vision of the globalization of human society. Key global political, economic and social relations in the modern world that influence the dialogue of cultures. The specific features of political processes at the global level. The shortcomings of the economy-centred approach to the study of the globalization phenomenon.

Modern concepts and images of the global world. An interpretation of the cultural diversity of the world as an organic functional feature of the process of globalization. The theory of the global "eucumena" by Ulf Hannerz. Four scenarios of

the development of globalization according to Hannerz: “maturing”, “global homogenization”, “saturation” and “peripheral corruption”. Globalization without Westernization according to Shmuel Eisenstadt. Five projects of world community according to Marat. Cheshkov. Typology of the “images of the world order” according to Roland Robertson. Prospects of the development of globalization.

Topic 8. Theoretical Foundations of Political Regional Studies

Regional studies and their diversity. Key features of regional studies. The interdisciplinary character of regional studies. Levels of regional studies. The interconnection between different trends of regional studies.

Regional science and political regional studies. The definition of regional science. The concept of “regional studies”. Defining political regional studies. The object of political regional studies. The role of territorial differentiation in defining the object of political regional studies. The specific features of the subject of political regional studies.

Political regional studies and political geography: similarities and differences.

Spatial levels of regional studies. The spatial level (scale) of political regional studies: political regions as parts of a state. Subnational entities. Geopolitics. Geographic *state studies*.

Political regional studies and other areas of regional studies. Correlations between the study areas of political regional studies and comparative political science, regional political science, political “regionology”, regional studies.

The applied significance of political regional studies. Regional political analysis.

Topic 9. The Regional Structure of the State

The state as territory. Main areas of the study of state territory. The specific features of the approach to the study of the state in political regional studies. Boris Rodoman’s concept of position principle. The main attributes of the territorial object. The definition of taxonomy. The hierarchy of territorial-political taxonomic categories. The concepts of “regional” and “local”.

The region and territorial structures (geo-structures). Definitions of territory and space. The concepts of “area”, “region”, “district”, “oblast”, “province”, “zone”, “belt”, “krai” (territory) and “country”.

Regionalization in a plural society. A structural approach to the study of a territory of a state and its parts. Definitions of regionalization. The concept of a “territorially heterogeneous country (state)”. The concept of plural society according to Arend Leiphart. Active and passive forms of regionalization. Components of the process of spatial differentiation: concentration and stratification.

Factors and forms of regionalization. The political and administrative dimension of regional structure. Dimensions of regional structure: political-administrative, ethno-cultural, socioeconomic and natural-geographic.

The methodology of regional studies. Groups of regional structure cells. The concept of regionalization. Types of regions: homogeneous (formal), hub (functional).

Topic 10. Geographic Modelling and Regional Political Analysis

Geographic modelling of regional structure. The “centre-periphery” model of relations. The main approaches to modelling “centre-periphery” relations: historical, innovative, managerial, and socioeconomic.

François Perroux’s theory of polarized development. George Friedman’s “centre-periphery” theory.

Levels of vertical stratification in “centre-periphery” modelling. Dual, triple and hierarchic approaches to the study of the stratification and polarization of space. The managerial approach (Edward Shils). The innovative approach. The congruent approach.

Methodological problems of “centre-periphery” modelling. The following methodological problems need to be kept in mind.

Diffusion of political innovations. The theory of Innovation Diffusion (Torsten Hägerstrand). Direct and indirect innovation diffusion. Types of direct diffusion of innovations. Types of indirect diffusion of innovations. The concept of barriers to innovation. Types of innovation barriers.

“Explanatory” political regional studies. The need to develop an “explanatory” methodology of political regional studies. The main areas of “explanatory” methodology: the chronological approach, the comparative approach, and the systemic and structural-functional approaches.

Topic 11. The State as a Territorial and Political System

Territorial-state construction. The state as an object of study in political regional studies. The systemic and structural-functional approaches to the study of the state. Comparative analysis, geographic modelling and regionalization in the study of the state. The concept of territorial-state construction. The main areas in the study of territorial-state construction. The concept of the balance of relations between “the centre and the regions”.

The region in the balance of “centre-regions” relations. Parameters determining the level (potential) of regional interest. Promoting regional interest. The content of regional interest.

Forms of implementing regional interest.

The centre in the balance of “centre-regions” relations. Delimiting the concepts of the “centre” and “the state”. Parameters determining the level (potential) of the “central” interest and its actualization. Forms of implementing the “central” interest. Areas of implementing the “central” interest at the subnational level.

Conceptualization of the “centre-regions” balance. A systems approach to the study of “centre-regions” relations. Dynamics of the balance of relations between levels. The role functions of the centre and the region. The significance of the development of regional self-government. Balances of interests, balances of force and balances of threats. Key characteristics of the “centre-regions” relations.

The functional approach to the study of the balance of “centre-regions” relations. Functionalism as a theory of centrifugal and centripetal forces (Jean Gottman). The theory of territorial integration according to Richard Hartshorne.

The concept of “regional politics”. The definition of regional politics. Specific features of regional politics. The subjects of regional politics. Direction of the vector of regional politics. Determining the regional structure of a state.

The content of regional politics. The economic (economic-geographical) approach to regional politics. National politics. The political content of regional politics. The systemic approach to defining the content of regional politics.

Approaches to regional politics: the targeted approach, the comprehensive approach, the autonomous approach.

Regional participation and the regional political process. Conceptualization of the concept of regional participation. Methods of regional participation. Approaches to the study of regional politics.

Topic 12. Territorial-Political Features of the Federal State

The concept of “federalism”. The definition of federalism. Broad and narrow definitions of federal relations.

Federalism as social philosophy. The socio-philosophical concepts of federalism (Denis de Rougemont, A. Mark, Raymond Aron). The federal theory of popular sovereignty according to Johannes Althusius. Pierre-Joseph Proudhon’s concept of free federalism.

Federalism as liberal ideology of territory-state construction. The experience of the United States. “The territorial liberalism” of federalism.

Federalism as a modern political theory. The theory of plural society (Arend Lijphart, W. Livingstone).

Federalism in political regional studies. Terminological problems in defining federalism. (Daniel Elazar). Federalism as a special type of territorial-political system. Definition of the process of federal transformation. Conceptualization of the federal model.

Features of the federal territorial-political system. Concepts of the definition of sovereignty. The concept of divisible sovereignty. Features of the federal state. Forms of implementing the principle of federal relations in relations between regions and (or) states (Daniel Elazar).

The concept of federalism. The concept of dual federalism (Edward Corwin). The concept of cooperative federalism (John Clark). Marble cake federalism (Joseph McLean). The concept of intergovernmental relations. “Picket-fence federalism”. Technocratic federalism. The concept of competitive or new federalism.

Topic 13. Administrative-Territorial Division of the State

Main concepts. The concept of “administrative-territorial division” (ATD). The concepts of “administrative-territorial structure” and “administrative-territorial organization”. The concept of the “administrative-territorial entity”.

Historical forms of administrative-territorial division.

Factors of administrative-territorial division: ethnic-cultural, historical, demographic (socio-geographic), natural-geographic.

Format of administrative-territorial division. Homogeneous and heterogeneous ATD formats.

Toponymy of administrative-territorial entities (ATEs). Names and titles of ATEs. The concepts of ATE names.

Morphology of administrative-territorial division. Level of fractioning of ATD networks. Levels of variability (or heterogeneity) of ATD networks. Correspondence of ATD networks with “centre-periphery” systems. The geometry of administrative-territorial entities. Geometry can be studied from the viewpoint of correspondence. The principles of ATD morphology: the principle of compactness, the principle of congruence.

Metropolitanism in the system of administrative-territorial division. The main types of metropolitanism.

Levels of administrative-territorial division. The vertical hierarchic structure of ATD systems.

Scenarios of reorganizing administrative-territorial division: creation of new ATD entities (change of the number of regions); changing the status of regions; changing the number of managerial levels.

Principles of changing administrative-territorial division. Ideal models for taking regional interests in the process of ATD change into account.

Topic 14. National Territorial-Political Control

National territorial-political control. The integrity of national legal space. Territorial network of central administration agents. Specialized institutions of centralized control and sanctions with regard to regional authorities.

Bicameralism and regional chambers. The concept of the “regional chamber”. The definition of bicameralism. The concept of regional bicameralism.

Hierarchy of chambers and functional differences between them. Relationships between the two chambers. Functions of the regional chamber.

Methods of forming a regional chamber: elections, delegation by regional power bodies. Main norms of representing constituent entities of the federation in the regional chamber: equality and quotas. Regional bicameralism in unitary states. Other forms of regional influence in federations.

Common forms of regional influence. Instruments for expressing regional influence. Regional parties and their classification.

Delimitation of powers between government levels. Delimitation of powers between national, regional and local (municipal) levels. Patterns in the delimitation of powers.

Regional power in the modern state. Organizing regional power. The main principles of regional power. Classification of models of organizing regional power based on the organization of regional executive power. Models of organizing regional power in a unitary state.

Local power in the modern state. The issue of the relationship between regional and local levels of government.

The concept of self-government. Organization of local power. Competences of local power.

Rules of determining local powers.

Topic 15. The Regional Structure of Modern Russia

Factors in the formation of the regional structure of the Russian Federation. The political and administrative structure of the Russian Federation. Characteristic features of the Russian administrative-territorial division. Ethnic-cultural, historical, demographic and natural-geographic factors in the formation of the regional structure of the Russian Federation. Toponymy and types of metropolitanism of Russian regions. Features of the morphology of the Russian political administrative structure.

The system of federal districts (*okrugs*). Legal principles of the formation of federal districts. Features of the political and administrative structure of federal districts.

Principles of the creation of new entities of the federation. Legal mechanisms for creating new constituent entities of the federation. The principle of the expression of the people's will. The principle of political compensation. The principle of economic compensation. The principle of incremental change with a transitional period. The principle of federal control.

The definition of the status of a constituent entity of the federation. Specific features of the multi-variant structure of ATD in Russia. The essence of equality of constituent entities of the federation.

National-territorial autonomy and asymmetry. The reasons for differences in status among constituent entities of the federation. The problems of developing national and territorial autonomy in the Russian Federation. Regulating the status of national regions.

Extraterritorial forms of ethnic self-organization. Basic principles of the creation of national and cultural autonomies. Legal mechanisms. The community as a distinct form of extraterritorial self-organization. Territory of Traditional Natural Resource Use (TTNRUS) as a special form of territorial organization at the sub-regional level.

The legal principles of regional policy in Russia. The Constitution of the Russian Federation. Constitutional principles of Russian federalism and relations within the "centre-regions" system. Acts regulating regional policy in the Russian Federation.

The federal centre as the subject of "centre-regions" relations. Factors of the absence of total unity of the federal centre. Federal-level institutions determining the balance of centre-regions relations and trends of its change: institution of the presidency in Russia, the federal government.

Specific features of Russian bicameralism. Historical stages in the development of Russian bicameralism. Characteristic features of Russian bicameralism.

Legal principles of delimiting powers between the centre and the regions. The liberal principle of delimiting powers. The sphere of joint jurisdiction of the centre and the subjects of the federation. Legal acts supporting the delimitation of powers in the Russian Federation. The principle of the hierarchy of governance levels in delimiting powers.

The powers of the centre and the regions in Russia: foreign policy and national security; fundamentals of the political regime; the judiciary; infrastructure and strategic issues of the economy; economics and the social sphere.

Essay Topics

1. Historical stages in the evolution of the idea of global human development.
2. The Club of Rome and its role in the study of global problems.
3. The main stages in the development of the cultural-materialist approach to the study of civilizations.
4. The main stages in the development of the cultural-historical approach to the study of civilizations.
5. Nikolay Danilewski's theory of civilizations.
6. Oswald Spengler's theory of civilizations.
7. Arnold Toynbee's theory of civilizations.
8. Samuel Huntington's theory of civilizations.
9. Modern approaches to the study of the problems of the communicability of civilizations.
10. The nature of global conflicts.
11. World wars as the biggest global conflicts.
12. Global challenges and threats in the modern world.
13. The Cold War and "humanitarian interventions".
14. Global problems facing humankind.
15. The concept of "axial time" according to Karl Jaspers.
16. The interconnection between sociocultural and political time.
17. Jean Gottman's concept of the "iconography of political space".
18. Karl Schmitt's concept of the study of political space.
19. The impact of globalization on world processes.
20. Criticisms of the economy-centred approach to the analysis of the globalization phenomenon.
21. The theory of Ulf Hannerz global "eucumena".
22. Roland Robertson's typology of "world order models".
23. Development of the anti-globalism movement.
24. Political regional studies and political geography: similarities and differences.
25. The applied significance of political regional studies.
26. Concepts of territoriality in politics.
27. Main areas in the study of state territory.
28. Boris Rodoman's concept of the position principle.
29. The theory of place and its role in politics according to John Agnew.
30. The concept of plural society according to Arend Leiphart.
31. Livingstone's concept of federal society.
32. Factors of political regionalization.

33. Methodology of the study of regionalization.
34. The model of “centre-periphery” relations in geographical modelling of regional structures.
35. François Perroux’s theory of polarized development (growth poles and development centres).
36. Torsten Hägerstrand’s Innovation Diffusion theory.
37. The concept of the balance of “centre-regions” relations in the study of the state.
38. The political content of regional politics.
39. Features of the socio-philosophical approach to the study of federalism.
40. The federal theory of popular sovereignty of Johannes Althusius.
41. Proudhon’s concept of free federalism.
42. Features of the study of federalism in political regional studies.
43. What are the main features of the federal territorial-political system?
44. Factors in the administrative and territorial division of the state.
45. The main scenarios of reorganizing the system of administration and territorial division.
46. The specific features of the political and administrative structure of the Russian Federation.
47. The system of federal districts of the Russian Federation.
48. National and territorial autonomies in the Russian Federation.
49. Legal principles of the regional policy in the Russian Federation.
50. The main principles of Russian federalism in the “centre-regions” system.
51. Features of Russian bicameralism.

Final Exam Questions

1. Global studies as a science. The subject matter and method of political global studies.
2. History of the emergence of global studies as a science.
3. Civilization as a category of global political analysis.
4. The world of modern civilizations in theoretical models.
5. Distinctive political, economic and sociocultural features of Western European civilization.
6. Distinctive political, economic and sociocultural features of Chinese civilization.
7. Distinctive political, economic and sociocultural features of Muslim civilization.
8. Distinctive political, economic and sociocultural features of Indian civilization.
9. Distinctive political, economic and sociocultural features of Latin American civilization.
10. Distinctive political, economic and sociocultural features of Central African civilization.

11. Global conflicts, challenges and threats. The nature and typology of global conflicts.
12. Global problems facing humankind.
13. Political time in the global world.
14. Karl Jaspers' concept of axial time.
15. The interconnection between sociocultural and political time.
16. The iconography of global space.
17. Paradigms of political space and sociocultural identity.
18. Images of the global world in the dialogue of cultures.
19. Regional studies and their diversity.
20. Political regional studies as a science. The object and method of political regional studies.
21. The state as territory. Main areas in the study of state territory.
22. Region and territorial structure (geo-structure).
23. Regionalization in a plural society.
24. Geographic modelling of regional structure.
25. Diffusion of political innovations.
26. "Explanatory" political regional studies.
27. The state as a territorial and political system.
28. The concept of the balance of "centre-regions" relations.
29. Regional politics: concept, content, research approaches.
30. Regional participation and the regional political process.
31. The concept of federalism and its main theoretical concepts.
32. The territorial and political features of the federal state.
33. Administrative and territorial division of the state: concept, factors, format.
34. Metropolitanism in the system of administrative and territorial division.
35. Scenarios of organizing administrative and territorial division.
36. National territorial and political control.
37. Bicameralism and regional chambers.
38. Regional power in the modern state.
39. Local power in the modern state.
40. Specific features of regional structure in contemporary Russia.
41. The legal foundations of regional policy in Russia.
42. Features of Russian bicameralism.
43. The powers of the centre and regions in Russia.

Readings Required

1. Василенко И. А. Политическая глобалистика [Текст]: учеб.пособие для вузов / И. А. Василенко. — М.: Логос, 2000. — 358 с.
2. Дергачев В. А. Глобалистика [Текст]/ В. А. Дергачев. — М.: ЮНИТИ-ДАНА, 2012 on-line. — 304 с.

3. Косов Ю. В. Политическая регионалистика [Текст]: учеб. пособие для вузов / Ю. В. Косов, В. В. Фокина. – М.; СПб.; Н. Новгород: Питер, 2009. – 192 с.
4. Прыкин Б. В. Глобалистика [Текст]: учеб. для вузов/ Б. В. Прыкин. – М.: ЮНИТИ, 2007. – 463 с.
5. Туровский Р. Ф. Политическая регионалистика [Текст]: учеб. пособие для вузов/ Р. Ф. Туровский. – М.: ГУ ВШЭ, 2006. – 792 с.

Readings Recommended

- Айзенштадт Ш. Пророки. Их эпоха и социальное учение [Текст] / Ш. Айзенштадт; пер. с англ. Т. Гвоздюкевич. – М.: Параллели, 2004. – 247 с.
- Андерсон Дж. Федерализм: введение [Текст]/ Дж. Андерсон; пер. с англ.: А. Куряева, Т. Даниловой. – М.: Экономика, 2009. – 121 с.
- Атлас социально-политических проблем, угроз и рисков Юга России В 3 т. [Текст]/ РАН, Южн. науч. центр. – Ростов н/Д.: ЮНЦ РАН, 2006 – 2009.
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- Бестужев-Лада И. В. Альтернативная цивилизация: Единственное спасение человечества [Текст] / И. В. Бестужев-Лада. – М.: Алгоритм, 2003. – 444 с.
- Вельяминов Г. М. Глобализация: суть и динамика [Текст]/ Вельяминов Г. М. // Московский журнал международного права. 2012. №1. С. 8–28.
- География мирового развития [Текст]: сб. науч. тр./ РАН, Ин-т географии; под ред. Л. М. Синцера. – М.: Ин-т географии РАН, 2009.
- Глобализация: контуры XXI века [Текст]: реф. сб./ РАН, Ин-т науч. информ. по обществ. наукам, Горбачев-фонд ; [редкол.: Ю. И. Игрицкий (отв. ред.) [и др.]. - М.: ИНИОН РАН, 2004.
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- Губанов Н. И. Глобалистский менталитет как условие предотвращения межцивилизационных конфликтов [Текст]/ Н. И. Губанов, Н. Н. Губанов // Социологические исследования: Научный и общественно-политический журнал. 2011. №4. С. 51–58.
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1.8

WORLD INTEGRATION PROCESSES

Evelina Pavelyeva

University:	Siberian Federal University
Title:	World Integration Processes
Instructor:	Dr. Evelina A. Pavelyeva, Senior Lecturer of International Law
Office hours:	72 academic hours, 2 credits ECTS. Bachelor Degree

Overview (Course Description)

As a result of studying the discipline, students will expand their knowledge of global integration trends and integration groups in various regions in a comparative global context. Student will also be introduced to the main concepts and strategies of integration processes and forms of integration in changing international geopolitical and economic conditions.

Prerequisites

Students are expected to have successfully completed the following modules before enrolling on this course:

- “Introduction to the Discipline”;
- “The History of International Relations”;
- “The Theory of International Relations”;
- “The History of the Countries of Europe and Asia in the 20th–21st Centuries”;
- “International Economic Relations”.

Learning Objectives (Course Objectives)

The aim of the course is to develop a deeper understanding of global integration processes as an inseparable part of globalization and examine the economic, legal and social aspects of integration processes so that this knowledge can be used both in practice and for theoretical generalizations.

Students study the key categories and concepts used in the study of world integration processes;

Examine the main concepts and strategies of integration processes in the modern world;

Understand the logic and patterns of integration trends in the context of other international processes;

Examine the essence and structure of integration processes in our time;

Become familiar with the regional features of the development of integration trends and know their key characteristics;

Learn how to perform a comparative analysis of integration trends in various regions of the world;

Understand the role of Russia in international integration processes.

Course Plan (Schedule of Topics and Assignments)

Part I. Theoretical Foundations of World Integration Processes

Topic 1. Methodological Aspects of the Study of Integration Processes

Globalization of relations and international economic integration. The contradictions of integration. The stages, spheres and mechanisms of integration processes. The main factors and stimuli for the integration development of international relations.

Topic 2. The Concept and Essence of Integration Trends in Around the World

The concept of region (macro-region). Various parameters of identifying regions. Modern approaches to understanding and studying regional integration. Political theories of integration. Diverse parameters and forms of integration in the modern world. Quasi-integration processes.

Part II. Regional Integration Associations

Topic 3. Integration Processes and the European Union

The prehistory of economic integration in Western Europe. The main stages in the development of the European Union. The free trade zone in the European Union. The Customs Union of a group of Western European countries. The common European Economic Community (EEC) market. The economic and currency union of Western European countries: the highest achievement of international economic integration at the present stage. The main mechanisms and institutions within the EU structure. The possible consequences of Central and Eastern European countries becoming members of the European Union. The problems connected with allowing new members into the European Union. Disintegration processes within the European Union.

Topic 4. Integration Associations in the Post-Soviet Space

The inevitability and contradictory nature of integration processes in the post-Soviet space. The main forms of integration processes in the former Soviet

Union. The possible future of integration processes in the former USSR. The present and future of bilateral relations between Russia and Belarus. Economic and political relations between Russia and Belarus. The activities and prospects of GUUAM and the Eurasian Economic Community. Problems of the formation of a common economic space.

Topic 5. Integration Processes in the Asia-Pacific Region

The economic success of Asia-Pacific Economic Cooperation (APEC) in the modern world. The specific features of APEC against the background of modern integration processes. Russia's APEC membership. The South Asian Association for Regional Cooperation (SAARC): the economically and politically significant association of South Asian countries.

Topic 6. The North American Free Trade Agreement (NAFTA)

The role of NAFTA in integration processes in North America. The dynamics of NAFTA development. The prospects of more active cooperation between NAFTA and the European Union. The prospects for the development of integration processes in Central and South America.

Topic 7. Integration Processes in Africa

Economic cooperation of African states within the African Union, the South African Development Community (SADC), and the Common Market for Eastern and Southern Africa (COMESA).

Topic 8. Integration Processes in the Arab World

The Arab League and the Cooperation Council for the Arab States of the Gulf are examples of integration processes in the Arab world. Joint inter-Arab economic projects as a pathway towards creating a common Arab market.

Part III. The World Economy and Integration Processes

Topic 9. The role of International Economic Organizations in World Integration Processes

Transnationalization of the world economy as a manifestation of the integration processes of our time. The essence of international corporate integration. The problems and prospects of the development of Transnational Corporations.

Topic 10. Integration Processes in Managing the World Economy

The emergence and activities of the International Monetary Fund (IMF), the World Bank and other international financial institutions. The World Trade Organization (WTO) and the prospect of Russia's accession.

Test Questions

1. Globalization of relations in the world and international economic integration.
2. Stages, spheres and mechanisms of integration processes.
3. Main factors and stimuli for the integration development of international relations.

4. Modern approaches to understanding and studying regional integration.
5. Political theories of integration.
6. The prehistory of the emergence of economic integration in Western Europe. The Main stages in the development of the European Union.
7. The main mechanisms and institutions within the EU structure.
8. The problems connected with allowing new members into the European Union.
9. The main forms of integration processes on the territory of the former USSR.
10. Economic and political relations between Russia and Belarus.
11. Russia's membership in APEC. SAARC: an economically and politically significant association of South Asian countries.
12. The role of NAFTA in integration processes in North America.
13. Economic cooperation of African states within the African Union.
14. The Arab League.
15. The Cooperation Council for the Arab States of the Gulf.
16. Transnationalization of the world economy as a manifestation of modern integration processes.
17. The essence of international corporate integration.
18. The problems and prospects in the development of Transnational Corporations.
19. Integration processes in managing the world economy.

Topics for Coursework Papers

- The EU development strategy in the 21st century.
- The balance of national, regional and European relations in a future Europe.
- The EU development strategy in the 21st century. Factors of consolidation in integration.
- The Atlantic idea and NATO.
- The Association of Southeast Asian Nations (ASEAN) and the problems of security in the Asia-Pacific Region.
- The Cooperation Council for the Arab States of the Gulf and its role in ensuring regional security.
- Integration groups in Latin America and the United States: interdependence and conflicting interests.
- The bipolar model of the integration process in Latin America.
- NAFTA as an experiment in integration theory and practice.
- Mercosur (Mercado Común del Sur) in the regional political context.
- The South Asian Association for Regional Cooperation (SAARC).
- Socio-cultural aspects of integration processes in Asia.
- Regional cooperation in South Asia. East Asia: between regionalism and globalism.
- Concepts of Arab integration.

- The Islamic concept of the world order.
- Religion-based integration: the Organization of Islamic Conferences.
- Integration processes in the Arab world.
- Problems of integration of Maghreb countries.
- Key integration groups in Africa and their effectiveness.
- The problems and prospects of African integration.
- African integration: the socio-political dimension. The goals and significance of EurAsEC for Russia.
- Prerequisites and conditions of the unification process between Russia and Belarus.
- The prospects of consolidation of the post-Soviet space.
- Russia and the CIS: challenges of globalization and prospects of Eurasian integration. Integration and anti-system movements.
- The policy of integration and globalization: possible approaches to the problem.
- New integration trends in the modern world.
- The search for new forms of links between the EU and Russia.

Readings Required

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3. Африканская интеграция: социально-политическое измерение [Текст] / Отв. ред. Потемкин Ю. В. М.: РАН, Ин-т Африки, 2003. – 144 с.
4. Байков А. «Интеграционные маршруты» Западно-Центральной Европы и Восточной Азии [Текст]/ А. А. Байков // Международные процессы. 2007. Том 5. №3. С. 4–17.
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7. Буторина О. Понятие региональной интеграции: новые подходы [Текст] // Космополис. 2005. № 3. [Электронный ресурс] – Режим доступа: <http://www.polit.ru/research/2006/04/10/butorina.html>
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- блемы Европы. Дилеммы европейской демократии в начале XXI столетия. – М.: РАН ИНИОН, 2005. № 2.
9. Восток/Запад: региональные подсистемы и региональные проблемы международных отношений [Текст]/ Под ред. А. Д. Воскресенского – М.: РОССПЭН, 2002. – 528 с.
 10. Европа: вчера, сегодня, завтра [Текст]/ Под ред. Н. П. Шмелева. – М.: Экономика, 2002. – 822 с.
 11. Европа перемен: концепции и стратегии интеграционных процессов [Текст]/ Под ред. Л. И. Глухарева. – М.: Крафт+, 2006. – 349 с.
 12. Европейские страны СНГ: место в «Большой Европе» [Текст]/ В. Грабовски, А. В. Мальгин, М. М. Наринский. – М.: Международные отношения, 2005. – 305 с.
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 24. Неклесса А. Перспективы глобального развития и место Африки в новом мире [Текст] / А. Неклесса // Мировая экономика и международные отношения. 1995. №8.
 25. Пономарева Е. Г. Политическое развитие постъюгославского пространства (внутренние и внешние факторы) [Текст] / Е. Г. Пономарева. – М.: Изд-во «МГИМО-Университет», 2007. – 236 с.

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Readings Recommended

- Африка в начале XXI века. Проблемы экономического развития [Текст]. М.:Ин-т Африки, 2005.
- Борко Ю. А. От европейской идеи – к единой Европе [Текст] / Ю. А. Борко. – М.: Деловая литература, 2003. – 464 с.
- Бусыгина И. М. Европейский Союз: новые измерения концепции суверенитета [Текст]/ И. М. Бусыгина // Суверенитет в условиях глобализации. Опыт политий Запада и Востока // Политическая наука. 2005. №4.
- Быков А. Н. Россия и СНГ: вызовы глобализации и перспективы евразийской интеграции [Текст]. М.: ИМЭПИ РАН, 2004.
- Восточная Азия: между регионализмом и глобализмом [Текст]/ Под ред. Чуфрина Г. И. – М.: Наука, 2004. – 282 с.
- Европейский конституционный договор. [Электронный ресурс] – Режим доступа: <http://www.unizar.es/euroconstitucion/Home.htm>

- Европейский союз: справочник-путеводитель [Текст] / Под ред. Буториной О. В. и др. – М.: Деловая литература, 2003. – 285 с.
- Западноевропейская средневековая цивилизация // История мировых цивилизаций. Учебник/ Под ред. Будановой В. П. [Электронный ресурс] – Режим доступа: <http://humanities.edu.ru/db/msg/68420>
- Зидентоп Л. Демократия в Европе [Текст] / Л. Зидентоп. – М.: Логос, 2004. – 310 с.
- Ковтунов А. Г. Проблемы интеграции стран Магриба (80-е – середина 90-х годов) [Текст] / А. Г. Ковтунов. – М.: Ин-т изучения Израиля и Ближнего Востока, 1998. – 19 с.
- Лебедева Э. Цивилизация Южной Африки в современном мире [Текст] / Э. Лебедева // Мировая экономика и международные отношения. 2004. № 4.
- Постсоветская Центральная Азия. Потери и приобретения. [Текст] / Отв. Ред. А. М. Васильев. – М.: Изд.фирма «Восточная лит-ра», 1998.
- Рогов С. М. США и интеграционные процессы в Западном полушарии [Текст] // Международная жизнь. 1998. №8.
- Содружество Независимых Государств: на пути к интеграции [Текст] / Малфлит К., Тимирясов В. Г. и др. – Казань: Центр инновационных технологий, 2004. – 71 с.
- Стрежнева М. В. Европейский Союз и СНГ: сравнительный анализ институтов [Текст] / М. В. Стрежнева. – М.: МОНФ, 1999. – 265с.
- Швиммер В. Мечты о Европе: Европа с XIX века до рубежа третьего тысячелетия [Текст] / В. Швиммер. – М.: Олма-Пресс, 2003. – 383 с.
- Этносы и конфессии на Востоке: конфликты и взаимодействие [Текст] / Отв. ред. Воскресенский А. Д. – М.: МГИМО (У), 2005. – 575 с.
- Яжборовская И. С. Европейский союз на путях политической интеграции [Текст] / И. С. Яжборовская. – М.: Современная экономика и право, 2004. – 120 с.
- Bach D.C. ed. Regionalization in Africa: Integration and Disintegration. Oxford, Bloomington and Indianapolis: James Currey and Indiana University Press, 1999.
- Eatwell R. ed. European Political Cultures: Conflict or Convergence? London / New York: Routledge, 1997.
- Guseh, J. S., Oritsejafor, E. Democracy and Economic Growth in Africa: The Cases of Ghana and South Africa // Journal of Third World Studies, Fall 2005. Режим доступа: http://www.findarticles.com/p/articles/mi_qa3821/is_2005/ai_n15641255/pq_1
- Mattli W. Logic of Regional Integration: Europe and Beyond. Cambridge, Cambridge University Press, 1999.
- Moon W., Andreosso B. Regional Integration: Europe and Asia Compared. O’Callaghan, Cae-One Kim, Ashgate Publisher, 2005.

- Stiglitz J.E. Globalization and its Discontents. Norton: W.W. & Company, Inc., 2003.
- Мониторинг СМИ: журнал «Россия в глобальной политике». [Электронный ресурс] – Режим доступа: <http://www.globalaffairs.ru/summit/>

Internet Resources

<http://www.unizar.es/euroconstitucion/Home.htm>
<http://europa.eu>
<http://www.unizar.es/euroconstitucion/Home.htm>
<http://www.aseansec.org> (in Russian)
<http://www.nato.int>
<http://www.globalsecurity.org>
<http://www.nafta.net>
<http://www.flaa-alca.org/English Version/view.htm>
<http://www.guia-mercosur.com>
<http://www.mercosur.int> (in Spanish)
<http://www.opec.org>
<http://www.uma.org>
<http://www.nepad.org>
<http://www.africa-union.org>
<http://www.sadc.int>
<http://www.eac.int>
<http://www.ecowas.int>
<http://www.cis.minsk.by> (in Russian)
<http://www.ipaeurasec.org/mpa/?data=mpa>
<http://www.guam.org/ua/ru/phtm>

Documents (in Russian)

- 1) Алма-атинская декларация от 21.12.1991. // Политические отношения и политический процесс в современной России [Текст]/ Хрестоматия под ред. Пономаревой Е. Г. – М.: ИНИОН РАН, 2007. Т.1. – 212 с.
- 2) Амстердамский договор, изменяющий Договор о Европейском Союзе, Договоры, учреждающие Европейское сообщество, и некоторые относящиеся к ним акты. От 2 октября 1997 г. // Московская государственная юридическая академия, кафедра права ЕС. [Электронный ресурс] – Режим доступа: http://eulaw.edu.ru/documents/legislation/uchred_docs/evr_soiuz_nice.htm
- 3) Внешняя политика и безопасность современной России. 1991–2002. Хрестоматия в 4-х т. [Текст]/ Сост. Т. А. Шаклеина. Т.4. Документы. М.: РОССПЭН, 2002. – 538 с.

- 4) Договор о Европейском Союзе от 7 февраля 1992 г. // Министерство культуры Российской Федерации. [Электронный ресурс] – Режим доступа: http://rus-eu-culture.ru/files/document/Dogovor_O_EC.pdf
- 5) Заявление глав государств Республики Беларусь, РСФСР, Украины от 18.12.1991. // Политические отношения и политический процесс в современной России [Текст]/ Хрестоматия под ред. Пономаревой Е.Г. – М.: ИНИОН РАН, 2007. Т.1. – 212 с.
- 6) Конституция Российской Федерации от 12 декабря 1993 г. // Информационно-правовой портал «Гарант.ру». [Электронный ресурс] – Режим доступа: <http://ivo.garant.ru/#/document/10103000/paragraph/14366:7>
- 7) Ниццкий договор и Хартия основных прав Европейского Союза от 26 февраля 2001 г. Информационно-правовой портал «Гарант.ру» [Электронный ресурс] – Режим доступа: <http://ivo.garant.ru/#/basesearch/>; Хартия основных прав европейского союза/all:1 [Электронный ресурс] – Режим доступа: <http://eulaw.ru/treaties/charter>
- 8) Соглашение о создании СНГ. [Электронный ресурс] – Режим доступа: <http://www.cis.minsk.by/main.aspx?uid=180>
- 9) Устав СНГ. [Электронный ресурс] – Режим доступа: <http://www.cis.minsk.by/main.aspx?uid=176>
- 10) Федеральный закон «О политических партиях» от 11.07.2011 // Сайт компании «Консультант – Плюс». [Электронный ресурс] – Режим доступа: http://www.consultant.ru/document/cons_doc_LAW_32459/
- 11) Федеральный закон «Об общественных объединениях» от 19.05.1995 // Сайт компании «Консультант – Плюс». [Электронный ресурс] – Режим доступа: <http://www.consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=198917#0>

2

GLOBAL ECONOMY

2.1

GLOBAL ECONOMY IN HISTORICAL PERSPECTIVE

Lucia Coppolaro

University:	University of Padua
Title:	Global Economy in Historical Perspective
Instructor:	Professor Lucia Coppolaro
Time and Location:	2015/2016, Department of Political Science, Law and International Studies
Credits:	150 hours, 6 credits ECTS. First Semester, Master's Degree

Overview (Course Description)

The course will allow students to grasp the origin and the main characteristics of the global economy and to critically discuss the main arguments for and against globalization.

Becoming familiar with the history of the global economy will enable students to better understand current events such as the global economic crisis, the impact of international trade, the role of international capital flows, and the movement of workers across borders.

This course introduces students to the evolution of the global economy since the mid-19th century, a period which saw a rapid growth in the size of trade, finance, migration and other forms of market integration.

The course is interdisciplinary and bridges international economic history and international politics.

Requirements and Grading

Twenty minutes presentation on an assigned topic: 25% of grade.

Class participation: 25% of the grade.

Two-hour written exam, two questions: 50% of grade.

Learning Objectives (Course Objectives)

Beyond learning about the global economy, the course aims at the development of a set of skills that will be useful in the future. Students will be required to work in groups as well as on their own, present their work and ideas to an audience, read and comprehend large amounts of information and reproduce it in broad or fine detail according to a given amount of time. These activities will help students to enhance their public speaking abilities, elaborate and present their own analysis and commit to deadlines.

Methods of Instruction

The course is built on lectures, class discussions on the assigned readings and student presentations.

In the first and second weeks, the instructor will distribute a sign-up sheet for the presentations, so students can arrange the dates and topics according to their tastes. Presentations will be on a program-related topic and can be prepared in small groups (two/three students) or individually. Students will be expected to present for 20 minutes on the assigned topic by using PowerPoint.

Course Plan

The course is organized chronologically and touches on three major periods in international economic relations: the first liberal era up to 1914; the interwar period and the disintegration of the world economy (1914–1939); and the post-World War II period and the contemporary reintegration of the global economy. For each period, the course examines major developments in trade and commercial policy, payments and monetary systems, capital movements and labor migration. Moreover, the course illustrates the arguments for and against globalization, its impact on democracy, the nation state, growth and the historical lesson about losers and winners.

Week One:	Introduction to the course and to the concept of globalization
Week Two:	The World Economy in 1850
Week Three:	The First Globalization (1870–1914)
Week Four:	The fall of the global liberal economy and the Great Depression (1914–1939)
Week Five:	Recovery from World War II and the Bretton Woods era (1944–1973)
Week Six:	The Golden Age of European growth (1950–1968)
Week Seven:	The end of Bretton Woods and the reintegration of the global economy (1973–2008)

- Week Eight: Multinational Corporation and global trade
- Week Nine: Globalization and development
- Week Ten: Global finance and financial crises in the world economy (2006 – to present)
- Week Eleven: Student presentations
- Week Twelve: Student presentations. Conclusions: Win-Lose from Globalization

Readings Required

Frieden J. A. *Global Capitalism. Its Fall and Rise in the Twentieth Century*. New York: Norton, 2006.

Moreover, a list of compulsory readings will be made available before the beginning of the course and will help students understand the material covered in the lectures. It is recommended that students read the corresponding material before each topic is covered in class. In addition, the slides corresponding to each topic will be available before each class.

2.2

PROBLEMS OF ECONOMIC DEVELOPMENT IN WORLD POLITICS

Sergey Afontsev

University:	Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation
Title:	Problems of Economic Development in World Politics
Instructor:	Professor Sergey A. Afontsev, Doctor of Economics
Time and Location:	School of Political Science Department of World Political Processes
Office hours:	72 academic hours, 2 credits ECTS. Bachelor Degree

Overview (Course Description)

The “Political Economy of International Development” programme is aimed at students working towards a Bachelor’s degree in International Relations and is included in the variable part of the Professional Cycle (Federal State Education Standard of Higher Professional Education).

The subject of the course is the set of economic and political factors related to development processes in the modern world and the interaction of sovereign states, their residents, interstate organizations, transnational business entities and international non-governmental structures in tackling the problems of development. The course combines analytical approaches typical of international relations theory, political science and economics. This combination of approaches is determined by the specific features of the object of study, which combines the economic and political aspects of contemporary international relations, as well as the breadth of research methods represented in the works of those who study these problems in Russia and abroad.

Prerequisites

Sufficient command of the English language is a requirement for the course. “Sufficient command” implies that students are able to read, analyse and study professional literature and informational materials in English.

Requirements (Course Requirements) and Grading

The study of the discipline assumes that the students have acquired foundational knowledge through the study of the courses: “World Politics: Introduction”, “World Economics” and “International Economic Relations”. The authors of the course are aware that students in the School of Political Science are not majoring in economic disciplines. Therefore, certain study topics envisage a brief (non-technical) review of the economic concepts that are key for understanding the issues under consideration. A similar approach is used in cases when students need to be reminded of the main elements of familiar theories in order to compare these theories with the concepts that are being introduced for the first time as part of the course.

Grading

Written test papers:	A (90–100%)	Knowledge of lecture materials and recommended required reading
	B (82–89%)	Complete presentation of the topic
	C (75–81%)	Material presented in a systemic manner.
	D (67–74%)	Demonstration of analytical skills
	E (60–66%)	The ability to generalize, identify trends, critically review known concepts and draw conclusions.
	F (less than 60%)	
Control test:	A (90–100%)	Knowledge of lecture materials and recommended required reading
	B (82–89%)	
	C (75–81%)	Completeness of answers.
	D (67–74%)	
	E (60–66%)	
	F (less than 60%)	

Performance on end-of-topic tests:	A (90–100%)	Knowledge of lecture materials and recommended required reading.
	B (82–89%)	Knowledge of materials discussed in the classroom.
	C (75–81%)	Clarity, completeness and systemic character of answers.
	D (67–74%)	General erudition.
	E (60–66%)	
	F (less than 60%)	

Learning Objectives (Course Objectives)

The goals of the course are to familiarize students with modern concepts describing the role of political and political-institutional aspects of achieving the economic, socio-cultural and environmental priorities of development, and to provide students with the necessary skills to conduct independent analysis of current international development programmes arising at the present stage in the development of the system of international relations and world politics.

To achieve this goal, the course deals with the following complex of interconnected tasks:

- determining the range of political economic problems of international development and the main methodological approaches to their study;
- familiarizing students with modern concepts describing the key aspects and factors of international development, and their comparative role and positions in the system of priorities of various international actors;
- imparting fundamental knowledge on the possibilities of using economic and political instruments to manage the processes of development at the national and international levels;
- providing students with the necessary skills to conduct analysis of topical problems of global development in their interconnection with the dynamics of international political relations;
- developing general cultural, professional and professional-disciplinary competences that make it possible to use the acquired knowledge and skills in professional activities (research, expert-analytical and diplomatic work, as well as in the field of political and economic decision-making, including in the bodies of state power and management).

Learning Outcomes

Students who successfully complete the course will be expected to demonstrate the following:

- 1) knowledge of the international development subject area; the main theoretical approaches to the analysis of structural and dynamic aspects of international development; cyclic and stage models of international development; the relationship between the processes of economic, social and political development; the main areas and international experience of implementing development policies; the contribution of transnational companies and the actors in global civil society to achieving the priorities of international development; the features of the activities of official, mixed and private mechanisms of international development support;
- 2) the ability to receive, understand and analyse professional information; analyse political, economic and financial problems and processes; use interdisciplinary analytical instruments to solve specific tasks; analyse political, economic and financial risks based on a cost/benefit analysis; choose concrete applications of knowledge and skills to the analysis of the situation and use the results of scientific research in practice; speak publicly on professional topics.
- 3) knowledge of the conceptual apparatus and instruments of analysing the processes of international development; the skills of comprehensive and situational analysis of political, socio-economic and cultural processes in the international environment; individual and collective scientific research skills; the ability to make decisions with due account of the risks involved; command of foreign languages as an instrument of deepening professional knowledge.

Students will form the following competences.

- 1) *General Cultural Competences:*
 - the ability to think systemically, generalize, analyse and understand information, set goals and choose ways of achieving them, identify international-political and diplomatic aspects of the problems of contemporary social life;
 - the ability to structure oral and written speech in a logical, well-argued and clear way;
 - a commitment to self-development, improving one's qualifications and proficiencies;
 - the skill of using the main provisions and methods of social, humanities and economic sciences in solving social and professional tasks; the desire to find practical applications for scientifically grounded conclusions, observations and experience gained as a result of cognitive professional activity in the field of world politics and international relations;
 - the ability to analyse socially significant problems and processes;
 - the ability to work with information in global computer networks;
 - motivation to solve practical tasks and find out-of-the-box interpretations of international information.

- 2) *Professional Competences:*
 - being equipped to use in practice the knowledge of legal aspects of the work of an international affairs student in the activities of state structures, business and the voluntary sector ;
 - the ability to use computer technologies to solve professional tasks;
 - a working knowledge of at least two foreign languages, the ability to use foreign languages to solve professional issues;
 - the ability to work with media materials, compile press reviews on assigned topics, find, gather and provide initial generalizations of the factual material and draw well-grounded conclusions.
- 3) *Professional-Disciplinary Competences:*
 - knowledge and understanding of the logic of global processes and the development of the world political system of international relations in the historical, economic and legal contexts;
 - orientation in world economic, ecological, demographic and migration processes, an understanding of the mechanisms of mutual influence within the planetary environment, world economics and world politics;
 - knowledge of the basics and main skills of applied analysis of international situations .

Methods of Instruction

It is recommended that students study the literature on relevant topic after each lecture. If the topic includes a practical class, students are expected to look for information on the issues to be discussed in class by themselves (bearing in mind the tasks set by the teacher) and prepare an electronic presentation for the audience.

Type of work: Written test paper, Control test, Performance on end-of-topic tests.

Course Plan (Schedule of Topics and Assignments)

Topic 1. What is International Development?

Basic approaches to the definition of the concept of “development”. Normative and positive aspects of the development concept. Growth, development and progress. Economic development as a prerequisite and inalienable element of the development phenomenon. The quantitative and qualitative dimensions of economic development. Structural parameters of economic development: sectoral, technological, educational parameters; structure of incomes and consumption. “Sustainable development” and the “green economy”.

“Non-economic” aspects of development: social, political, cultural and ecological, law and order. The institutional dimension of development. Controversial issues of broadening the concept of “development” and quantifying development indicators.

“The human dimension of development”: the UNDP Human Development Index, its components and problems of interpretation.

Topic 2. Theoretical Approaches to the Study of Development Problems

The main areas of theoretical analysis of international development issues. Concepts of similarities and differences in the development paths of countries in the historical perspective.

The theory of modernization and its main features. The idea of a single trajectory of economic development and the concept of development stages. The main principles of economic modernization. The advantages and shortcomings of “catch-up development”. The role of technological and organizational factors in the growth of economic efficiency. International ties as a catalyst to economic development. The interdependence of the economic, social and political aspects of modernization. “Modernization conflicts” and risks of a “development slowdown”.

World-systems analysis. Historical factors in the formation of relations of economic dependence in the world system and its hierarchic character. “Economic worlds” and “the modern world system”. “Axial” division of labour; geographic concentration of advanced and “peripheral” technological processes. The specific features of development processes in the countries of the “nucleus” and “the periphery”. “Growth without development”, “development of backwardness” and non-equivalent exchange. Foreign economic ties as a potential brake on economic development of Third World countries. Structuralism and the theory of economic dependence: specific recommendations for stimulating the development of peripheral countries.

Topic 3. The Dynamics of Development Processes in the International System

The Main features of development processes in the global economic system: country differences, the uneven development of various sectors, and chronological cycles. Trends towards the convergence/divergence of development levels.

Economic explanations of country differences in their development level: the existence of production factors, technological change, geographic and climatic determinism. Socio-cultural factors: “mentality” and social norms.

Institutional explanations of country differences in terms of the rate and path of economic development. Political and economic institutions as determinants of economic progress/backwardness. Institutional explanations of the “resource curse” in developing countries. The limits of production, transactional and social potential. National and international factors of institutional changes.

Leading sectors as drivers of the global economy. Sectoral dynamics and the struggle for leadership. The life cycle of a product and the political problems of protecting stagnant sectors. The mechanisms and costs of adapting the economy to technological change. Migration of leading sectors between countries as a source of political and economic conflicts.

Topic 4. The Chronological Dimension of Development Processes

The problems of chronologically structuring the interconnection between economic, political and social processes: “linear time”, cyclic dynamics, “chaos and bifurcation”, hybrid schemes. The analytical and prognostic functions of chronological models.

Chronological regularities, fluctuations and cycles. Alternating high and low periods of the global economy. “The problem of primacy” in the mechanisms of economic and political dynamics. Candidates for “economic determinism”: the Kitchin, Jugular and Kuznetsov cycles. Kondratiev’s “long waves”: alternative economic explanations and reasons for their popularity in development studies. The achievements of economic theory and the prospects of cyclic processes. The current global economic crisis and its causes.

Political explanations of cyclic processes: cycles of global hegemony and political business cycles. The interconnection between “hegemony cycles” and periods of accelerated/decelerated global and economic development. Combating crisis processes in the global economy as a precondition of global development.

Topic 5. Development Politics

The main dilemmas of development policy: economic efficiency versus social and ecological priorities; openness versus “self-reliance”; gradual versus “shock” transformations; more versus less state interference.

Import replacement and export-led development as the main traditional strategies of “catch-up” development. The main reasons for the diminishing popularity of import replacement strategies. Export-oriented development and liberalization: are they the same things?

Change of industrial policy models in the modern world. “New industrial policy” as the policy of enhancing competitiveness and “economic self-fulfilment”. The goals and priorities of the “new industrial policy”.

Economy restructuring programmes: content and expected results in terms of enhancing economic efficiency. Combating poverty as a distinct priority and component of development policy. Controversial problems of using the fight against poverty as an instrument for solving world political problems.

The policy of international development aid and the “Samaritan’s dilemma”. Conditions for the effectiveness, and criteria for setting realistic goals, of development assistance. National, regional and global development assistance mechanisms.

Topic 6. The Role of Transnational Business Entities in Development Processes

Economic and political activities of transnational business actors in the world. Features of foreign direct investments as forms of capital movement. Evolution of ideas about the role of foreign direct investment in the context of achieving development priorities.

The specific features of country and regional structures of foreign direct investment in the modern world. The spatial aspect of TNC activities. The problem of direct foreign investment mobility and the dilemma of regulating direct investments in donor and recipient countries.

The main economic consequences of TNC activities: employment dynamics, technology and profits transfer, shifts in the distribution of economic sectors between countries. The criteria for assessing the activities of TNCs in the national perspective: macro- and micro-economic efficiency, the interests of social groups, national interests.

Donor countries: “puppeteers” or “hostages” of TNCs? Transfer of employment versus transfer of income. The problem of the international transfer of production and employment in stagnant sectors. Foreign investment: instrument of overall efficiency growth or “fostering competition”.

Receiving countries: level of development and attitude to foreign direct investment. TNCs in developing countries: exploiters or growth generators? Change of policy with regard to TNCs in the 1990s–2000s from restriction to stimulation. The costs and benefits of strategies to attract foreign direct investments. The policy of attracting foreign direct investments and arguments in favour of its efficiency and practicability.

Topic 7. The Role of International Institutions in Development Support

Mechanisms of development support: the institutional dimension. Official and mixed mechanisms: the role of state and non-state actors in world politics.

Features of official development support mechanisms. The activities of UN agencies in stimulating development and combating poverty. The activities of the UN Millennium Development Goals as benchmarks for international cooperation: real priorities or good intentions? The G8, G20 and problems of implementing their initiatives in the global development sphere.

Mixed mechanisms of development assistance and features of non-state actors’ participation in these mechanisms. “Top-down initiatives”: cooperation with non-state actors under World Bank programmes. “Bottom-up initiatives:” global civil society and the social responsibility of business. New cooperation formats: the development initiatives developed as part of the World Economic Forum in Davos.

How development initiatives emanating from the “developed world” are perceived in the recipient countries. The problem of taking civilians’ interests into account in designing development assistance programmes. The prospects for creating consensus mechanisms for developing, discussing and implementing global development assistance programmes.

Readings Required

1. Афонцев С. А. Политические рынки и экономическая политика [Текст]/ С. А. Афонцев. – М.: КомКнига, 2010. – 380 с.
2. Метаморфозы мировой политики [Текст]/ Под ред. М. М. Лебедевой. – М.: МГИМО(У) МИД России, 2012. – 505 с.
3. Мировая экономика в начале XXI века [Текст]/ Под ред. Л. М. Григорьева. – М.: DirectMedia, 2013. – 928 с.

Readings Recommended

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- Афонцев С. А. ТНК в мировой политике [Текст] // «Приватизация» мировой политики: локальные действия – глобальные результаты/ под ред. М. М. Лебедевой. – М.: Голден-Би, 2008. – С. 234–253.
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- ресурс] – Режим доступа: http://carnegieendowment.org/files/WP_Porfiriev_web.pdf
- Рустамов Э. Экономическая модернизация Азербайджана: вызовы и решения [Текст]/ Э. Рустамов. – М.: Экон-Информ, 2010. – 367 с.
 - Цели в области развития Декларации Саммита тысячелетия ООН [Электронный ресурс] – Режим доступа: <http://www.unrussia.ru/ru/millennium-development-goals>, <http://www.un.org/ru/millenniumgoals/bkgd.shtml>.
 - Birdsall N. and Fukuyama F. The Post-Washington Consensus // *Foreign Affairs*. 2011. Vol. 90. No. 2. Pp. 45–53.
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 - Hausmann R. and Rodrik D. Economic Development As Self-Discovery // *Journal of Development Economics*. 2003. Vol. 72. No. 2. Pp. 603–633. URL: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.116.8525&rep=rep1&type=pdf>
 - Kuznetsov A. *Global Expansion of Russian Multinationals after the Crisis: Results of 2011*. Moscow: IMEMO, 2013. URL: http://www.imemo.ru/ru/conf/2013/16042013/16042013_doklad.pdf (in Russian).
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 - Villaverde J. and Maza A. Globalization, Growth and Convergence // *World Economy*. 2011. Vol. 34. No. 6. Pp. 952–971.
 - *World Investment Report 2013. Overview*. NY, Geneva: UNCTAD, 2013. URL: http://unctad.org/en/PublicationsLibrary/wir2013_en.pdf
 - Zoellick R.B. Why We Still Need the World Bank // *Foreign Affairs*. 2012. Vol. 91. No. 2. Pp. 66–78.

Ongoing Assessment

Tests are administered after the study of Topic 3 (“The Dynamics of Development Processes in the International System”) and Topic 5 (“Development Politics”). Tests consist of one question; the student’s answer will make it possible to assess how well he or she has assimilated the material of the corresponding topics. Sample questions for test papers:

1. What are the main resource and technological factors that determine the economic development of Eurasian Economic Union countries?
2. What are the main geographic and climatic factors that determine the economic development of African countries?
3. What are the main socio-cultural factors that determine the economic development of East and Southeast Asian countries?
4. What are the main institutional factors that determine the economic development of EU countries?

5. What are the main economic policy factors that determine the economic development of EU countries?
6. Assess the applicability of the modernization theory for the analysis of the economic development of Eurasian Economic Union countries.
7. Assess the relevance of the modernization theory for the analysis of the social development of Eurasian Economic Union countries.
8. Assess the relevance of the concept of the centre and the periphery to the analysis of the economic development of Eurasian Economic Union countries.
9. Assess the relevance of the concept of the “centre” and the “periphery” to the analysis of the social development of Eurasian Economic Union countries.
10. Assess the potential of the policy of import replacement for Eurasian Economic Union countries.
11. Analyse the reasons for the success of the import replacement policy in the countries of East and Southeast Asia.
12. What are the main features of the “new industrial policy” in the European Union?
13. Why have economic restructuring programmes proved effective in some post-socialist countries, but not in others?
14. What are the most effective instruments of combating poverty in less developed countries?
15. How do you account for the low effectiveness of the programme of international development aid to less developed countries?

Topics for Informational-Analytical Papers

1. Trends of economic convergence and divergence in the modern world: can developing countries “catch up” with developed countries?
2. The use of the United Nations Development Programme Human Development Index to describe global development processes.
3. The development of the “green economy”: objective process or politically motivated project?
4. Prerequisites for the success of economic modernization.
5. Russia’s place in the global economy: “nucleus” or “periphery”?
6. Problems with the use of the concept of economic cycles to explain global development dynamics.
7. The impact of international conflicts on global development processes.
8. The strategy of import replacement and export orientation: comparative costs and benefits (cases of countries/groups of countries).
9. The “new” industrial policy: what’s new about it?
10. Economy and democracy: do the differences in political institutions make a difference to the pace of economic growth?
11. Development assistance policy: can it be effective?
12. The impact of transnational companies on the development of recipient and donor countries.

13. The prospects for increasing the effectiveness of existing international development institutions.
14. Consequences of the global crisis for the world economy: does the world need a new global development model?
15. Urgent issues of economic development in Russia and their impact on the country's foreign policy strategy.

Exam Questions

1. The concept of international development. Economic and non-economic aspects of international development. The correlation between the “growth”, “development” and “progress”.
2. The human dimension of international development. The United Nations Development Programme Human Development Index: components and problems of interpretation.
3. The environmental dimension of international development. “Sustainable development” and its political prerequisites. The problem of climate change.
4. Concepts of development processes in modernization theory. The arguments “for” and “against” the idea of a single trajectory of development for developed and developing countries.
5. The perception of development processes in the “world-systems” theory. Features of structuralism and the concept of economic dependence in terms of formulating recommendations for development policy.
6. The main features of development processes in the global economic system. Various explanations of country differences in terms of economic development rate.
7. The impact of political, economic and social institutions on country differences in development levels.
8. “The resource curse” of developing countries: why the problem arises and how it can be solved.
9. Export-oriented and import replacement models in development policy: comparative advantages and disadvantages.
10. Features of the “old” and “new” models of industrial policy in the context of achieving development policy goals. Instruments of supporting competitiveness in the framework of the “new” industrial policy model.
11. The main problems of Russia's economic development.
12. The policy of development aid: actors, problems, prerequisites for success.
13. Cyclic processes in the global economy and their impact on development.
14. Cycles of political leadership in the international system: conditions and consequences in terms of economic development processes.
15. Democracy and economic development. The problem of combining political and economic transformations in post-socialist countries.

16. Features of foreign direct investments as a mechanism of international capital movement. The evolution of attitudes towards TNCs in the target and base countries.
17. Types of foreign direct investment and their impact on the implementation of economic development priorities at the national and international level. (+ OLI)
18. Official, mixed and private mechanisms in formulating and implementing development policy.
19. The UN Millennium Development Goals: priorities, content and possibilities for their achievement.
20. The role of non-state actors in formulating and implementing international development priorities.

2.3

WORLD ECONOMY

*Alexey Grigoryev
Elena Chernotalova*

University:	Siberian Federal University
Title:	World Economy
Instructors:	Dr. Alexey V. Grigoryev, Head of the Department of International Economic Relations; Eleva V. Chernotalova, Assistant at the Department of International Economic Relations
Time and Location:	Department of International Economic Relations
Office hours:	72 academic hours, 2 credits ECTS. Bachelor Degree

Overview (Course Description)

The World Economy course is one of the basic disciplines in the training of economists in the field of humanities and international relations (majoring in jurisprudence). It has been approved by the State Standard of Higher Professional Education. The course deals with a range of issues connected with the globalization of international economic relations under current conditions. It formulates the essence, goal and place of international economic relations in the world economy and considers their manifestations in the spheres of production, exchange, distribution and consumption, allowing the student to formulate an idea of the global reproduction process.

Prerequisites

As for the place in the system of economics disciplines, the “World Economy” course builds on the courses in “Macro-Economics” and “International Economic Relations”. It identifies the links between the main trends in the development of the world economy and these sciences. The discipline “World Economy” is the basis for the disciplines “Economics” “International Monetary and Credit Relations” and for the further disciplines as part of the “World Economy” majors study later.

Learning Objectives (Course Objectives)

The main aim of the “World Economy” course is to provide future specialists with a theoretical knowledge of the forms and evolution of international economic relations and the practical skills to analyse complicated phenomena and the world economy in the context of globalization.

The aims of the course are:

- To teach students about the system and forms of world economy;
- To work out a systemic approach to the analysis of trends in the world economy;
- To help students develop an idea of the place of Russia in world economic relations;
- To use information on the status of individual spheres of the world economy to help make managerial decisions and assess their effectiveness.

Learning Outcomes

Students who successfully complete the module will be expected to:

- Demonstrate the ability to think systemically, generalize, analyse and synthesise information; to set goals and find ways for achieving them; demonstrate the ability to identify the international, political and diplomatic implications of problems;
- Demonstrate the ability to use normative legal documents in their activities;
- Strive for self-development, improvement of qualifications and skills;
- Demonstrate the ability to analyse socially significant problems and processes;
- Develop the ability to use methods and practices from the social sciences, the humanities and economics to address social and professional tasks; commitment to finding a practical application for conclusions, observations and experience drawn as a result of studying world politics and international relations;
- Demonstrate knowledge and understanding of the civil foundations of the future professional activities;
- Show motivation to tackle practical problems, search for out-of-the-box interpretations of international information;
- Demonstrate the ability to work with various sources of economic information;
- Show command of the methods of statistical analysis of world economic processes;

- Understand the global economic system and its place in the world economy;
- Demonstrate the ability to analyse existing problems in the world economy to look for ways of solving them;
- Demonstrate knowledge of the modern concepts of the international movement of production factors;
- Be able to work with media materials; compile press reviews on assigned topics; find, gather and generalize the factual material leading to valid conclusions;
- Demonstrate knowledge and understanding of the logic of global processes and the development of the world political system of international relations in the historical, economic and legal contexts;
- Understand global economic, ecological, demographic and migration processes; have a firm grasp of the mechanisms of mutual influences of the planetary environment, the world economy and world politics;
- Demonstrate knowledge of the legal foundations of international interaction, as well as insight into and the ability to analyse its impact on the foreign policy of Russia and other states;
- Understand the theoretical and political principles of human rights issues in international relations and world human rights practices;
- Demonstrate knowledge of the specific political and legal features of the regions of Russia and other countries in the relations among states, and an awareness of the opportunities and limitations of cross-border and other international links between regions;
- Be able to build a convincing case to support one's point of view;
- Be able to conduct independent study and research.

Methods of Instruction

The course uses active learning methods (group work, having students design test questions on studied material) aimed at forming competencies. Theoretical provisions are supported by practical examples.

Course Plan (Schedule of Topics and Assignments)

Module 1. Introduction. The problem of the Globalization of the World Economy

Main concepts of the World Economy course. The processes of globalization in the world. Territorial and economic globalization. Globalization manifesting itself at all the stages of production.

Module 2. International Movement of Goods, Services and Production Factors

Topic 1. Transnational Corporations (TNCs) in the world economy

The concept of TNCs. The positive and negative results of TNC activities. The growing role of TNCs in the services sector. The scale of activities and the largest TNCs in Russia and the world.

Topic 2. International Movement of Capital: Essence, Structure and Dynamics

Export of venture and loan capital; direct and portfolio investments; state and inter-state regulation of capital movement. Changes in the structure and direction of capital export. Regulation of capital migration. Main trends in the import of capital. Foreign investments in the Russian Federation and their regulation.

Topic 3. Tax Havens and Free Economic Zones in the World Economy

Free economic zones (FEZs). Types of FEZs: free industrial economic zones (FIEZs), Free Foreign Trade Zones, functional zones. Granting benefits and privileges to FEZs. History of the creation of FIEZs. The positive and negative consequences of FIEZs for the host economy.

Special economic zones (SEZs) in Russia. The goals and terms of creating such zones. Problems arising from the creation of such zones. Existing SEZs in Russia. Offshore zones. Types of preferences granted in such zones. The status of offshore enterprises in the host country. Geographical structure of offshore zones.

Topic 4. The International Labour Market

Formation of the world labour market. Modern forms and trends of its development; regulation of international labour migration. New international centres attracting labour. Income from the export of labour. Illegal migration. Discrimination against immigrants.

Topic 5. International Trade and Foreign Trade Policy. Foreign Trade Theories

The basic concepts in foreign trade. The geographical and commodity structure of international trade. Modern theories of international trade. Foreign trade balance. Pricing in international trade. The impact of the economic integration of states on international trade. Features of the modern trade policies of developed countries. International and state regulation of foreign trade: tariff and non-tariff methods. The emergence of the General Agreement on Tariffs and Trade (GATT). The role of GATT/WTO in regulating international trade. Results of GATT activities. The transformation of GATT into the World Trade Organization (WTO). The problem of Russia's accession to the WTO. Measures to protect Russian producers should the country be accepted into the WTO. Russia's foreign trade: dynamics, structure and forms of state regulation.

Topic 6. International Payment and Currency Settlement Relations

Currency settlement relations as a form of international economic relations. The growing importance of currency settlement relations in the world economy.

The concept of currency and the currency system. Forms of international settlements. Payment and account balances. Payment balance as a reflection of the entire sum of the national economy's links with the world economy. The general principles of compiling payment balances. International financial organizations: the International Monetary Fund and the World Bank.

Module 3. International Economic Integration

Topic 1. Integration Processes in the World Economy

Forms of integration associations. Main integration structures in the world economy.

Topic 2. The European Union

Stages in the formation of the European Economic Community (EEC). Composition of the EEC. Main results of EEC activities. The Maastricht Treaty. The creation of the European Union (EU). Stages in the formation of the economic and currency union within the European Union. Stages in the introduction of the euro in the Economic and Monetary Union. The outlook for the European Union.

Readings Required/ Recommended

1. Авдокушин Е. Ф. Международные экономические отношения [Текст]: учебное пособие / Е. Ф. Авдокушин. – М. : Юристъ, 2007.
2. Буглай В. Б., Ливенцев Н. Н. Международные экономические отношения [Текст]: учебное пособие / В. Б. Буглай, Н. Н. Ливенцев. – М.: ЮНИТИ ДАНА, 2005. – 605 с.
3. Киреев А. П. Международная экономика. В 2 ч. [Текст]/ А. П. Киреев. – М., 2002.
4. Колесов В. П., Кулаков М. В. Международная экономика [Текст]: учебник / В. П. Колесов, М. В. Кулаков. – М.: ИНФРА-М, 2004. – 472 с.
5. Кудров В. М. Мировая экономика [Текст]/ В. М. Кудров. – М.: БЕК, 2007. – 451 с.
6. Международная экономическая интеграция [Текст] учебное пособие / Под ред. д.э.н., проф. Н. Н. Ливенцева. – М.: Экономистъ, 2006.
7. Рыбалкин В. Е. , Щербанин Ю. А. и др. Международные экономические отношения [Текст]: учебник для вузов / Под ред. В. Е. Рыбалкина. – М.: ЮНИТИ- ДАНА, 2004. – 498 с.
8. Жуков Е. Ф. , Капаева Т. И. и др. Международные экономические отношения [Текст]: учебник для вузов / Под ред. проф. Е. Ф. Жукова – М.: ЮНИТИ- ДАНА, 2006. – 485 с.
9. Миклашевская Н. А., Холопов А. В. Международная экономика [Текст]/ Н. А. Миклашевская, А. В. Холопов. – М.: ДиС, 2004. – 352 с.
10. Мировая политика и международные отношения [Текст]: учебное пособие / Под ред. С. А. Ланцева, В. А. Ачкасова. – СПб.: Питер, 2005. – 100 с.

11. Мировая экономика [Текст]: учебник / Под ред. проф. А. С. Булатова. – М.: Экономистъ, 2003. – 734 с.
12. Мировая экономика: Экономика зарубежных стран [Текст]: учебник / Под ред. д.э.н., проф. В. П. Колесова и д.э.н., проф. М. Н. Осьмовой. – М.: Флинт, 2008.
13. Основы внешнеэкономических знаний / Под ред. И.П. Фаминского. – М.: Международные отношения, 2006.
14. Россия: интеграция в мировую экономику [Текст]: учебник / Под ред. Р. И. Зименкова. – М.: Финансы и статистика, 2003. – 429 с.
15. Сергеев П. В. Мировая экономика [Текст]: учебное пособие / П. В. Сергеев. – М., 2007.
16. Спиридонов И. А. Мировая экономика [Текст]/ И. А. Спиридонов. – М.: ИНФА, 2002. – 255 с.
17. Трухачев В. И., Лякишева И. Н., Ерохин В. Л. Международная торговля [Текст]: учебное пособие / В. И. Трухачев, И. Н. Лякишева, В. Л. Ерохин. – М.: Финансы и статистика, 2006. – 416 с.
18. Хасбулатов Р. И. Мировая экономика. В 2 Т. [Текст] / Р. И. Хасбулатов. – М.: Экономика, 2005.

List of Internet Resources

1. <http://www.worldbank.org>
2. <http://www.wto.org>
3. <http://www.ec.org>
4. <http://www.imf.org>
5. <http://www.reuters.com>
6. <http://unido.org>
7. <http://oecd.org>
8. <http://www.imemo.ru>
9. <http://www.ecsn.ru>
10. <http://www.m-economy.ru>
11. <http://www.globalaffairs.ru>

Recommended Periodicals (in Russian)

1. Газета «Ведомости». [Электронный ресурс] – Режим доступа: <http://www.vedomosti.ru/>
2. Газета «Экономика и жизнь». [Электронный ресурс] – Режим доступа: <https://www.eg-online.ru/>
3. Журнал «Банковское дело». [Электронный ресурс] – Режим доступа: <http://www.bankdelo.ru/>

4. Журнал «Россия в глобальной политике». [Электронный ресурс] – Режим доступа: <http://www.globalaffairs.ru/>
5. Журнал «Внешняя торговля». [Электронный ресурс] – Режим доступа: http://elibrary.ru/title_about.asp?id=8574
6. Журнал «Вопросы экономики». [Электронный ресурс] – Режим доступа: <http://www.vopreco.ru/>
7. Журнал «Деньги и кредит». [Электронный ресурс] – Режим доступа: <https://www.cbr.ru/publ/?PrtId=moneyandcredit>
8. Журнал «Проблемы современной экономики». [Электронный ресурс] – Режим доступа: <http://www.m-economy.ru/>
9. Журнал «Мировая экономика и международные отношения». [Электронный ресурс] – Режим доступа: <http://www.imemo.ru/jour/meimo>
10. Журнал «Российский экономический журнал». [Электронный ресурс] – Режим доступа: <http://www.re-j.ru/>
11. Журнал «Рынок ценных бумаг». [Электронный ресурс] – Режим доступа: <http://www.rcb.ru/>
12. Журнал «Финансы». [Электронный ресурс] – Режим доступа: <http://www.finance-journal.ru/>
13. Журнал «Экономические науки». [Электронный ресурс] – Режим доступа: <http://ecsn.ru/>
14. Журнал «Эксперт». [Электронный ресурс] – Режим доступа: <http://expert.ru/>

2.4

GLOBAL ECONOMICS

Paolo Paesani
Gustavo Piga

University:	University of Rome Tor Vergata
Title:	Global Economics
Instructors:	Professor Paolo Paesani and Professor Gustavo Piga
Time and Location:	2015/2016, Global Governance Program
Office hours:	9 credits ECTS. Bachelor Degree

Overview (Course Description)

The course aims at stimulating the student to analyze and critically evaluate the main global economic issues and their impact on individuals, companies and public institutions. A non-exhaustive list of the topics covered in the course includes: competitive markets and market failures, national and transnational production, labor market and migration, international trade, growth, inflation, money and finance, macro and microeconomic policy.

Methods of Instruction

A wide variety of formal and practical teaching techniques and materials will be used, with a strong emphasis on the interaction between teachers and students in class.

The final exam consists of a written part and an oral part. During the course there will be 3 midterm sessions: 26–30 of October, 16–20 of November, 14–18 of December. Students who pass the three midterms exams with a GPA higher or equal to 18/30 and accept this grade are admitted to the oral exam directly. Students who do not take the three midterms exams or take them and fail must take and pass the written exam at the end of the course in order to be admitted to the oral exam.

Course Plan

Topic 1. Supply and Demand

Topic 2. Competitive Markets and Monopoly

Topic 3. Market Failures

Topic 4. Theory of Production and Theory of Costs

Topic 5. Labor Market and Migration

Topic 6. Transnational Production and Global Supply Chains

Topic 7. GDP, Growth and Inflation, Aggregate Demand

Topic 8. Introduction to National Accounts

Topic 9. Money, Banks and Financial Markets

Topic 10. Fiscal and Monetary Policy

Topic 11. International Trade and Protectionism vs. Free Trade

Topic 12. International Finance and the Foreign Exchange Market

Topic 13. Understanding Current Macroeconomic Crises

Readings Required

Perloff J. M. *Microeconomics*(Pearson). 5th edition. 2008. Selected chapters.

Hoover K. *Applied Intermediate Macroeconomics*. Cambridge University Press, 2012. Selected chapters.

Additional reading materials will be made available to the students by the course instructor.

Additional material includes: official bulletins, research reports, quality economic press.

Students can purchase copies of the required reading materials in the copy-shop located in the entrance of building B.

Invited guests in the course of the Academic year: Prof. Marcel Timmer, University of Amsterdam, on the role of global supply chains to measure national economic activity.

2.5

GLOBAL ECONOMY AND MULTINATIONAL COMPANIES

Giovanni Balcet

University:	University of Turin
Title:	Global economy and multinational companies
Instructor:	Professor Giovanni Balcet
Time and Location:	2015/2016, Department of Economics and Statistics “Cognetti di Martiis”
The Valence/Credits:	9 credits ECTS. Master’s Degree

Prerequisites

Basic knowledge in economics, economic policy and international economics are needed.

Learning Objectives (Course Objectives)

The students will acquire the conceptual tools to analyze the globalization of economy, with special reference to the multinational corporation as a major actor, and to its policy implications.

Learning Outcomes

The students will learn how to use the analytical tools acquired during the course:

- knowledge and capacity to analyze empirically and theoretically
- capacity to apply the acquired knowledge to specific industry and country case studies

- capacity of autonomous assessment and evaluation
- ability to write a short, consistent and comprehensive paper
- capacity to assimilate and develop the contents of the course

Methods of Instruction

Lessons

Seminars on specific topics

Written exam (focused questions)

Presentation and discussion of a paper

Course Plan

1. Global economy, myths and realities
2. Dimensions of globalization
3. Foreign direct investments and multinational corporations: theories
4. History of the multinational corporation
5. Global industry and global finance
6. Globalization and crisis
7. International joint ventures and non-equity forms of internationalization
8. Economic policies, regional integration and globalization
9. Globalization, technology and innovation
10. The role of emerging economies: new multinationals
11. Multinational strategies in Asia: China and India
12. Global and regional value chains
13. Multinational strategies in the automotive industry
14. Italy in the global economy
15. Policy issues: attractively policies

Readings Required

Itto-Gillies G. Transnational corporations. London: Routledge, 2008.

World Investment Report 2015 // UNCTAD, UN, Geneva. URL: <http://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=1245>

Andreff W., Balcet G. Emerging countries' multinational companies investing in developed countries: at odds with the HOS paradigm? // The European Journal of Comparative Economics. 2013. Vol. 10. No. 1.

Goldstein A. Multinational Companies from Emerging Economies. New York: Palgrave, 2007. URL: <http://www.palgraveconnect.com/pc/doifinder/view/10.1057/9780230206335>

2.6

GLOBALIZATION AND COMPETITIVENESS: GLOBAL VALUE CHAINS

Stefano Micelli
Giulio Buciuni

University:	Venice International University
Title:	Globalization and Competitiveness: Global Value Chains
Instructors:	Stefano Micelli, Associate professor in Business Economic and Management, Ca' Foscari University; Giulio Buciuni, Post-doctoral Research Fellow, Ca' Foscari University
Time and Location:	2015, Venice International University

Overview (Course Description)

In the last fifteen years, economic integration has been moving faster and farther throughout the world, triggering substantial discussion on globalization and its consequences for businesses and industries. Particular attention has been dedicated to a variety of topics related to international management and regional competitiveness and development. The course aims at framing the debate on globalization by highlighting the impacts of the international integration of markets for goods, labor and technologies on firms, territories and local production systems.

Requirements and Grading

Required reading will be designated on a weekly basis according to the themes listed in the course outline. Students will be expected to do the required reading and to attend class on a regular basis, as attendance is compulsory for all the participants.

Field trips for members of the class will be arranged. In addition to the 40 hours of in-class tuition, Globalization Program students must accumulate a minimum of 40 hours in seminars, field trips and VIU lectures. Participation in seminars, field trips and guest lectures is highly recommended to Semester Program students, although it is not compulsory.

Learning Objectives (Course Objectives)

The course aims at framing the debate on globalization by highlighting the impacts of the international integration of markets for goods, labor and technologies on firms, territories and local production systems.

The goal of this course is to familiarize students with the strategic options and challenges businesses and industrial systems face in the global economy. Towards this goal, the course will expose students to current concepts, frameworks and theories relevant to the study of firms' international development. The global value chains (GVCs) approach will be used as an analytic and interpretive tool for understanding paths of economic growth for both organizations and local production systems.

Students will be encouraged to undertake interdisciplinary team research projects focusing on global industries and related issues.

Course Plan and Readings Required

Week 1

Rethinking competition in a globalizing economy

References

Lesson 1 – Is globalization an irreversible path?

Friedman T. The World Is Flat. New York: Picador, 2005. Pp. 3–21.

Ghemawat P. Why the World Isn't flat // Foreign Policy. 2007.03.01.

Lesson 2 – Competing in the global economy: opportunities, threats, and trade-offs

Spence M. The Impact of Globalization on Income and Employment // Foreign Affairs. 2011. Vol. 90. No. 4.

Week 2

Fragmentation of production and offshore outsourcing

Reference

Lesson 3 – What should we think about offshore outsourcing?

Blinder A. Offshoring: The Next Industrial Revolution? // Foreign Affairs. March/April 2006.

Friedman T. Average Is Over. The New York Times. 2012.01.24.

Lesson 4 – What can we gain from a value chain analysis?

Contractor F.J., Kumar V., Kundu S.K., Pedersen T. Reconceptualizing the Firm in a World of Offshoring and Outsourcing: The Organizational and Geographical Relocation of High-Value Company Functions // Journal of Management Studies. 2010. Vol. 47. No. 8.

Kaplinsky R., Morris M. A Handbook for Value Chain Research. Brighton: Institute of Development Studies, 2001. Pp. 4–10; 22–23.

Week 3

The theory of global value chains (GVCs)

References

Lesson 5 – Governance and upgrading in global value chains (GVCs)

Gereffi G., Humphrey J., Sturgeon T. The governance of global value chains // Review of International Political Economy. 2005. Vol. 12. No. 1.

Lesson 6 – value chains: Zara Managing global case study

Tokatli N. Global sourcing: insights from the global clothing industry – the case of Zara, a fast fashion retailer // Journal of Economic Geography. 2008. Vol. 8. No. 1.

Week 4

Innovation in manufacturing GVCs

References

Lesson 7 – Rethinking the role of manufacturing in GVCs

Buciuni G., Coro' G., Micelli S. Rethinking Manufacturing in Global Value Chains. An International Comparative Study in the Furniture Industry // Industrial and Corporate Change. 2013. Vol. 23. No. 4.

Lesson 8 – Uno Contract

Guest lecturer: Mauro Tabaro, CEO of Uno Contract

Week 5

What's the nexus between industrial clusters and GVCs?

References

Lesson 9 – Industrial clusters and GVCs

Bair J., Gereffi G. Local Clusters in Global Chains: The Causes and Consequences of Export Dynamism in Torreon's Blue Jeans Industry // World Development. 2001. Vol. 29. No. 11.

Lesson 10 – Alfred Marshall alive and well?

Readings will be provided by the lecturer.

Week 6

Doing research in GVC

References

Lesson 11 – Team project set up

Lesson 12 – Value chain globalization in project manufacturing industries

Guest lecture: Dott. Ruggero Golini (University of Bergamo and Politecnico Milano)

Week 7

Doing research in GVC

References

Lesson 13 – How do SMEs establish cross-border relationships? A GVCs perspective

Buciuni G., Mola L. How Do Entrepreneurial Firms Establish Cross-Border Relationships? A Global Value Chain Perspective // Journal of International Entrepreneurship. 2014. Vol. 12. No. 1.

Lesson 14 – Mid-term examination

Week 8

‘Made in Italy’ in the global economy

Lesson 15 – Design Apart

Guest lecture: Prof. Stefano Micelli (Ca’ Foscari University of Venice)

Lesson 16 – Lamami

Guest lecturer: Andrea Girolami, Founder of Lamami

Week 9

Entrepreneurship and start-ups: does localism still matter?

References

Lesson 17 – Ferriveloci

Guest lecturer: Gianmaria Citron, Founder of Ferriveloci

Lesson 18 – Entrepreneurship and Upgrading

Guest lecture: Prof. Vladi Finotto (Ca’ Foscari University)

Week 10

Design thinking

References

Lesson 19 – MagisDesign

Guest lecturer: Eugenio Perazza, Founder and President of Magis Design

Lesson 20 – Team project and individual essay follow up

Week 11

Green economy: between marketing and social responsibility

Lesson 19 – The role of lead firms in fostering environmental innovation

Guest lecture: Dott. Valentina De Marchi (University of Padua)

Lesson 21 – Progetto Quid

Guest lecture: Anna Fiscale, Founder of Progetto Quid

Week 12

Team project presentation

Lesson 22 – In-class presentation

Lesson 23 – In-class presentation

2.7

ECONOMIC GLOBALIZATION AND HUMAN RIGHTS

Roberto Antonietti

University:	University of Padua
Title:	Economic Globalization and Human Rights
Instructor:	Associate Professor Roberto Antonietti
Time and Location:	2015/2016, Department of Economics and Management
Credits:	150 hours, 6 credits ECTS. First semester, Master's Degree

Overview (Course Description)

The course will primarily address the issue of the impact of production globalization on the level of socio-economic development of countries and territories. Emphasis will be placed on the economic role of multinational enterprises (MNE), foreign direct investments (FDI) and off shoring strategies, and on their influence on the level of human development across the world.

Prerequisites

The course just requires mastery of English and of some basic concepts of microeconomics, macroeconomics and national accounting.

Requirements and Grading

The final evaluation will be mainly based on:

- the capability of students to fully understand and critically analyze the concepts and the literature presented in the classrooms or assigned at home

- students' ability to prepare and effectively present the subjects assigned
- students' active participation in classroom
- in case, students' ability to work in teams

Learning Outcomes

At the end of the course, students should be able to find and analyze data and statistics concerning the globalization of production and the main human development indicators.

In addition, students should acquire the skills for a critical evaluation of the socio-economic impact of production globalization processes, with a focus on multinationals, foreign direct investments and off shoring strategies.

Methods of Instruction

For attending students, the final exam will be a team effort. This, in turn, will be made of writing and presenting a paper on a specific subject assigned in class.

For non-attending students, the final exam will consist in the oral discussion of the chapters indicated in the reference list AND of one of the case studies (chapters) suggested in the reference list for NON-ATTENDING STUDENTS ONLY.

Points 1, 2 and 3 of the program will be mainly developed through frontal lectures, through the presentation of Power Point slides.

Point 4, instead, will be developed by students in a laboratory-like framework. On specific subjects, oral (Power Point) presentations, disputes between speakers for Vs against the motion, and team works will be considered.

Seminars and/or meeting with experts will be also provided.

Course Plan

The course will touch the following topics:

1. Production globalization and human development: definitions, data sources, trends and stylized facts.
2. Review of the determinants and strategies of international transfer of production.
3. Review of the effects of FDI and MNEs on the economic development of hosting territories.
4. Analysis of the social impacts determined by MNEs activities, with a focus on corporate social responsibility (CSR) aspects, human rights, labour markets and indigenous business promotion.

Readings Recommended

Navaretti G. B., Venables A. J. Multinational firms in the world economy. Princeton: Princeton University Press, 2006. Chapters 1, 2, 6, 7, 8.

Dunning J. H., Lundan S. M. Multinational enterprises and the global economy (II edition). Cheltenham: Edward Elgar, 2008. Part I: Chapters 1, 2, 3, 4 and 6. Part III: Chapters 13, 16 and 18.

Giuliani E., Macchi C. Multinational corporations' economic and human rights' impact on developing countries: a review and a research agenda // Cambridge Journal of Economics. 2014. Vol. 38. No. 2.

Fiaschi D., Giuliani E. The impact of business on society: exploring CSR adoption and alleged human rights abuses by large corporations. University of Pisa: Department of Economics and Management, 2012. Discussion Paper No. 155.

Fiaschi D., Giuliani E., Macchi C., Murano M., Perrone O. To abuse or not to abuse. This is the question. University of Pisa: Laboratory of Economics and Management, 2011. LEM Working Paper 2011/13.

Iammarino S., McCann P. Multinationals and economic geography. Cheltenham, UK: Edward Elgar, 2013. Chapters 2 and 6.

UNCTAD, World investment report (2011, 2014). New York and Geneva: United Nations. URL: <http://unctad.org/en/pages/DIAE/World%20Investment%20Report/WIR-Series.aspx>

OECD, Measuring globalization: OECD economic globalization indicators. Paris: OECD, 2010.

Iyanda O. The impact of multinational enterprises on employment, training and regional development in Namibia and Zimbabwe. Geneva: International Labour Office (ILO), 1999. Working Paper No. 84. FOR NON-ATTENDING STUDENTS ONLY (available online).

Fashoyin T., Herbert A., Pinoargote P. Multinational enterprises in the plantation sector: labour relations, employment, working conditions and welfare facilities. Geneva: International Labour Office (ILO), 2000. Working Paper No. 93. FOR NON-ATTENDING STUDENTS ONLY (available online).

Kirsch S. Mining and environmental human rights in Papua New Guinea // Transnational corporations and human rights / Ed. by J.G.Frynas and S. Pegg. New York: Palgrave Macmillan, 2003. Chapter 6. FOR NON-ATTENDING STUDENTS ONLY (available on request).

Frynas J. G. The oil boom in Equatorial Guinea // African Affairs. 2004. Vol. 103. No. 413. FOR NON-ATTENDING STUDENTS ONLY (available online or on request).

Fabig H., Boele R. Timber logging in Clayoquot Sound, Canada: community-corporate partnerships and community rights // Transnational corporations and human rights / Ed. by J. G. Frynas and S. Pegg. New York: Palgrave Macmillan, 2003. Chapter 9. FOR NON-ATTENDING STUDENTS ONLY (available on request).

2.8

ECONOMICS OF INNOVATION

Cristiano Antonelli

University:	University of Turin
Title:	Economics of Innovation
Instructor:	Assistant Professor Cristiano Antonelli
Time and Location:	2015/2016, Department of Economics and Statistics “Cognetti di Martiis”
The Valence/Credits:	9 credits ECTS. Master’s Degree

Overview (Course Description)

The command of the different approaches articulated in economics to analyzed technological change as an endogenous process and ability to elaborate connections and interdependences among them

Learning Objectives (Course Objectives)

To provide the tools to analyze the causes and effects of the generation of technological knowledge and the introduction of innovations as economic processes

Methods of Instruction

Class work includes teaching, seminars of experts and guided expositions of the students

Course Plan

The foundations of the economics of innovation: from the classical legacies to the economics of complexity. Introduction:

1. The discovery of the residual: total factor productivity
2. The direction of technological change
3. The classical legacies: Marx and AdamSmith
4. Innovation and competition: the Schumpeterian legacy
5. The Marshalling legacy: knowledge externalities
5. Innovation and knowledge: the arriving legacy.
6. The evolutionary approaches
7. Irreversibility
8. Procedural rationality
9. Localized learning
10. Technological change as a meta-factor substitution

Readings Required

Antonelli C. Localized Technological Change. Towards the Economics of Complexity. London: Routledge, 2008.

Antonelli C. The Economic Complexity of Technological Change. Cheltenham: Edward Elgar, 2011.

2.9 GLOBAL SOURCING

Giovanni Vaia

University:	Ca' Foscary University
Title:	Global Sourcing
Instructor:	Giovanni Vaia, Researcher at Ca'Foscary University
Time and Location:	2015/2016, 2nd term
The Valence/Credits:	30 hours, 6 credits ECTS. Master's Degree

Overview (Course Description)

This course applies the method of “learning by doing” where interaction and proactivity are highly appreciated. Students will have the unique opportunity to put into practice the knowledge acquired during activities held in class and on-line classes. As part of the learning process, students will do a group project, which refers to the creation of an app that can be published in Play Store, in order to better understand better how to manage an online project. Best ideas will be awarded with a financial aid, endowed by firms involved in this activity.

The course will host some outstanding experts from the digital world for creating greater synergies between the business world and the best students.

This is a blended course known as a mixed-mode course, where a portion (50%) of traditional face-to-face instruction is replaced by on-line learning classes on Ca' Foscari platform moodle.unive.it.

Global Sourcing is a procurement strategy to find cost efficient locations for delivering products or services across geopolitical boundaries. Common examples are labor-intensive manufactured products, call centers with low-cost English speaking workers, and IT work performed by low-cost programmers in Eastern Europe. This process involves our daily life more than one can imagine, and therefore this course will open a new window for new possibilities.

Learning Objectives (Course Objectives)

The course aims at providing new perspectives of doing business in global contexts. It will analyze several sourcing models such as outsourcing, off shoring, and related terms to understand its role in international business strategies, which refer also to customer-supplier relationships.

Learning Outcomes

From the customer point of view, students will acquire the necessary knowledge to manage outsourcing and off shoring processes; they will be able to analyze which activities to keep in-house, called core activities, and which to delegate to third parties. Furthermore, the monitoring process is essential for achieving the desired results.

From the supplier point of view, how to manage and innovate the supply chain and how to choose the suppliers for the collaboration will be analyzed; different projects aims at different results, and therefore will require specific characteristics for specific tasks.

Methods of Instruction

50% of content and lessons are delivered via e-learning web applications and 50% are based on traditional classroom.

Course Plan

1. Introduction and overview of the global sourcing market
2. Sourcing models
3. Sourcing decisions: what and when to outsource / offshore
4. Country attractiveness for sourcing
5. Vendor perspective
6. Supplier knowledge, capabilities and strategies
7. Client perspective and the retained organization
8. IT outsourcing lifecycle and governance of outsourcing projects
9. Globally distributed teams
10. Crowd sourcing
11. Innovation in outsourcing

Readings Required

Module reading is based on the textbook: *Oshri I., Kotlarsky J., Willcocks L. P. The Handbook of Global Outsourcing and Off shoring*. 2nd edition. London: Palgrave Macmillan, 2011; and a selection of articles.

2.10

CULTURAL INDUSTRIES AND GLOBAL MARKETS

Enrico Eraldo Bertacchini

University:	University of Turin
Title:	Cultural Industries and Global Markets
Instructor:	Assistant Professor Enrico Eraldo Bertacchini
Time and Location:	2015/2016, Department of Economic and Statistics “Cognetti di Martiis”
The Valence/Credits:	9 credits ECTS, Master’s Degree

Learning Objectives (Course Objectives)

The aim of the course is to provide the tools for economic analysis, both theoretical and applied, of cultural sectors and markets of cultural products and services. The course aims also at providing the analytical tools to study and compare the development of cultural and creative industries in global markets.

Learning Outcomes

At the end of the course the student is expected to have acquired knowledge related to:

- The economic characteristics of cultural goods and services
- The evolution of markets for cultural products and the organization of creative industries
- The impact of the Internet and digitization on the production, access and dissemination of cultural content
- The effect of globalization on cultural production
- The role of cultural heritage and activities in local development strategies

At the end of the course the student is expected to have acquired skills in developing critical and autonomous analyses on:

- The organization of production and the dynamics of demand of cultural products and activities
- The valuation of cultural goods and their impact on local development

Methods of Instruction

Learning will be verified through written test and group work. Part I (6 credits): Written examination with 5 multiple choice questions and 2 open-ended questions. Part II (3 credits): group work writing an essay (3000–5000 words) or 2 open-ended questions.

Students on a voluntary basis may integrate the final examination through group work participating at a blogging activity. In the case the students are expected to regularly write short essays applying the concepts and analytical tools learned in class. This activity will provide a maximum of 3 points to be added to the written examination mark.

Course Plan

The program is divided into three parts.

The first part (3 credits) introduces to the basic and fundamental concepts and tools related to the economic characteristics of cultural goods and industries:

- Economic and cultural value in the definition of cultural capital
- Definition and measurement of cultural and creative sector
- Characteristics of cultural and creative activities
- Demand of cultural products
- Organization of production and supply of cultural goods
- Innovation, creativity and copyright in cultural industries

The second part (3 credits) will focus on the analyses of specific sectors of the cultural industries, with particular emphasis on their evolution in the global markets:

- The effect of globalization on cultural industries
- International trade flows of cultural goods and services
- The impacts of the Internet and digitization
- The movie industry
- The fashion industry
- Contemporary art markets

The third part (3 credits) addresses the role of cultural heritage and activities in local development strategies:

- Economic analyses of cultural heritage and museums
- Valuation methods of cultural goods

- Cultural districts, creative cities and creative atmosphere
- Measuring the impacts of investments in cultural projects
- Public intervention and cultural policies

Readings Required

For an overview of the main topics covered during the course refer to the following texts:

Bertacchini E., Santagata W. Atmosfera creativa. Un modello di sviluppo sostenibile per il Piemonte fondato su cultura e creatività. Bologna: Il Mulino, 2012.

Caves R.E. Creative industries: Contracts between art and commerce. Cambridge; London: Harvard University Press, 2000.

Santagata W. The Culture Factory: Creativity and the Production of Culture. Springer Science&Business Media, 2010.

Santagata W. Libro bianco sulla creatività in Italia (White Paper on Creativity in Italy). Milano: Università Bocconi Editore, 2009.

3

NON-STATE ACTORS IN A GLOBAL WORLD

3.1

NON-STATE ACTORS IN WORLD POLITICS

Marina Lebedeva

University:	Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation
Title:	Non-State Actors in World Politics (Master's degree course)
Instructor:	Professor Marina M. Lebedeva, Doctor of Political Science
Time and Location:	School of Political Science, Department of World Politics
Office hours:	72 academic hours, 3 credits ECTS. Master's Degree

Overview (Course Description)

The curriculum for the subject “Non-state actors in world politics” is prepared in accordance with the requirements of the compulsory minimum level of training, and a master of the Federal State educational standard of higher professional education in the field of “International Relations”.

The course enables students to acquire the knowledge and skills of analysing world political processes and international relations by understanding the interests, positions and activities of various actors, and the opportunities they have to implement their goals and interests. The course also examines the political processes that are brought about by the activities of the actors as well as the impact of these activities on changes in the political agenda. The course does not offer direct answers to pressing international-political issues of our time, for the simple reason that no such answers exist. The course provides students with the ability to pose questions, analyse the situation and act at minimum cost (“learning to live with the problem”).

Prerequisites

- 1) Know the structure and functioning of the modern world political system, the place of states and non-state actors and their main characteristics;

- 2) Be able to make a comparative analysis of the activities of non-state actors in the world arena;
- 3) Possess the ability to analyse the world political system and the activities of various actors in the international arena.

Requirements (Course Requirements)

- to understand the current state of the world political system and the role various actors play in it;
- to understand the “intertwinement” of state and non-state actors, the existence of hybrid actors;
- to identify the interests of various actors in world politics;
- to analyse the activities of actors in the world arena;
- to critically assess various theoretical schools and approaches in the field;
- to apply theoretical knowledge to analyse current problems caused by the activities of various non-state actors;
- to demonstrate analytical habits and skills;
- to identify the specific interests of various non-state actors with respect to various options for solving international problems;
- to identify the processes that are caused by the activities of various actors;
- to analyse changes in the current world’s political agenda;
- to be able to present problems and approaches to their solution in various types of documents (analytical memoranda, possible scenarios of development of events, etc.) as well as in reports and during the course of scientific-practical discussions;
- to be able to work with colleagues to raise problems and find solutions in conditions when there are no “ideal solutions”.

Learning Objectives (Course Objectives)

The main goal of the course is to provide training in the field of world politics and their main actors (above all, the economic actors in world politics), i.e. the participants actively engaged in modern political processes and shaping the world’s political system.

Learning Outcomes

- The ability to improve and develop one’s intellectual and cultural level ;
- The ability to think systemically and grasp international-political and diplomatic meanings and the significance of problems within the realm of professional activity;

- The ability to identify substantive facts in the flow of international political information and to group them in accordance with the tasks set;
- The ability to use the skills learned in practice to organize research and design and manage a team;
- The ability to acquire new knowledge and skills, including in new areas of knowledge not linked directly to the core activity, using information technologies and in practice;
- Develop creative thinking, professional initiative and an ability to initiate positive changes;
- The ability to assume responsibility and show leadership qualities;
- The ability to select the competences required from the total body of knowledge and skills of an International Affairs master's graduate according to the specific type of activity ;
- User-computer literacy to solve work-related tasks;
- Free orientation in the internet space and the use of its potential for professional ends;
- The ability to assess a given international situation and identify the initial data needed for completing tasks set by supervisors;
- The ability to write summaries and present opinions orally on international political problems with confidence;
- The ability to build an analytical research strategy and long- and medium-term plans of international activities, and assess risks;
- The ability to organize the work of a research group, including an international research group;
- The ability to find, gather and make a preliminary assessment of factual material and draw well-grounded conclusions;
- The ability to navigate contemporary world political trends and processes and understand the prospects and possible consequences for Russia;
- Knowledge and understanding of the logic of global processes and the development of the world political system of international relations considering their dependence on economics, history and law;
- Knowledge of world economic, environmental, demographic and migration processes, and an understanding of the mechanisms of interdependence between the planetary environment, the world economy and world politics .

Methods of Instruction

Class work, Independent Study

The course is interactive in nature. Students are given the opportunity to go into more detail on certain themes within the framework of the course.

Course Plan (Schedule of Topics and Assignments)

Topic 1. Evolution of the Political System and How the Actors Have Changed

Evolution of the political system and how the actors have changed. The world political system and how it relates to the system of international relations. The role of actors as structural elements of the world political system. Particular emphasis is placed on the role of non-state actors in the contemporary world political system. Further clarification of the concepts of “actor,” “subject” and “participant”.

1. The concept of the world political system.
2. The concept of “actor” and its role in the world arena. The parameters most suitable for assessing actors in world politics. Comparative analysis of their resources, goals, interests and internal organization.
3. The role of non-state actors.

Topic 2. States in the Current World and their Interaction with Non-State Actors

The state as the key actor in world politics, without which the modern world political system cannot exist. Classification of states with respect to the global system.

1. The state as the leading actor in the world arena. Characteristics of the modern-day state.
2. Criteria for defining differences between, and possible classifications of, states. Modern, pre-modern and post-modern states.
3. The problem of failed states and other problem states.
4. *Case study:* Analysis of the situation in Somalia

Topic 3. Intergovernmental Organizations and Institutions

The role of intergovernmental organizations in the modern world. Reform of the United Nations and other intergovernmental organizations. Problems connected with the development and reform of intergovernmental organizations, the emergence of new intergovernmental associations such as BRICS and the G20.

1. Intergovernmental organizations in world politics.
2. Reform of the United Nations.
3. Intergovernmental organizations in various spheres of world politics: security, economics and the humanitarian affairs. It would be desirable to take a look at new organizations, such as the Eurasian Union.
4. *Case study.* G20: agenda for tomorrow (students analyse the possible agenda for the next G20 summit)

Topic 4. International Non-Governmental Organizations and Protest Movements

The dramatic increase in the number of NGOs since the second half of the 20th century. Reasons for this increase. Focus on new phenomena (such as WikiLeaks) and forms of NGO activities. New phenomena

1. NGOs in the contemporary world: main development trends.
2. The WikiLeaks phenomenon.
3. The social networks phenomenon.
4. The activities of pirate political parties.

Case study. NGO activities to ban land mines.

Topic 5. Territorial Entities as Actors in World Politics. The Economic Character of a Territory's Activities

International activities of cities and regions within states and their role in the global world.

1. Versions of territorial entities and their features.
2. Regions within and across states.
3. Conditions that warrant regarding territories as actors.
4. The global city as an actor in world politics. The reason why the global city is emerging as a world actor. The modern and medieval city in the political system: similarities and differences

Case study. Students choose a territorial entity and consider its activity as an actor in world politics (the choice is agreed with the professor).

Topic 6. Business and Financial Institutions as Actors in World Politics

The role of business in world political processes, various business structures. Small and medium-sized enterprises are considered in addition to traditional transnational companies. Small and medium-sized enterprises have become increasingly transnational in recent years. The commercial aspect of the media and their impact on world politics.

1. Requirements for business as an actor in world politics. The problem of lobbying and corruption.
2. Examples of transnational companies as actors. Different interests of different businesses (for example, oil TNCs, new technologies transnational companies, etc.)
3. Financial structures as actors.
4. Small and medium-sized enterprises in modern world politics.
5. The role of media in world politics (commercial interests of media).

Case study. The activities of Islamic banks.

Topic 7. The Development of International Processes: Problems and Actions

Discussion of the impact of the processes of globalization, integration, democratization and opposite trends on the actors in world politics on the one hand, and how the actors themselves shape world political processes on the other.

1. Globalization, localization and isolationism: the interests and actions of various actors.
2. Integration and disintegration: the interests of various actors.
3. Democratic and authoritarian regimes: how various actors interact with them.
4. *Case study.* The 2005 vote on the European Constitution. Students analyse how different regions (for example, France) voted in the referendum.

Topic 8. Changes in the International Security Agenda

How changes in the world political system and the behaviour of actors impact changes in the security agenda. The role of business in conflict situations and in counter-terrorism.

1. The features of conflicts, their settlement and the attitudes of various actors.

2. Terrorism and the problem of non-proliferation.
3. Archaic and modern elements in modern warfare.
4. New developments in warfare.

Case study. The 2008 conflict in South Ossetia.

Topic 9. Changes in the International Agenda in the Field of Natural Resources and the Environment

The attitudes of various actors to environmental issues, migration and demographics.

1. Environment: the attitude of various actors.
2. Migration problems. Comparison of European and Russian migration problems.

Case study. The Copenhagen Climate Change Conference of 2009.

Topic 10. Changes in the International Humanitarian Agenda

The humanitarian sphere and prospects of its development. The activities of various non-state actors in the field of education, humanitarian aid, etc.

1. Humanitarian activities as “soft power”?
2. The education sphere: how actors and world politics impact the education sphere.
3. Humanitarian cooperation.

Case study. Education in the framework of the Bologna Process and the World Trade Organization. Delivery of educational services. Are there contradictions and how can they be resolved?

Topic 11. Interaction Among Actors and Changes in the World Political System

The issue of modern global governance. How actors should interact in the contemporary world. Problems connected with the real and potential role of non-state actors in global governance.

1. The problem of building a new political system.
2. The role of states as key actors in building the world political system.
3. The principles of global governance and the “distribution of roles” between actors.
4. *Case study.* Building the European security architecture: possible ways of managing it.

Readings Required

1. Негосударственные участники мировой политики [Текст] / Под ред. М. М. Лебедевой и М. В. Харкевича. – М.: Аспект Пресс, 2013. – 206 с.
2. Лебедева М. М. Мировая политика [Текст]/ М. М. Лебедева. – М.: КноРус, 2013 – 253 с.
3. Лебедева М. М. «Приватизация» мировой политики: локальные действия – глобальные результаты [Текст]/ Под ред. проф. М.М. Лебедевой. – М.: Голден-Би, 2008. – 279 с.

4. Метаморфозы мировой политики [Текст]/ Под ред. М. М. Лебедевой. – М.: МГИМО, 2012. – 505 с.
5. Густерин П. В. Санайская группа сотрудничества: результаты и перспективы [Текст] // Дипломатическая служба. 2009. № 2.
6. Лебедева М. М. Мировая политика в XXI веке: акторы, процессы и проблемы [Текст]/ М. М. Лебедева. – М.: МГИМО (У), 2009. – 142 с.
7. Современные глобальные проблемы мировой политики [Текст]/ Под ред. М. М. Лебедевой. – М.: Аспект-Пресс, 2009. – 255 с.
8. Сайты ООН. [Электронный ресурс] – Режим доступа: <http://www.un.org> и др. МПО.

Readings Recommended

- Мировая политика: учебное пособие [Текст] / Под общ. ред. С.В. Кортунова. – М.: Издательский дом ГУ-ВШЭ, 2007.
- Политическая система современного мира: новые реалии старые правила // Материалы V Конвента РАМИ. Под общей редакцией А. В. Торкунова. Редактор тома М. М. Лебедева. – М.: МГИМО, 2009. – С. 31–40.
- Лебедева М. М. Новые транснациональные акторы и изменение политической системы мира [Текст] // Россия в глобальном мире 2000–2011. Хрестоматия в 6-ти томах. Под ред. И. С. Иванова. – Том 1. – М.: Аспект Пресс, 2012. – С. 700–711.
- Кризис экономический или кризис мирополитический? [Текст] («круглый стол») // Вестник МГИМО–Университета. 2009. №5(8). С. 168–170.
- Суверенитет в век глобализации [Текст]/ Под ред. М. В. Ильина, И. В. Кудряшовой. – М.: МГИМО, 2010.
- Политическая система современного мира: новые реалии старые правила. [Электронный ресурс] – Режим доступа: http://www.risa.ru/images/5volumes/5konv-rami_t1_Lebedeva.pdf
- Ворота в глобальную экономику [Текст]/ Под редакцией О. Е. Андерссона и Д. Е. Андерссона; пер. с англ. под ред. В. М. Сергеева. – М.: Фазис, 2001. – 440 с.
- Беккин Р. И. Исламская экономическая модель и современность [Текст]/ Р. И. Беккин. – М.: Марджани, 2010. – 336 с.
- Бергер П., Хантингтон С. Многоликая глобализация [Текст] / Пер. с англ. В. В. Сапова; под ред. М. М. Лебедевой. – М.: Аспект-Пресс, 2004. – 382 с.
- Байков А. А. Сравнительная интеграция. Практика и модели интеграции в зарубежной Европе и Тихоокеанской Азии [Текст] / А. А. Байков. – М.: Аспект Пресс, 2012. – 253 с.
- Европейская интеграция [Текст]: учебник / Под ред. О. В. Буториной. – М.: Издательский Дом «Деловая литература», 2011. – 719 с.

- Метаморфозы мировой политики [Текст]/ Под ред. М. М. Лебедевой. – М.: МГИМО, 2012. – 505 с.
- Майоров М. В. Миротворцы: их опыта российских миротворцев [Текст] / М. В. Майоров. – М.: Международные отношения, 2007. – 157 с.
- Вишневский А. Г. Многополярность и демография [Текст] // Россия в глобальной политике. 2008. № 1. С. 18–32.
- Харрелл Э. Международная политическая теория и глобальная окружающая среда [Текст] // Теория международных отношений на рубеже столетий / Под ред. К. Буса и С. Смита. М.: Гардарики, 2002. – 362 с.
- Болонский процесс: проблемы и перспективы [Текст]/ Под ред. проф. М. М. Лебедевой. – М.: Оргсервис, 2006. – 208 с.
- Барабанов О. Н., Голицын В. А., Терещенко В. В. Глобальное управление [Текст]/ О. Н. Барабанов, В. А. Голицын, В. В. Терещенко. – М.: МГИМО, 2006. – 253 с.
- Лебедева М. М., Юрьева Т. В. Архитектура европейской безопасности: глобальный и региональный аспекты [Текст] / М. М. Лебедева, Т. В. Юрьева // Вестник МГИМО–Университета. 2011. №5. С. 122–131.

3.2

NON-STATE ACTORS IN WORLD POLITICS

Dmitri Pobedash

University:	Ural Federal University named after the First President of Russia B.N. Yeltsin
Title:	Non-State Actors in World Politics
Instructor:	Dr. Dmitri Pobedash, PhD (History), Senior Lecturer
Time and Location:	Department of the Theory and History of International Relations
Office hours:	108 hours, 3credits ECTS. Master's Degree

Overview (Course Description)

The module “Non-State Actors in World History” is linked to the courses in the general programme: “Megatrends and Global Problems”, “Russia’s Contemporary Foreign Policy Strategy and International Conflicts” and “Regional Subsystems of International Relations in the 21st Century”, and the courses in the professional programme: “Global Security” and “The Foreign Policy Process and the Formation of the Russian Federation’s Foreign Policy”.

The module allows students to acquire the advanced knowledge of global political processes and the analytical skills required for working in international relations in various public and private organisations.

Learning Outcomes

Students who successfully complete the module will demonstrate the following competencies and abilities: the ability to use basic philosophical knowledge to form worldviews; comprehend, analyse and synthesise information; think systematically; set goals and find ways to achieve them; identify the international political and diplomatic weight of problems and processes; interpret international information in

unique ways and carry out the appropriate analyses to resolve issues that a professional international relations expert would expect to face; understand the logic of global processes and the development of the world political system of international relations in the historical, economic and legal contexts.

At the end of the module “Non-State Actors in World Politics” students will be expected to know: the logic of global processes and the development of the world political system of international relations in the historical, economic and legal contexts; the fundamentals of international relations theory, including Russian and foreign schools of thought; the mechanisms of how the global economy and world politics influence each other; the fundamentals of analysing international processes; methods of carrying out project work in groups; and the mechanisms for resolving international conflicts.

Students will be expected to be able to: analyse and explain in a professional manner the Russian Federation’s positions on major international issues; use computer technology to solve the kinds of task that a professional international relations expert might face; think systematically; comprehend, analyse and synthesise information; set goals and find ways to achieve them; identify the international political and diplomatic meaning of problems; understand and analyse significant philosophical problems from a social and personal perspective; construct logical oral and written arguments clearly; work with materials from the media; compile reviews of published materials on given topics; find, collect and summarise material and draw sound conclusions; collect and process information necessary for the analysis of current international, regional and local political processes; process and systematise raw data; be conversant in global economic, demographic and migration processes.

Methods of Instruction

- Providing a firm grasp of the main fundamental skills of applied analysis of international situations;
- Providing experience in gathering and analysing information on the dynamics of the main characteristics of international security;
- Introducing methods of conducting an applied analysis of international and national security;
- Providing experience in analysing the current foreign policy of the Russian Federation and other countries using contemporary methods.

Course Plan (Schedule of Topics and Assignments)

Topic 1. Theoretical understanding of the role and place of non-state actors. Theoretical approaches to understanding the role of non-state actors in world politics. Neorealism, institutionalism, neoliberalism, critical theories.

Topic 2. Problems in defining international nongovernmental organisations and the history of their development. Defining international nongovernmental organisations. The diversity of private associations. Attempts to define the United Nations, the United Nations Economic and Social Council and the Union of International Associations. Different types of international nongovernmental organisations. The history of international nongovernmental organisations. The reasons for their appearance and the dynamics of their growth. Their role in the creation of the United Nations. Stages in the development of international nongovernmental organisations.

Topic 3. International nongovernmental organisations as a subject of international relations. The legal and financial status of international nongovernmental organisations. International nongovernmental organisations and intergovernmental structures. The place of international nongovernmental organisations in contemporary global politics. Examples of the activities of international nongovernmental organisations in various fields of international cooperation. Technical standardisation. The rules of war. Population policy. The position and role of women in society. Environmental protection.

Topic 4. The participation of international nongovernmental organisations in the political process. Methods of influencing them main actors in international relations. The activities of international groups at the domestic level. Just how independent are international nongovernmental organisations? “Hybrid” organisations. The monopolising activities of large international nongovernmental organisations. Criticisms of a number of international nongovernmental organisations. The role of international nongovernmental organisations in the decision-making process of intergovernmental organisations. Nongovernmental organisations and multinational corporations. Regulating the activities of nongovernmental organisations within the UN system. (Classifying nongovernmental organisations according to United Nations Economic and Social Council guidelines. Classifying nongovernmental organisations according to UNESCO guidelines). Allowing international nongovernmental organisations access to political discussions within the framework of the United Nations. Human rights and disarmament as political problems. The participation of international nongovernmental organisations in developing the basic documents of the United Nations. The problem of interaction among state and non-state actors in improving contemporary international relations. International regimes.

Topic 5. Terrorist movements as non-state actors in global politics. Working out a definition of terrorism. Morality and the law in combating terrorism. The history of “traditional” domestic and international terrorism. The origins and distinctive features of contemporary mega-terrorism. Types of political and religious extremism. Types of terrorist groups.

Topic 6. Mega-terrorism and weapons of mass destruction. The spread of nuclear technology and materials. The possibility and probability of carrying out terrorist attacks using weapons of mass destruction. International counter-terrorist organisations, agreements and regimes.

Example Essay Topics

1. The problem of defining non-state actors in world politics.
2. How the role and place of non-state actors in world politics has changed since the end of the 19th century.
3. The problem of interaction among state and non-state actors in improving contemporary international relations.
4. International regimes: theoretical approaches.
5. International regimes: the role of non-state actors.
6. The role and place of non-state actors in world politics in the 21st century: theoretical approaches and practical examples.
7. Neorealism: advantages and disadvantages of this approach in assessing the role of non-state actors.
8. Neoliberalism: advantages and disadvantages of this approach in assessing the role of non-state actors.
9. Social constructivism: advantages and disadvantages of this approach in assessing the role of non-state actors.
10. Neo-Marxism: advantages and disadvantages of this approach in assessing the role of non-state actors.

Example Exam Questions

1. How does the concept of global politics differ from the theory of “global neorealism”?
2. What proof do adherents of the concept to global politics have of the existence of a single global culture?
3. How are the dialectical relationships between global polity and systemic nation states reflected in the relations between intergovernmental organisations and international nongovernmental organisations?
4. How do adherents of the concept of global politics explain institutional isomorphism?
5. How is the interrelation between countries’ participation in intergovernmental organisations and international nongovernmental organisations changing?
6. What role do international non governmental organisations play in the competing models of global governance?
7. How do adherents of the micro-realist, macro-realist, micro-phenomenologist and macro-phenomenologist approaches determine the significance of culture and the place of the nation state in global politics?
8. Which weapons of mass destruction are more dangerous in terms of their potential use for terrorist activities?
9. What international regimes are aimed at combatting the proliferation of weapons of mass destruction?

10. How do international non-proliferation regimes fit in with national law?
11. How is the range of problems in the global war on terror reflected in the various theories of international relations?
12. What strategies can the state employ in the war against domestic and international terrorism?

Readings Required

1. Лебедева М. М. Мировая политика [Текст]: учебник для вузов / М. М. Лебедева. — 2-е изд., испр. и доп. — М.: Аспект Пресс, 2007. — 360, [2] с.
2. Лебедева М. М. Мировая политика в XXI веке: акторы, процессы, проблемы [Текст]: учебное пособие для вузов / Лебедева М. М. — М.: МГИМО, 2009. — 141 с.
3. Мировая политика и международные отношения [Текст]: учеб. пособие для вузов / Под ред. С. А. Ланцова, В. А. Ачкасова. — СПб.: Питер, 2008. — 443 с.
4. Олбрайт М. Религия и мировая политика [Текст]/ Мадлен Олбрайт при участии Билла Вудварда; пер. с англ. А. Денисов. — М.: Альпина Бизнес Букс, 2007. — 351, [1] с.
5. Павленко В. Б. Мифы «устойчивого развития». «Глобальное потепление» или «ползучий» глобальный переворот? [Текст] / В. Б. Павленко. — М.: ОГИ, 2011. — 942, [1] с.
6. Сакс Дж. Д. Конец бедности. Экономические возможности нашего времени [Текст]/ Джеффри Д. Сакс; пер. с англ. Николая Эдельмана. — М.: Изд-во Ин-та Гайдара, 2011. — 422, [1] с.
7. Современная мировая политика. Прикладной анализ [Текст]: учеб. пособие для студентов вузов / А. А. Бойков и др.; под ред. А. Д. Богатурова. — 2-е изд., исправленное и дополненное. — М.: Аспект Пресс, 2010. — 591, [1] с.

Readings Recommended

Articles available at <http://www.jstor.org>:

- Barnett M., Finnemore M. The Politics, Power, and Pathologies of International Organizations // International Organization. 1999. Vol. 53. No. 4. Pp. 699–732.
- Boli J., Thomas G. M. World Culture in the World Polity: A Century of International Non-Governmental Organization // American Sociological Review. 1997. Vol. 62. No. 2. Pp. 171–190.
- Carpenter C. Businesses, Green Groups and the Media: The Role of Non-Governmental Organizations in the Climate Change Debate // International

- Affairs (Royal Institute of International Affairs 1944–). 2001. Vol. 77. No. 2. Pp. 313–328.
- Charnovitz S. Nongovernmental Organizations and International Law // *The American Journal of International Law*. 2006. Vol. 100. No. 2. Pp. 348–372.
 - De Senillosa I. A New Age of Social Movements: A Fifth Generation of Non-Governmental Development Organizations in the Making? // *Development in Practice*. 1998. Vol. 8. No. 1. Pp. 40–53.
 - DiMaggio P. J., Anheier H. The Sociology of Nonprofit Organizations and Sectors // *Annual Review of Sociology*. 1990. Vol. 16. Pp. 137–159.
 - DiMaggio P. J., Powell W. W. The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields // *American Sociological Review*. 1983. Vol. 48. No. 2. Pp. 147–160.
 - Fisher W. F. Doing Good? The Politics and Antipolitics of NGO Practices // *Annual Review of Anthropology*. 1997. Vol. 26. Pp. 439–464.
 - Hasenfeld Y., Gidron B. Understanding Multi-Purpose Hybrid Voluntary Organizations: The Contributions of Theories on Civil Society, Social Movements and Non-Profit Organizations // *Journal of Civil Society*. 2005. Vol. 1. No. 2. Pp. 97–112.
 - Holtmann A. G. Theory of Non-Profit Firms // *Economica, New Series*. 1983. Vol. 50. No. 200. Pp. 439–449.
 - Huntington S. P. Transnational Organizations in World Politics // *World Politics*. 1973. Vol. 25. No. 3. Pp. 333–368.
 - Jackson B. The Role of Western Non-Governmental Organizations and Charities // *Medicine, Conflict and Survival*. 1993. Vol. 9. No. 3. Pp. 262–263.
 - Jacobson H. K., Reisinger W. M., Todd M. National Entanglements in International Governmental Organizations // *The American Political Science Review*. 1986. Vol. 80. No. 1. Pp. 141–159.
 - Keohane R. O., Nye J. S. Transgovernmental Relations and International Organizations // *World Politics*. 1974. Vol. 27. No. 1. Pp. 39–62.
 - Meyer J. W., Thomas G. M., Boli J., Ramirez F. O. World Society and the Nation-State // *The American Journal of Sociology*. 1997. Vol. 103. No. 1. Pp. 144–181.
 - *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations* / ed. by Michele M. Betsill and Elisabeth Corell. Massachusetts Institute of Technology, 2008.
 - Potter P. B. Relative Values of International Relations, Law and Organizations // *The American Journal of International Law*. 1960. Vol. 54. No. 2. Pp. 379–383.
 - Väyrynen R. Stratification in the System of International Organizations // *Journal of Peace Research*. 1970. Vol. 7. No. 4, Special Issue Prepared by Tampere Peace Research Institute. Pp. 291–309.
 - Weaver R. K. The Changing World of Think Tanks // *PS: Political Science and Politics*. 1989. Vol. 22. No. 3. Pp. 563–578.

3.3

NON-STATE ACTORS IN WORLD POLITICS

Dmitry Baluev

University:	Lobachevsky State University of Nizhny Novgorod – National Research University
Title:	Non-State Actors in World Politics
Instructor:	Professor Dmitry G. Baluev, Dean, Faculty for International Students
Time and Location:	International Relations Department
Office hours:	108 hours, 3 credits ECTS. Master’s Degree

Overview (Course Description)

The discipline is part of the main programme of the “International Relations” specialism, and an elective part of the main programme of the “Foreign Regional Studies” specialism.

The discipline is part of the general programme oriented towards the study of aspects of global political, economic and legal processes, as well as the problems of the entire world community and is a prerequisite for the majority of courses in the professional programme, which provide in-depth and applied study of many of the areas covered in this module.

Prerequisites

Before enrolling in the course, students are expected to have acquired the skills and competences provided by the main courses in the International Relations, Regional Studies and Political Science undergraduate programmes. These include the study of the theoretical foundations of international relations and international political systems (in particular “The History of International Relations,” “Theory of International Relations” and “World Politics”).

Requirements (Course Requirements) and Grading

Upon completion of this course, students will have acquired the following general cultural and professional-disciplinary competences:

The ability to use the main provisions and methods of the humanities and the social and economic sciences to solve social and professional tasks; a commitment to finding a practical application for scientific conclusions, observations and experiences drawn as part of the developing professional skills in the sphere of world politics and international relations;

Knowledge and understanding of the logic of global processes and the development of the world political system of international relations in the historical, economic and legal contexts;

An understanding of global economic, environmental, demographic and migration processes, as well as an understanding of the mechanisms of mutual influence of the planetary environment, world economics and world politics.

Grading

Superior:	Full and comprehensive understanding of the course material (events, data, key figures); first-rate knowledge of historical material and current world events; the ability to analyse world political and economic processes independently and in a well-argued manner
Excellent:	Mastery of the course material (events, dates, personalities); knowledge of current world events; the ability to analyse world political and economic processes independently and in a well-argued manner.
Very good:	A good understanding of the course material; a reasonable grasp of the main concepts; an understanding of the key patterns and problems of world politics.
Good:	A reasonable understanding of the course material; partial knowledge of events sufficient to have an idea of the main processes and global problems in the modern world.
Pass:	Knowledge of the key elements of the course; a general idea of the modern state of the world political system and the problems of world politics.
Fail:	A lack of knowledge of the course material; only a general idea of the subject matter.
Bad:	No idea of the subject matter and the problems of world politics.

Learning Objectives (Course Objectives)

The aim of the discipline is to introduce students to the features of the present-day political structure of the world and the role of non-state actors in the development of international relations.

Learning Outcomes

Students who successfully complete the module will be expected to:

- know the main theoretical models that describe global political processes; have a solid grasp of the modern system of international relations; and understand the nature of modern world politics. In addition, they must be familiar with the main trends of world development in the late 20th and early 21st centuries: globalization, integration. And they should know who the actors in international relations are: states, inter-governmental organizations, non-governmental organizations, transnational corporations;
- be able to identify the main factors and trends in the development of world political processes and critically assess various theoretical schools and approaches; be able to apply theoretical knowledge to analyse current problems in world politics, i.e., national relations, the environment, sovereignty and human rights, disarmament and arms control, settlement and prevention of conflicts, etc.;
- have an idea of the prospects of resolving the above-mentioned problems with due account of the world legal order, the development of international legal norms and trends in the modern world, and understand the role of non-state actors in world politics.

Methods of Instruction

Educational technologies used: information and problem-related lectures, lectures in the form of student-instructor consultations, lectures in the shape of press conferences, “business games”, “brain storming,” seminars, essay writing.

Course Plan (Schedule of Topics and Assignments)

Part 1. Non-state actors in world politics: main approaches to defining the subject

Topic 1. International Relations: essence, history of their emergence and evolution, main spheres and development dynamics. The essence, content and history of the emergence of international relations. Common concepts of international relations. The subjects and objects of international relations. States and their alliances in international relations. The political factor in international relations. The main theoretical concepts of the dynamics of international relations.

Topic 2. The Nature, Essence and Types of International Systems: factors that influence their formation and functioning. The features and main aspects of the systemic approach to the analysis of international relations. Types and structures of

international systems. The laws of the functioning and transformation of international systems. Non-state participants in international relations. Global and regional systems.

Topic 3. Modern International Political Mega-Trends. Globalization and its consequences. The information revolution and its results. International organized crime and international terrorism.

Topic 4. Global and Regional Organizations: goals, character and forms of activity. Global and regional international organizations in the modern system of international relations: features and classification. The goals and means of the activities of global and regional organizations. The procedures for creating and dissolving international organizations. The legal nature of international organizations; their powers and functions. The organs of international organizations. Decision-making practices of international organizations. Types of regional organizations. General competence regional organizations (the Organisation of African Unity, the Organization of American States, the CIS and others) and the characteristics of their functioning.

Topic 5. Foreign Policy Activities of States, International Organizations, Social and Political Movements and Other World Political Actors. World politics as the result of the activities of the main international actors. The concepts of “subject” and “actor” in world politics. The increased number of actors in international relations: traditional and new subjects, drivers of their foreign policy activities, spheres of their activities.

Part 2. The role of non-state actors in modern international relations

Topic 1. Non-state subjects of world politics in modern international relations. Main approaches to their definition.

Topic 2. Typology of non-state subjects of world politics

Topic 3. Dynamics of the changing role of non-state subjects of world politics. Modern ideas of the role of non-state subjects of world politics.

Final Exam Questions

1. World politics as the result of the activities of the main actors in international relations.
2. The concepts of “subject” and “actor” in world politics.
3. The general concepts of international relations. Subjects and objects of international relations.
4. The expanded number of participants (actors) in international relations: traditional and new subjects, the drivers of their foreign policy activities, spheres of activity.

5. Globalization and its consequences.
6. The information revolution and its results.
7. International organized crime and international terrorism.
8. Global and regional international organizations in the modern system of international relations: characteristics and classification.
9. The goals and means of the activities of global and regional organizations.
10. The procedures for creating and dissolving international organizations.
11. Types of regional organizations. General competence regional organizations (the Organisation of African Unity, the Organization of American States, the CIS and others) and the features of their functioning.
12. The typology of non-state subjects of world politics.
13. Dynamics of the changing role of non-state subjects of world politics.
14. Modern ideas of the role of non-state subjects of world politics.

Readings Required

1. Алтухов В. Многомерный мир третьего тысячелетия [Текст] / В. Алтухов // *Мировая экономика и международные отношения*. 2000. №7.
2. Балашов Ю. А, Балуев Д. Г., Хохлышева О. О., Иванов О. П, Колобов О.А., Лебедева М. М. и др. НАТО и Россия в глобальном гражданском обществе [Текст]: монография / Ю. А. Балашов и др. — М., Нижний Новгород: ННГУ, 2005. — 275 с.
3. Балуев Д. Г. Богатуров А. Д., Долгополова Н. А., Вотановская Е. А. и др. Россия в формировании международной системы профилактики распространения оружия массового поражения [Текст]: монография / Д. Г. Балуев и др. — М.: Институт проблем национальной безопасности РАН, 2008. — 205 с.
4. Балуев Д. Г., Новоселов А. А. «Серые зоны» мировой политики [Текст]: научное издание / Д. Г. Балуев, А. А. Новоселов / *Очерки текущей политики*. Выпуск 3. Москва: Научно-образовательный форум по международным отношениям, 2010. — 36 с.
5. Балуев Д. Г. Личностная и государственная безопасность: международно-политическое измерение [Текст]: монография / Д. Г. Балуев. — Н.Новгород: Изд.-во ННГУ, 2004. — 231 с.
6. Балуев Д. Г., Богатуров А. Д., Байков А. А. и др. Современная мировая политика: Прикладной анализ [Текст]: учеб. пособие для студентов вузов / 2-е изд, испр. — М.: Аспект Пресс, 2010. — 591 с.
7. Карташев В. А. Система Систем. Очерки общей теории и методологии [Текст] / В. А. Карташев. — М.: Прогресс-Академия, 1995. — 326 с.
8. Кастельс М. Информационная эпоха: экономика, общество и культура [Текст] / М. Кастельс; пер. с англ. под науч. ред. О. И. Шкаратана. — М.: ГУ ВШЭ, 2000. — 606 с.

9. Косолапов Н. Анализ внешней политики: основные направления исследований [Текст] / Н. Косолапов // *Мировая экономика и международные отношения*. 2002. №3.
10. Косолапов Н. Международные политические организации глобализирующего мира: модели на среднесрочную перспективу [Текст] / Н. Косолапов // *Общественные науки и совершенство*. 2001. №6.
11. Косолапов Н. Внешняя политика и внешнеполитический процесс субъектов международных отношений [Текст] / Н. Косолапов // *Мировая экономика и международные отношения*. 2000. №6.
12. Косолапов Н. Глобализация: сущностные и международно-политические аспекты [Текст] / Н. Косолапов // *Мировая экономика и международные отношения*. 2001. №3.
13. Косолапов Н. Международные отношения и мировое развитие [Текст] / Н. Косолапов // *Мировая экономика и международные отношения*. 2000. №2.
14. Косолапов Н. Международные отношения как специфический тип общения [Текст] / Н. Косолапов // *Мировая экономика и международные отношения*. 1999. №6.
15. Косолапов Н. МО и стабильность: кризис развития концепции [Текст] / Н. Косолапов // *Мировая экономика и международные отношения*. 1999. №4.
16. Новая постиндустриальная волна на Западе. Антология [Текст] / Под ред. В. Л. Иноземцева. — М.: Academia, 1999. — 631 с.
17. Тоффлер Э. Метаморфозы власти [Текст] / Э.Тоффлер; пер. с англ. — М.: Издательство АСТ, 2001. — 669 с.
18. Тоффлер Э. Шок будущего [Текст] / Э.Тоффлер; пер. с англ. Е. Руднева и др. — М.: АСТ, 2001. — 557 с.

Readings Recommended

- Балуев Д. Г. Приватизация военно-силовых функций государства: каковы перспективы? [Текст] // *Мировая экономика и международные отношения*. 2004. №3.
- Балуев Д. Г., Ротков Л. Ю., Новоселов А. А. Система информационного противодействия терроризму как часть миссии национального исследовательского университета: пример ННГУ // *Роль федеральных и региональных органов государственной власти, местного самоуправления, институтов гражданского общества, бизнес-сообщества и СМИ в формировании системы противодействия идеологии терроризма*. — М.: Университетская книга, 2010. [Электронный ресурс] — Режим доступа: http://kdm44.ru/public/pages/material_konferenzii_t1.pdf

Software and Internet Resources (in Russian)

Resources available at <http://crisisdata.info/courses/nstate/styled-11/index.html>

3.4 GLOBAL SOCIETY

Uzi Rabi

University:	University of Rome Tor Vergata
Title:	Global Society
Instructor:	Professor Uzi Rabi
Time and Location:	2015/2016, Global Governance Program
Office hours:	6 credits ECTS, Bachelor Degree

Overview (Course Description)

There will be attempts at getting closer to the sources of information in the Middle East by looking at local mainstream and social media, while again keeping in mind that significant changes tend to be evolutionary and often have roots that go deeper than today's 'headlines' would suggest. An emphasis will be given to globalization, media and civil society: the struggle over the Islamic message. New and old media is shaping the political, social and cultural milieu of a more interconnected Muslim world.

From the Twitter Revolution in Iran to the popular revolts in the Arab world, young protestors across the Muslim world relied on 21st century technology and social networking in an attempt to shape a more open and globalized Muslim world.

This course will explore how non-state actors compete over the political and cultural message of the Muslim world, through new and renewed social spaces, focusing on the Muslim middle class and new gender roles. These trends will help explain how competition is playing out between moderate and more radical visions of Islam, and demonstrate the limits of a civil society operating in the national and trans-national domains.

Requirements and Grading

There will be in-class discussions and a graded final exam. There will be an oral mid-term exam and a written final exam.

Learning Objectives

The goal of this course is to enable students to use and apply recent history of the Middle East and North African (MENA) region to everyday analysis that will reflect a deep understanding of contemporary events. This course is meant to help students speak with sharper focus and articulation about the issues and events of which they will be increasingly looked to as ‘experts’. Thus, student participation will be strongly encouraged in each class, and the end results will hopefully be the ability to see quickly changing day-to-day events as part of trends that may in some cases be novel or alarming, but nevertheless involve time-oriented processes that can be assessed on a deeper level than that of most journalism and news media.

Methods of Instruction

The course consists of 10 subjects. 2 meetings will be dedicated to each subject. Students are required to read the materials for every class and participate in every lecture, to arrive prepared and to continuously follow contemporary events in-depth, and to utilize the tools that have been gained throughout the course.

Course Plan

- Topic 1 The Arab Spring: Civil Society
- Topic 2 Muslim Networks and Civil Society
- Topic 3 Failed States
- Topic 4 The larger powers and the major geopolitical trends since 2011
- Topic 5 Iran – Revolution & Globalization
- Topic 6 A Virtual Shi’i Crescent?
- Topic 7 Muslim Networks in the West
- Topic 8 Islamic Economics and Islamic e-Business
- Topic 9 The Radical Islam and the Media in the Changing Middle East
- Topic 10 Minorities in a Changing Middle East

Readings Required

- Topic 1 *Machlis E.* The Arab State between Sectarianism, Nationalism, and Islamism // *Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring* /Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.

- Rania A.* How the Arab Spring Made Bin Laden an Afterthought // Time. 2011.05.02.
- Kevin R.* Keep the Faith with the Arab Spring // The Australian. 2011.05.20.
- Zewail A. H.* Pillars of Change in Egypt // Los Angeles Times. 2011.12.05.
- Topic 2 *Bahry L. Y.* The New Arab Media Phenomenon: Qatar's al-Jazeera // Middle East Policy. 2001. Vol. 8. Part 2.
- Abu-Lughod L.* Local Contexts of Islamism in Popular Media [electronic resource]. Amsterdam: Amsterdam University Press; Leiden: ISIM, 2006.
- Zahab M. A., Roy O.* Islamist Networks: The Afghan-Pakistan Connection / Translated by John King. London: Hurst, 2004. Pp. 47–71.
- Topic 3 *Ronen Y.* The Libyan “Arab Spring” and Its Aftermath: Challenges to State Order and National Cohesion // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Rabi U.* Heading Toward a “Failed State” // Yemen: Revolution, Civil War and Unification. London, New York: I.B. Tauris, 2015.
- Rabi U.* “The Arab Spring”: The Struggle for Yemen's Future // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Zisser E.* Syria: Between Dar'a and Suwayda: Communities and State in the Shadow of the Syrian Revolution // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Topic 4 *Fandy M.* Information, Technology, Trust and Social Change in the Arab World // Middle East Journal. 2000. Vol. 54. No. 3.
- Rabi U.* The Obama Administration's Middle East Policy: Changing Priorities // The Arab Spring / Ed. by C. Henry and J. Ji-Hyang. The Asan Institute for Policy Studies, 2012.
- Topic 5 *Iran Encountering Globalization: Problems and Prospects / Ed. By A. Mohammadi; foreword by F. Halliday.* London, New York: Routledge Curzon, 2003. Pp. 217–246.
- Litvak M.* The 1979 Iranian Revolution In Historical Perspective // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.

- Topic 6 *Gause F. G.* Conclusions: War and Alliance in the Persian Gulf // The International Relations of the Persian Gulf. Cambridge University Press, 2009.
- Parker J. D.* Lebanon in Crisis: The Specter of Sectarian Strife // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Rabi U., Friedman B.* The Geopolitical Dimension of Sunni-Shi'i Sectarianism in the Middle East // International Intervention in Local Conflicts: Crisis Management and Conflict Resolution Since the Cold War. London; New York: I.B. Tauris Publishers, 2010.
- Topic 7 Muslim Networks and Transnational Communities in and Across Europe / Ed. by S. Allievi, J. Nielsen. Leiden, Boston: Brill, 2003. Pp. 5–25.
- Shavit U.* The New Imagined Community: Global Media and the Construction of National and Muslim Identities of Migrants. Brighton [England]; Portland, Or.: Sussex Academic Press, 2009. Pp. 44–60.
- Topic 8 *Tuğal C.* Passive Revolution: Absorbing the Islamic Challenge to Capitalism. Stanford, Calif.: Stanford University Press, 2009. Pp. 1–13, 192–233.
- Rivlin P.* State Cohesiveness, Regime Stability, and the Economy in the Arab World // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Topic 9 Webman E. Al-Qa'ida and the "Arab Spring": Constraints and Opportunities // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Davji F.* Landscapes of the Jihad: Militancy, Morality, Modernity. Ithaca, New York: Cornell University Press, 2005. Pp. 87–111.
- Topic 10 *Tzoref M.* The Copts of Egypt: Fully Fledged Citizens or a New Dhimmi? // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.
- Bengio O.* From Victims to Victors: The Kurdish Challenge to the State in the Middle East // Inglorious Revolutions: State Cohesion in the Middle East after the Arab Spring / Ed. by B. Friedman and B. Maddy-Weitzman. Tel Aviv: The Moshe Dayan Center, 2014.

4

GLOBAL SECURITY

4.1

GLOBAL SECURITY AND CONFLICTS

Tatiana Yurieva

University:	Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation
Title:	Global Security and Conflicts
Instructor:	Dr. Tatiana V. Yurieva, Associate Professor
Time and Location:	Faculty of Political Sciences, Department of World Political Processes
Office hours:	72 academic hours, 2 credits ECTS. Master's Degree

Overview (Course Description)

The course “Global Security and Conflicts” aims at providing knowledge on global security as a complex system of interactions between various separate components in light of the two major world political processes – globalization and regionalization. An emphasis is put on the structure of global security in the post-bipolar world and on the political dimension of the key global security issues. Special attention will be paid to basic characteristics of post-bipolar conflicts. Another important focus will be on the methodology of applied political analysis of the global security issues. Answers will be sought to the question of the balance between traditional and new challenges to global security.

Requirements (Course Requirements) and Grading

Students will be required to attend no less than 90% of classes and to be prepared for class discussions. Conscientious reading of the assigned materials is compulsory. According to the Russian academic tradition students should scrutinise official texts and data first. Expert comments are welcome but only after official texts

and not instead of them. Students will also be required to participate in seminar discussions, to prepare not less than 1 presentation individually or in team and to present in due time 3 control written tests.

Grading Plan

- Class participation, tests – 30 %.
- Presentations for seminars – 30 %.
- Spoken exam – 40 %.

Learning Objectives (Course Objectives)

The main goal of the course is to provide students with basic knowledge of global security in the post-bipolar world as an emerging complex system of interactions between various (and in certain cases – competing) separate components.

Course Objectives

1. To introduce basic concepts and theories in security studies.
2. To orient students to understand the structure of emerging complex system of global security and modes of interactions at different security ensuring levels.
3. To give the students a concise picture of post-bipolar conflicts.
4. To provide students with methodology for applied political analysis of the current global security issues.

Learning Outcomes

The basic principle of the course is the conception of global security as an emerging complex system of interactions between various security actors.

Classes are generally held to promote discussion on contested security questions.

Teaching methods used include lectures, consultations, discussions and students' presentations in seminars. Three written control test ought to be prepared by the end of each part of the course.

By the end of this course students should be able to:

1. Apply basic theoretical approaches to global security in explaining current security situations.
2. Use matrixes for applied analysis of national security concepts and regional security models.
3. Assess the efficiencies and deficiencies of the existing political and legal frameworks of global security.

4. Give reasons to the prospects of arms control, conflict resolution and the fight against terrorism.
5. Search literature on global security issues.

Methods of Instruction

Types of work: lectures, seminars, presentations, spoken exam.

How to prepare presentations:

- The presentation should last no more than 10 minutes = 5 slides: the first one for the title, and the name of the author. The last one should have the list of literature. The three slides in the middle should have thesis of the topic.
- Main topic: author/authors of the theory, titles and dates of their basic publications (1 slide); essential ideas of the theory and the key words – “visit card” of the theory (1 slide); assessment of the “explaining potential” of the theory in the contemporary security context (1 slide).

Course Plan (Schedule of Topics and Assignments)

I. Basic Concepts and Theories in Security Studies

Topic 1. Introduction to the course. Introduction of the course’s goal and objectives. Explanation of the basic concepts in security studies: debates on the definition of security; the notion of “security paradigm”; concepts of “hard” and “soft” security; concept of “securitization” and its limits. An overview of the structure of the course. Methods of work.

Topic 2. Basic theories in security studies. An overview of basic theories in security studies: realism/neorealism, liberalism/neoliberalism (in particular – institutionalism), marxism and neomarxism, constructivist approaches. The emphasis is placed on the “explanatory potential” of the theories, i.e. on their relevance in the contemporary security environment.

Seminar. Comparative analysis of basic theories in global security studies. The main goal of the seminar is to outline the essential ideas of basic security theories and to assess their “explanatory potential” for the contemporary security issues.

Topics for discussion:

1. Realism and neorealism.
2. Liberalism and neoliberal theories (in particular – institutionalism).
3. Constructivist conception of international relations and security.

Topic 3. Evolution of the global security agenda in the post bipolar world.

Post-bipolar global security context. The end of the Cold War and the debate on the emerging new international system: concepts of unipolar, multipolar and

nonpolar worlds. The impact of globalisation and regionalization on the new security agenda for the XXI century. The evolution of security threats, challenges and risks. Characteristics of security actors. Balance of power, balance of interests and balance of values in the security context of the XXI century.

Seminar. Assessment of on going discussions on the post bipolar-world.

Topics for discussion:

1. The criteria of “polarity” of the world. World “poles” or world “centres”?
2. Assessment of arguments in favour of unipolar, multipolar and nonpolar worlds.

II. Structure of Global Security

Topic 1. National and regional dimension of global security. Matrixes for applied analysis of national security concepts and regional security models: how to use. Characteristics of nation-state as a security actor. Diversification of states in the post-bipolar world. Concepts of “national interest” and “common/shared values”. The culture of concepts/doctrines of national security. Matrix for comparative analysis of concepts/doctrines of national security: comments. Globalisation and regionalization in the modern security environment. The future of classic security alliances. Regional security regimes. Matrix for comparative analysis of regional security models: comments.

Seminar 1. National security concepts/doctrines: applied comparative analysis. Matrix for comparative analysis of concepts/doctrines of national security.

1. Characteristics of post-bipolar world (unipolar, multipolar and nonpolar, other or absent).
2. Hierarchy of threats to national security (internal, external, military, non-military).
3. Hierarchy of threats to regional, international and global security (if any).
4. Characteristics of security ensuring mechanisms (military, non-military; national, regional, international, others).

Seminar 2. Regional security models: applied comparative analysis.

Matrix for comparative analysis of regional security models.

1. Geographical/geopolitical limits of the region.
2. The state of regional consensus on the hierarchy of threats to regional security.
3. Presence/absence of regional shared (common) values.
4. Presence/absence of regional mechanisms/institutions regimes of ensuring regional security.

Topic 2. Political and legal frameworks of global security: contested problems. Governance of world politics as one of the major problems in the post-bipolar world. Governance in the emerging global security system: the potential and the reality. International law as the core legal framework of governance in global security: contest-

ed issues. Political frameworks of global security. The Organisation of United Nations (UN): the problem of its relevance in the emerging global security system.

Seminar. Problems of the UN reform.

Topics for discussion:

1. The UN Charter as a legal basis of governance in the sphere of international security: efficiency and deficiency.
2. The problem of the UN reform: what is to be reformed?

III. Key Issues of Global Security

Topic 1. Arms control: political aspects.

International regimes of arms control. Proliferation of weapons of mass destruction (WMD) as a threat to global security in the post-bipolar world. International regimes of control on WMD: Test Ban Treaty (PTBT – 1963); Treaty on the Non-Proliferation of Nuclear Weapons (NPT – 1968); Missile Technology Control Regime (1987), Comprehensive Test Ban Treaty (CTBT – 1995). Nuclear Weapons Free Zones. Problems of anti-missile defence: the actual state of play. Bilateral level: treaties and agreement between Russia and the US. Multilateral level: prospects of European anti-missile defence. Conventional arms control regimes - an overview.

Seminar. Current problems of antimissile defence.

Topics for discussion:

1. Anti-missile defence: the US perspective.
2. Anti-missile defence: the Russian perspective.
3. Anti-missile defence: the actual state of play.

Topic 2. Conflict resolution in the post-bipolar world. Post-bipolar conflicts: what's new? Classic international conflicts in the bipolar world. The changing nature of conflicts in the post-bipolar world: the predominance of various internal conflicts in sovereign states. Conflict resolution in the XXI century: contested problems of humanitarian interventions; the legitimatisation of the peace-keeping operations and of the use of force. Divergences between peace-keepers on the nature and ways resolution of post-bipolar conflicts as an emerging risk for global stability and international peace.

Matrix for applied analysis of the post-bipolar regional conflicts:

1. The source of the conflict:
 - the conflicting parties (conflicting actors);
 - the object of the conflict.
2. The stages of conflict:
 - military/nonmilitary, duration;
 - mediators/peacekeepers;
 - results at the moment of cease-fire .
3. Post-conflict resolution:
 - peace-keepers and their competitions (“who does what”);
 - actual state of play.

Seminar. Case studies: post bipolar regional conflicts. Comparative analysis of students' presentations on post-bipolar conflicts prepared according to the matrix.

Topic 3. Terrorism in the post-bipolar world. Evolution of the terrorist threat in the post-bipolar world. XXI century: from local to trans-national terrorism. Factors of transformation of terrorism into a threat to global security. Global terrorist networks. Contested issues of the fight against terrorism: the absence of a consented determination of terrorism; inefficiency of institutional and political mechanisms.

Seminar. Case studies: types of terrorist attacks at the boundary of XX and XXI centuries.

Topics for discussion:

1. Terrorism in the 1990s: local or global?
 - 1.1. The first Chechen war: the impact of trans-national terrorism.
 - 1.2. The Balkan crises in the 1990s: the impact of trans-national terrorism.
2. Terrorist attacks at the United States in September 2001: a new stage of evolution of the trans national terrorism.
3. Other manifestations of trans-national terrorism in 2001–20012: students are welcome to suggest topics of their interests.

Exam Topics

1. Basic concepts in security studies.
2. Realist approach to security studies.
3. Neorealist approach to security studies.
4. Liberal approach to security studies.
5. Neoliberal approaches to security studies.
6. Constructivist concepts of security.
7. Post-bipolar global security context: basic characteristics.
8. Assessment of on going discussions on the post-bipolar security agenda.
9. National security concept (by the choice of the student).
10. Model of regional security (by the choice of the student).
11. UN as an actor of global security.
12. Legal frameworks of ensuring global security: the level of efficiency.
13. International regimes of arms control: a concise overview.
14. Anti-missile defence: the US perspective.
15. Anti-missile defence: the Russian perspective.
16. Anti-missile defence: the actual state of play.
17. Post-bipolar conflicts: basic characteristics.
18. Post-bipolar conflict: case-study (by the choice of the student).
19. Terrorism as a threat to global security in the XXI century.

Readings Required

1. Security studies: a reader / ed. by C. W. Hughes, Lai Yew Meng. – London: Routledge, 2011. Part 1. What is Security?
2. Security studies: a reader / ed. by C. W. Hughes, Lai Yew Meng. – London: Routledge, 2011. Part 2. Security Paradigms.
3. Security studies: a reader / ed. by C. W. Hughes, Lai Yew Meng. – London: Routledge, 2011. Part 4. Security Frameworks and Actors. Part 5. The Future of Security.
4. Strategic Stability after the Cold War / forew. by A.A. Dynkin. – Moscow: IMEMO RAN, 2010.
5. Haass R. The Age of Nonpolarity // Foreign Affairs. 2008. No. 3.
6. Security studies: a reader / ed. by C. W. Hughes, Lai Yew Meng. – London: Routledge, 2011. Part 1. – 1.1, 1.3.
7. Security studies: a reader / ed. by C. W. Hughes, Lai Yew Meng. – London: Routledge, 2011. Part 4. – 4.3, 4.4, 4.6.
8. The UN Charter – any edition.
9. Lessons to be Learned from Non-Proliferation Failures and Successes / ed. by A. Nikitin. – Amsterdam: IOS Press, 2009.
10. Strategic Stability after the Cold War / forew. by A.A. Dynkin. – Moscow: IMEMO RAN, 2010.
11. SIPRI Yearbooks. URL: <http://www.sipri.org/yearbook/>
12. Security studies: a reader / ed. by C. W. Hughes, Lai Yew Meng. – London: Routledge, 2011. Part 3 – 3.4. Part 4 – 4.8.
13. Wright-Neville D. Dictionary of Terrorism. – Cambridge: Polity, 2010.

Readings Recommended

- Кулагин В. М. Современная международная безопасность [Текст]: учебное пособие / В. М. Кулагин. – М.: Кнорус, 2012. – 431 с.
- Hough P. Understanding Global Security. – London: Routledge, 2005.
- The Globalization of World Politics. An introduction to international relations. Second Edition. Edited by John Baylis and Steve Smith. – Oxford University Press, 2001. Part Two. Theories of world politics.
- Цыганков П. А. Теория международных отношений [Текст]: учебное пособие / П. А. Цыганков. – М.: Гардарики, 2002. – 400 с.
- Сергунин А. А. Российская наука международных отношений: новые направления [Текст]/ Под редакцией П. А. Цыганкова. – М.: Per Se, 2005. – Глава 9. Изучение международной безопасности.
- Morgenthau H. Politics among Nations. – Any edition.
- Waltz K. Theory of International Politics. – Reading, Mass.: Addison-Wesley, 1979.
- Krassner S. (ed.) International Regimes. – Ithaca: Cornell University Press, 1984.

- Rosenau J.N. *The Study of World Politics. Vol. 1 : Theoretical and methodological challenges.* – London: Routledge, 2006.
- Battsella D. *Théories des relations internationales.* – Paris: Press de Sciences PO, 2006.
- Linklater A. *The English school of international relations: a contemporary reassessment.* – Cambridge: Cambridge University Press, 2006.
- Little R. *The balance of power in international relations: metaphors, myths and models.* – Cambridge: Cambridge University Press, 2007.
- Nye J.S. *The future of power.* – New York: Public Affairs, 2011.
- *The Globalization of World Politics. An introduction to international relations. Second Edition.* Edited by John Baylis and Steve Smith. – Oxford University Press. Part Three. – 12.
- *Issues in World Politics / ed. by B. White, R. Little, M. Smith.* – 3d ed., revised, expanded and updated. – New York: Palgrave Macmillan, 2006.
- Sutch P. *International relations: the basics.* – London: Routledge, 2007.
- Kagan R. *The Return of History and the End of Dreams.* – London: Atlantic Books, 2008.
- Zakaria F. *The post-American world.* – New York: W.W. Norton & Company, 2008.
- Лавров С. В. *Россия и мир в XXI веке / С. В. Лавров // Россия в глобальной политике. 2008. №4. [Электронный ресурс] – Режим доступа: <http://www.globalaffairs.ru/printver/9970.html>*
- Хаас Р. *Эпоха бесполярного мира / Р. Хаас // Россия в глобальной политике. 2008. №4. [Электронный ресурс] – Режим доступа: <http://www.globalaffairs.ru/printver/9970.html>*
- *Globalization and conflict: national security in a “new” strategic era / ed. by R.G. Patman.* – London: Routledge, 2006.
- Лебедева М. М. *Современные государства в политической системе мира. [Текст] / М. М. Лебедева // Сравнительная политика. 2011. №4. С. 19–26.*
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- *The European Union and Global Governance: a Handbook* / ed. J.-U. Wunderlich, D.J. Bailey. – London: Routledge, 2011.
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- *Arms Control Today. 2010–2012.*
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- *SIPRI Yearbooks. 2008–2011* – any edition (see SIPRI website).
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Internet Resources

- Научная электронная библиотека eLIBRARY.RU. URL: <http://elibrary.ru>
- Cambridge University Press. Cambridge Core. URL: <http://journals.cambridge.org/>
- Websites of national ministries of foreign affairs and defence.
- Websites of regional security organisations and alliances.
- The UN website. URL: <http://www.un.org>
- SIPRI website. URL: <http://www.sipri.org>
- IMEMO website. URL: <http://www.imemo.ru>

Useful Links

- Научная электронная библиотека eLIBRARY.RU. URL: <http://elibrary.ru/defaultx.asp?>
- Cambridge University Press. Cambridge Core. URL: <http://journals.cambridge.org/>
- Keesings's World News Archive. URL: <http://www.keesings.com/>
- SIPRI. FIRST (Facts on International Relations and Security Trends). URL: <http://first.sipri.org>

4.2

MEGATRENDS AND GLOBAL SECURITY

Valeri Mikhailenko
Ekaterina Mikhailenko

University:	Ural Federal University named after the First President of Russia B. N. Yeltsin
Title:	Megatrends and Global Security
Instructors:	Dr. Valeri I. Mikhailenko, Doctor of History, Professor, Head of Department Theory and History of International Relations. Dr. Ekaterina B. Mikhailenko, Ph.D. (History), Associate Professor of Department Theory and History of International Relations.
Location:	Department Theory and History of International Relations
Office hours:	72 academic hours, 6 credits ECTS. Master's Degree

Overview (Course Description)

The programme encompasses analysis of the complex conflicting trends in international relations in the 20th century.

Prerequisites

The prerequisites for the course are “Methodology of Scientific Discourse in Contemporary International Relations”; co-requisites are: “Evolution of Contemporary International Relations and Foreign Policy of the Russian Federation”.

Requirements (Course Requirements) and Grading

For the course, students are expected to have knowledge of:

- current global development trends;
- world and regional leaders in the global arena;
- major international security threats.

Learning Objectives (Course Objectives)

The primary goal of the course is to provide students with knowledge of foreign policy and the economic aspects of evolution, as well as the prospects for a multi-polar world.

Learning Outcomes

Learning outcomes of the course include: the ability to analyse global processes as part of the global political system of international relations as determined by relevant historical, economic and legal factors; the ability to analyse the dynamics of the key characteristics of the international security environment. Students are expected to achieve the following competencies:

- the ability to work out a strategy for carrying out analytical research, developing long- and mid-term international activity plans and performing risk assessment;
- the ability to work with mass media resources and compile press reviews on a specific subject ;
- develop an insight into contemporary global political development trends and processes, an understanding of their potential and their possible consequences for Russia;
- the skills of tracing the dynamics of key international security environment characteristics and an understanding of their influence on Russia's national security;

Upon completion of the course, students are expected to:

have knowledge of:

- historical types of interaction between the world's leading nations at the turn of the 21st century and their evolution;
- development trends in the modern global economy;
- the nature of globalization and global governance;
- major institutions responsible for global governance processes;
- major factors and trends in the development of global governance elements;
- the global security agenda;
- contemporary international security threats and measures to balance them out;

achieve competency in:

- assessing the global impact of megatrends and global problems and their possible evolution;
- identifying adequate instruments to solve global problems;
- applying the acquired knowledge of megatrends and global problems in practice for the purpose of analysing issues in contemporary international relations;

- collecting and handling information required to analyse contemporary international, regional and local political processes;
- Demonstrate skills and experience in:
- applying the latest techniques and strategies of analytical reasoning and presenting results convincingly;
 - business communication in a highly educated international environment;
 - personal development and teamwork;
 - constructive critical assessment of the main theoretical approaches to globalization and global governance.

Methods of Instruction

The course incorporates frontal, group (interactive) and individual forms of teaching.

Active learning techniques: project work, case study, simulation games, problem based learning, teamwork.

The course includes the following learning activities: lectures (1/3); workshops (2/3).

Course Plan

1. Globalization and contemporary international relations: A theoretical Discourse

Topic 1. Globalization as a scientific problem. Content and history of the globalization process. Approaches to handling globalization process. Global studies as the study of globalization. Key approaches to “globalization”, the history of globalization. Elements and conflict potential of globalization. Neoliberalism: interpretation the term, triggering events, key actors, outcome, criticism. The Washington Consensus: content and triggering events, case studies. Alter-globalization: triggering events, main representatives.

Topic 2. Globalization, localization, isolationism. Globalization and localization: content and case studies. Comparing globalization and localization processes. Content and case studies of “globalization”; conditions for isolationism and case studies.

Topic 3. The anti-globalization movement: causes and current outlook. Conditions that triggered the anti-globalization movement, case studies. Post-colonialism, triggering events. Political, economic and cultural aspects of the anti-globalization movement.

Topic 4. Global governance institutions, profiles and operating conditions, efficiency assessment. The interrelation between the concepts of “global governance”,

“historical change” and “guided change”. Governing without government. Global governance entities. Major global governance institutions (“world government”, quasi-parliament, global justice, an international bank intended to finance global projects, global bureaucracy etc.).

2. Global Issues and Global Security

Topic 1. The Security Factor in International Relations and Global Politics. The concept of threats. External and internal threats. Threats posed by governments and non-state actors. Local, regional and transnational threats. The concept of power. Hard and soft power. The concepts of war, peace, security, national security, human security, regional security and international security. The “loose” and “strict” interpretations of security. Political, military, economic and environmental security, technogenic safety, information security, cultural security, etc. Political and military security. The specific features of the algorithm of political and military security in its loose interpretation compared to paradigms addressing other security components. The justifiability of the question of bringing to life and exploring a new phenomenon of “global security”. The formula of “securitizing” civil issues in world politics and international relations. The interrelation between politics and security. The impact of globalization, democratization, the scientific and technological revolution, nationalism and radicalism on the shape of the new global security system. Comprehensive analysis of political and military security issues.

Topic 2. Theoretical Approaches to Analysing the Global Security Logic. Realpolitik-driven interstate wars of “all against all”. Class, ideological and inter-civilization wars. Geopolitics as the driving force of processes in the security sphere. Inter-governmental and transnational institutions as factors strengthening global security. Economic interdependence as a deterrent to conflict. The influence of technological development on security.

Topic 3. New Parameters of Contemporary Global Security. The changing political global security environment. The increased global indivisibility of security resulting from the “closure” of the world oecumene and expansion of globalization processes. The widening global democratic space. The “information revolution” and “revolution in military affairs”. Attempts by non-state actors to transfer security issues to the private sector. The effect of economic integration on global security. The changing proportion of political and military security issues in world politics as a whole. Increased number of threats in the modern world.

Topic 4. Shaping a New Global Security Agenda. Fleshing out and developing the concept of “international security in the post-Cold War era”. The concepts of traditional (“old”) and new threats, their ratio. Persisting elements of traditional inter-governmental rivalry. The impact of globalization on shaping the new security agenda.

3. Traditional and Non-Traditional Global Security Challenges

Topic 1. Nuclear Proliferation. Arms Control. Stages of nuclear proliferation.

Nuclear non-proliferation regimes: Treaty on the Non-Proliferation of Nuclear Weapons (NPT). The NPT Review Conference. The Comprehensive Nuclear-Test-Ban Treaty (CTBT). Nuclear-free zones. Horizontal proliferation issues within the NPT framework: Israel, India, Pakistan, North Korea and Iran. Vertical nuclear proliferation issues: enhancing technological sophistication. Success in arms control following the end of the Cold War. Resolutions of the Stockholm Conference on Confidence- and Security-Building Measures and Disarmament in Europe. The Intermediate-Range Nuclear Forces (INF) Treaty. The Treaty on Conventional Armed Forces in Europe (CFE Treaty). Expenditures on armaments. Nuclear-missile weapons. The Strategic Arms Reduction Treaty (START I) and the Strategic Offensive Reductions Treaty (SORT). Nuclear missile armaments of other global powers. The status and future of the CTBT. Missile defence. The issue of the third missile defence positioning area in Central Europe. The outlook for nuclear stability on a global scale. The threat of an arms race in outer space. Conventional weapons and armed forces. The “revolution in Military Affairs”. Arms trade. The crisis surrounding the CFE Treaty. The search for new approaches to bolster the non-proliferation regime. The North Korean and Iranian crises. The arms control crisis. The notion of a nuclear-free world.

Topic 2. Biological and Chemical Weapons as a Global Threat. Biological weapons as weapons of mass destruction. The tactical and strategic use of biological weapons. National biological weapons programmes: Japan, the United States, South Africa and Iraq. Terrorism threats posed by biological weapons. International biological weapons prohibition regimes: the Australia Group, the Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons and on their Destruction. The future of biological weapons. Chemical weapons: the history of military production. Chemical weapons control regimes: the Geneva Protocol, the Chemical Weapons Convention. Terrorist attacks and chemical industries. Toxin weapons. Chemical terrorism.

Topic 3. Terrorism as a Security Factor. Terrorism. The aetiology of contemporary terrorism and extremism. The psychological characteristics of contemporary terrorism. The goals of terrorists: delusion or rational choice. State and anti-state terrorism. Terrorist organizations: strategy, tactics and goals. New religious terrorism. Apocalyptic cults and terrorism. The future of terrorism.

Topic 4. Conflicts and Peaceful Conflict Resolution. Conflicts, conflict types and levels. Sources of conflict. Conflict analysis model. The UN Charter and security issues. Eliminating aggression. Sanctions. International military intervention. “Humanitarian intervention”. “Preventive intervention”. Peacekeeping. Developing laws and regulations to fight international terrorism. The impact of international humanitarian law on armed conflicts.

Topic 5. Energy Security. Energy security issues and challenges. Main energy sources. Major suppliers and consumers of energy resources. Current global energy market forecasts. The role of renewable energy sources.

Topic 6. The Arms Trade. The main types of arms trade. The impact of conventional weapons trading on the course of ongoing conflicts.

Topic 7. Global Environmental Change. Global warming. The human impact on environmental change. Specific cases of environmental problems. The impact of poor and developing nations on the environment. Conditions for resolving the problem.

Topic 8. Security and Global Health Issues. Evaluation of the actual state of poor and developing nations – conditions and case studies. Problems currently facing the World Health Organization (WHO). The main pandemic diseases and ways to fight them.

Topic 9. Transnational Crime. Demographics and migration, migration in south-north direction. Types of transnational crime. Human trafficking, transnational drug trafficking, arms trafficking, transnational organized crime. Transnational organized crime prevention methods

Topic 10. The Past, Present and Future of Global Studies. Russia's Role in the Resolution of Present-Day Global Problems. Major global security challenges. Key documents of the Russian Federation outlining the response to security challenges.

Assignments

Class work topics

1. Globalization as a Scientific Problem. Content and History of the Globalization Process. Approaches to Handling Globalization Processes.
2. Globalization, Localization, Isolationism.
3. The Anti-Globalization Movement: Causes and Contemporary Perspectives.
4. Global Governance Institutions: Content and Operating Conditions, Evaluation of their Effectiveness.
5. Hegemony as a Phenomenon of Global Politics and World Economy.
6. Transformation of the Westphalian System.
7. Interaction Between Nation States and Regional Associations.
8. The State and Transnational Actors in the Global Political and Economic System.
9. International Intergovernmental and Non-Governmental Organizations as Actors in Global Governance.
10. Social, Economic and Political Issues for Developing Countries Amid Globalization.
11. The Ethno-Political Dimension of Globalization.
12. Global Environmental Change.

13. The Security Factor in International Relations and Global Politics.
14. Theoretical Approaches To Analysing the Global Security Logic.
15. New Parameters Of Contemporary Global Security.
16. Shaping a New Global Security Agenda.
17. Nuclear Proliferation.
18. Arms Control.
19. Biological Weapons as a Global Threat.
20. Chemical Weapons as a Global Threat.
21. Conflicts and Peaceful Conflict Resolution.
22. “New” Aspects of Global Security.
23. Terrorism as a Security Factor.
24. Russia’s Role in the Resolution of Present-Day Global Problems.

Topics for home assignments

1. The concept of globalization and global governance in current political theories.
2. Why is the issue of global governance being discussed widely right now?
3. What are the main approaches to global governance?
4. What are the difficulties of studying global governance?
5. What peculiarities can be seen in the stance of sovereign states on global governance?
6. Why is it important to ensure the democratic nature of global governance? Is democratization an indispensable element of sustainable development?
7. Transnational actors and transnational challenges.
8. What are the UN’s suggestions regarding the future of global governance?
9. What are the implications of the UN General Assembly Millennium Declaration for global cooperation?
10. What is your personal take on global governance?

Questions for examinations

1. Globalization as a scientific problem. Contents and history of the globalization process.
2. Approaches to handling globalization processes. Neoliberalism, the Washington Consensus, alter-globalism.
3. Comparison of globalization and localization processes, the concept of globalization, conditions and specific cases of isolationism.
4. Global governance institutions, profiles and operating conditions, evaluation of their effectiveness.
5. Hegemony as a phenomenon of global politics and world economy. Content of and conditions for hegemony. Implications for the hegemon and other states, examples.
6. The possibility of and conditions for alternative (non-capitalist, non-hegemonic) development of international relations.

7. Content of the Westphalian system of international relations, conditions required for its implementation. Conditions and content of its transformation, examples.
8. Interaction between nation states and regional political, economic associations. Conditions for the emergence of regions as subjects of international relations, examples.
9. The role of corporations in globalization processes. Interaction between corporations and governments in the process of globalization; content, conditions and implications thereof.
10. The operation of global non-governmental organizations, examples, policies, conditions for their implementation.
11. The role of nation states in global politics, conditions for the existence of states amid globalization, examples.
12. Types of non-governmental organizations, operation conditions, examples.
13. Social, economic and political issues for developing countries amid globalization, conditions, examples. Opportunities for comprehensive development.
14. Common challenges and prospects for worldwide economic globalization. Consequences of globalization for various regions of the world.
15. Globalization and fragmentation: international relations in the 20th century.
16. The UN's place in the era of globalization.
17. Globalization, national cultures and cultural citizenship.
18. Global environmental change.
19. The ethno-political dimension of globalization.
20. Anti-globalism: causes and current prospects.
21. Advantages and disadvantages of the "loose" and "strict" approaches to security.
22. Comparative analysis of the different schools of thought defining the logic of security.
23. Justifiability of the global security issue.
24. Analysis of the intensity of threats in the contemporary world compared to other historical periods, for instance, the Cold War.
25. The effect of globalization on global security.
26. The effect of democratization on global security.
27. The influence of technological development on global security.
28. Change in the proportion of global security issues in global politics.
29. Comparative analysis of the influence of traditional and "new" threats on the establishment of the current global security system.
30. The potential and role of leading world powers, unions and associations in global security.
31. Evaluation of the threat level posed by international terrorism, solidarity and controversy in the anti-terrorism coalition.
32. The current status of the non-proliferation of weapons of mass destruction and their delivery systems.

33. The dynamics of domestic armed conflicts worldwide, success in peacekeeping and related challenges.
34. The current state of the global process on arms control.
35. Missile defence as a factor in global security.
36. Legal aspects of armed intervention and the concept of prevention.
37. Terrorism, its forms and manifestations.
38. Non-governmental actors in global security.
39. Types of non-governmental participants and challenges arising from their activities.
40. Global security challenges.

Readings Required

1. Михайленко В. И. Глобализация и глобальное управление. Учебное пособие. Екатеринбург, 2008. [Электронный ресурс] – Режим доступа: http://elar.usu.ru/bitstream/1234.56789/1537/8/1333094_schoolbook.pdf
2. «Приватизация» мировой политики: локальные действия – глобальные результаты [Текст]: коллективная монография / Под редакцией М. М. Лебедевой. – М.: МГИМО-Университет, 2008. – 279 с.
3. Лебедева М. М. Мировая политика в XXI веке: акторы, процессы проблемы [Текст]/ М. М. Лебедева. – М.: МГИМО-Университет, 2009. – 142 с.
4. Антиглобализм и глобальное управление: доклады, дискуссии, справочные материалы [Текст]/ Под ред. Д. Н. Пескова. – М.: МГИМО (У) МИД России, 2006. – 440 с.
5. Барабанов О. Н. Глобальное управление и глобальное сотрудничество [Текст]/ О. Н. Барабанов // Глобализация: человеческое измерение. – М.: РОССПЭН, 2002. – 112 с.
6. Быков О. Н. Международные отношения: Трансформация глобальной структуры. Институт мировой экономики и международных отношений [Текст] / О. Н. Быков. – М.: Наука, 2003. – 572 с.
7. Глобальное управление: Монография [Текст] / О.Н. Барабанов, В.А. Голицын, В. В. Терещенко. Московский государственный институт международных отношений (ун-т) МИД России. – М.: МГИМО-Университет, 2006. – 253 с.
8. Многоликая глобализация [Текст]/ Под ред. П. Бергера и С. Хантингтона; пер с англ. В. В. Сапова / Под ред. М. М. Лебедевой. – М.: Аспект Пресс, 2004. – 382 с.
9. Горбачев М. С. и др. Грани глобализации: Трудные проблемы современного развития [Текст]/ М. С. Горбачев и др. – М.: Альпина Паблишер, 2003. – 589 с.
10. Арбатов А. Г. Ядерное сдерживание и нераспространение [Текст] / А. Г. Арбатов. – М.: Центр Карнеги, 2005. – 82 с.

11. Аттина Ф. Глобальная политическая система. Введение в международные отношения [Текст]: учеб. пособие / Ф. Аттина. – Екатеринбург: Изд-во Урал, ун-та, 2002. – 244 с.
12. Бейлс А. Дж. К. Управление глобальной безопасностью: вызовы в меняющемся мире [Текст] // Ежегодник СИПРИ 2005: вооружения, разоружения и международная безопасность: Пер. с англ./Ин-т мировой экономики и международных отношений. – М.: Наука, 2006.
13. Колдунова Е. В. Сравнительный анализ региональных особенностей новых угроз безопасности [Текст]: учеб. пособие / Е. В. Колдунова. – М.: Проспект, 2010. – 128 с.
14. Кулагин В. М. Международная безопасность [Текст]: учеб. пособие для вузов по направлениям подготовки и специальностям «Международные отношения» и «Регионоведение» / В. М. Кулагин. – М.: Аспект Пресс, 2007. – 317, [1] с.
15. Явчуковская Р. А. Глобальная и региональная безопасность: курс лекций [Текст]/ Р. А. Явчуковская – М.: Изд-во РАГС, 2009. – 181 с.
16. Ядерное нераспространение : краткая энциклопедия [Текст] / И. А. Ахтамзян, В. М. Бондарев, М. Л. Вильданов и др.; гл. ред. А. В. Хлопков. – М.: РОССПЭН, 2009. – 378, [5] с.
17. Ядерное распространение: новые технологии, вооружения и договоры [Текст] / А. Г. Арбатов, Р. Геттемюллер, В. З. Дворкин и др. / Под ред. Алексея Арбатова, Владимира Дворкина; Московский Центр Карнеги. – М.: Московский центр Карнеги : РОССПЭН, 2009. – 269, [1] с.

Readings Recommended

- Алексеева Т. Россия в пространстве глобального восприятия [Текст] / Т. Алексеева // Международные процессы. 2007. Том 5. №2 (14). С. 52–63.
- Simon Reich. What is Globalization // Working Paper. December 1998. No. 261. URL: <https://kellogg.nd.edu/publications/workingpapers/WPS/261.pdf>
- Nayef R.F. Al-Rodhan. Definitions of Globalization: A Comprehensive Overview and a Proposed Definition // GCSP. 2006.
- Douglas Kellner. Theorising Globalization. URL: <http://pages.gseis.ucla.edu/faculty/kellner/essays/theorizingglobalization.pdf>
- Dmitry Elin. Discrepancy of Globalization Process: Localization and Glocalization. URL: dom-hors.ru/rus/files/arhiv_zhurnala/pep/6-2010-1/elin.pdf (in Russian)
- Peter Beyer. Globalization and Glocalization // The SAGE Handbook of the Sociology of Religion. URL: <http://www.uk.sagepub.com/oswmedia3e/study/chapters/handbooks/handbook12.2.pdf>

- Catherine Eschle. Constructing ‘The Anti-Globalisation Movement // International Journal of Peace Studies. 2004. Vol. 9. No. 1. URL: http://www.gmu.edu/programs/icar/ijps/vol9_1/Eschle_91IJPS.pdf
- Klaus Dingwerth and Philipp Pattberg. Global Governance as a perspective on World Politics // Global Governance. 2006. No. 12. Pp. 185–203. URL: http://www.glogov.org/images/doc/GG12_2_Dingwerth_Pattberg1.pdf
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Databases, Reference and Search Systems

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- *Foreign Affairs*. URL: <http://www.foreignaffairs.org>
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- MIT Cascon System for Analyzing International Conflict. URL: <http://web.mit.edu/cascon/>

- JSTOR digital library. URL: www.jstor.org
- EINIRAS Database Network (EDN). URL: <http://einiras.coe.int>
- United Nations. URL: <http://www.un.org>
- President of the Russian Federation. URL: <http://www.kremlin.ru> (in Russian).
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- Center for Arms Control, Energy and Environmental Studies of the Moscow Institute of Physics and Technology. URL: <http://www.armscontrol.ru>
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- International Relations and Security Network. URL: <http://www.isn.ethz.ch>
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- Nuclear Threat Initiative. URL: <http://www.nti.org/>

4.3

INTERNATIONAL AND NATIONAL SECURITY: FOUNDATIONS AND APPLIED ANALYSIS

Dmitry Baluev

University:	Lobachevsky State University of Nizhni Novgorod – National Research University
Title:	International and National Security: Foundations and Applied Analysis
Instructor:	Dr. Dmitry G. Baluev, Dean, Faculty for International Students
Time and Location:	Faculty for International Studies
Office hours:	180 hours, 5 credits ECTS. Bachelor Degree

Overview (Course Description)

The course gives a broad overview of the academic analysis of security policy. Rather than merely listing political institutions, and their powers and limits, it focuses on understanding core concepts of security studies, and then applies those to political processes, institutions, ideologies, and the nature of political change. It covers the core conceptual material needed for more advanced study in international relations, but also introduces students to ideas and approaches that can be applied in other social sciences.

Prerequisites

The module blends theoretical and empirical material. The assigned readings come mostly from political science and political theory, but also draws on allied and overlapping disciplines such as sociology, economics, geography and history.

Requirements (Course Requirements) and Grading

“Excellent” – the student displays in-depth knowledge of the main material without any mistakes and errors, has acquired all the competences (parts of competences) relating to the given subject completely and at a high level, a stable system of competences has been formed;

“Good” – the student has the knowledge of the main material with some noticeable mistakes and has acquired in general the competences (parts of competences) relating to the given subject;

“Satisfactory” – the student has the knowledge of the minimum material required in the given subject, with a number of errors, can solve main problems, the competences (parts of competences) relating to the subject are at the minimum level required to achieve the main learning objectives;

“Unsatisfactory” – the knowledge of the material is insufficient, additional training is required, the competences (parts of competences) relating to the subject are at a level that is insufficient to achieve the main learning objectives;

“Poor” – lack of knowledge of the material, relevant competences have not been acquired.

The grades “excellent”, “good”, “satisfactory” are considered positive.

Learning Objectives (Course Objectives)

The course aims

- to introduce students to the study of politics through discussion of the main issues and theoretical perspectives of national and international security;
- to introduce students to the core concepts used by political scientists and political theorists;
- to provide introductory discussion of security policy-making processes and of the political ideologies that inform them;
- to encourage the consideration of security policy in a comparative context;
- to encourage students to link their own experiences of security politics to the ways in which the subject is studied;
- to provide a venue for both discussion and debate and the development of presentational and communication skills.

Learning Objectives (Course Objectives)

In the framework of this course, the following competencies are formed:

cultural

- the ability to logically, reasonably and clearly build oral speech;
- the ability to adapt to the conditions of work as a part of a multi-ethnic and international groups;

- mastering methods of political communication in an international environment;
- ability to use the features of their local culture in a multinational community;

professional

- knowledge and understanding of political processes;
- have the knowledge foundation for more detailed and in-depth study of political theory, political processes, political institutions and political change in second and final year modules;
- be able to identify and discuss critically several of the main theoretical perspectives and debates in political science;
- be able to write appropriately constructed essays in a critical and analytical fashion;
- have enhanced study and communications skills for interacting in small group seminars and making oral presentations;

analytical

- the ability to work with print sources of information, the materials of mass media, particularly internet resources;
- to prepare talks on specific political topics;
- to find, collect and summarize the factual material, making sound conclusions;
- the possession of skills of work with the multinational audience.

Methods of Instruction

In the teaching and learning of the course, educational technologies are used in the following forms: lectures, practical classes, seminars (problem-oriented, design-oriented, activity-oriented, discussions, trainings), extracurricular independent work, preparation of research papers and term papers. In the course of studies, the project method is used as well as information technology, testing, and the Internet. Lectures are accompanied with computer presentations. Special tests have been designed to monitor academic performance electronically. The tests serve for independent assessment of the students' level and for current and final academic performance rating.

Course Plan (Schedule of Topics and Assignments)

Topic 1. Overview of the security studies. What is security? Introduction to the course. What is security studies? Overview. What is security? Whose security? What is a security issue? Key terms. Security dilemma.

Topic 2. Globalization and national security. Consequences of globalization for national security. Unipolarity, globalization, and security. Globalization's conduits of transmission

Topic 3. Wars and other forms of conflict in contemporary world. The “new wars” debate. Terrorism. Private security.

Topic 4. Applied analysis of national security: Case of Russia. Soviet strategic culture. Systemic change and Russian grand strategy. The first consensus: regional hegemony. The debate on multipolarity. The second consensus: multipolar balancing.

Topic 5. Information and the hypermedia environment. Security and cyberwarfare. Social media and national security. Politics and new information technologies.

Topics for Self-Organized Work

- 1) What is security studies?
- 2) History of security studies.
- 3) What is security
- 4) Whose security?
- 5) What is a security issue?
- 6) Human security
- 7) Consequences of globalization for national security
- 8) Unipolarity, globalization, and security
- 9) Security dilemma
- 10) The ‘new wars’ debate
- 11) Terrorism
- 12) Private Security
- 13) Soviet Strategic Culture
- 14) Systemic Change and Russian Grand Strategy
- 15) The First Consensus: Regional Hegemony
- 16) The Debate on Multipolarity in Russian security policy making community
- 17) Security and Cyberwarfare
- 18) Social Media and National Security
- 19) Functional areas of security policy analysis
- 20) Specific geographic areas of security policy analysis
- 21) The concept of the so-called gray areas of world politics as a security analysis tool

Exam/Test Questions

- 1) What is security studies?
- 2) History of security studies
- 3) What is security?
- 4) Whose security?

- 5) What is a security issue?
- 6) Human security
- 7) Consequences of globalization for national security.
- 8) Unipolarity, globalization, and security
- 9) Security dilemma
- 10) The 'new wars' debate
- 11) Terrorism
- 12) Private Security
- 13) Soviet Strategic Culture
- 14) Systemic Change and Russian Grand Strategy
- 15) The Debate on Multipolarity in Russian security policy making community
- 16) Security and Cyberwarfare
- 17) Social Media and National Security
- 18) The concept of the so-called gray areas of world politics as a security analysis tool

Readings Recommended

All necessary course materials including readings, audio and video are at the address URL: <http://www.crisisdata.info/courses/>

Some are permanent. Some are downloaded during the course.

Evaluation tools are oral questioning.

5

GLOBAL GOVERNANCE

5.1

INTERNATIONAL GOVERNANCE AND REGIONAL INTEGRATION

Umberto Morelli

University:	University of Turin
Title:	International Governance and Regional Integration
Instructor:	Associate Professor Umberto Morelli
Time and Location:	2015/2016, Department of Culture, Politics and Society
The Valence/Credits:	9 credits ECTS. Master's Degree

Overview (Course Description)

Elements of recent contemporary history will be given to enable students to understand the historical evolution of globalization and regionalism.

Prerequisites

Basic knowledge of contemporary history is advisable.

Learning Objectives (Course Objectives)

- A. To enable students to reach a good knowledge of:
- origin and development of globalization
 - birth and evolution of international organizations
 - establishment of regional organizations and their role in sensitive areas
 - consequences of globalization and regionalism on international system and global governance

- coming to light of global cultures in the face of conflicting and complementary forces of homogenization and heterogenization acting in contemporary society

This educational aim is pursued through lectures.

B. To develop abilities that enable students:

- to comprehend the historical roots of issues that contemporary society has to face through a good knowledge of the past
- to understand the complexity of present international relations and be able to connect present and past historical events
- to be aware of the challenges issued by globalization and regionalism
- to access bibliographic and documentary sources, to interpret and employ them in drawing up a presentation

This educational aim is pursued through the analysis of some case studies and teamwork finalized to prepare the presentations of specific topics to the class.

Learning Outcomes

By the end of the course, students will be able to:

- demonstrate a good knowledge of the topics covered during the course
- employ appropriate instruments to understand the trends of contemporary society
- critically assess international political changes, show adequate communication skills and independent judgment, and work out original solutions to international issues

Methods of Instruction

The attendance, although not compulsory, is strongly recommended.

Two thirds of teaching are based on lectures to give students the appropriate knowledge of the topics. Students are stimulated to take the floor and ask questions. Scheduled lessons with the participation of experts will take place, for the study of specific topics.

One third of teaching is devoted to the presentation to the class of a specific topic, agreed with the professor, by attending students. This activity enables students to acquire knowledge and soft skills: teamwork, communication and argumentation skills, reasoning, synthesis to manage the time available, critical thinking and independent judgment. Student presentations will be available on line.

The exam is oral. The assessment takes into account the knowledge and comprehension acquired by students with reference to the textbooks adopted as well as their ability in critical analysis, to express themselves coherently and eloquently, and to be able to connect present and past historical events.

Attending and non-attending students will pass a distinct exam based on the textbooks list and the presentation to the class (for attending students).

The book list is articulated distinguishing between attending students (divided between students who will make a presentation, and students who do not make this choice) and non-attending students.

International and Erasmus students may prepare the exam in English or French.

Course Plan

1. Globalization, regionalism and global governance.
2. What is globalization? Definition and meaning.
3. A historical overview. Globalization in the 19th century. The birth of international governmental and non-governmental organizations.
4. The globalization in the first half of the 20th century. From the League of Nations to the United Nations.
5. International relations in the second half of the 20th century. Bipolar world, the birth of regionalism and regional organizations.
6. The end of bipolarism and new regionalism in a post-hegemonic age. The European Union as trendsetter of regional organizations? Interregionalism and relations between the European Union and regional organizations in Europe, Asia, Africa and Latin America.
7. Globalization, regionalism and change in the international system: from the Westphalian system to a post-Westphalian system, the crisis of the State, of sovereignty and of democracy.
8. Global governance: a definition.
9. Regional organizations and human security, security threats, underdevelopment, environment.

Readings Required

All the students:

Osterhammel J., Petersson N. Storia della globalizzazione. Il Mulino, 2005.

Attending students, any one of the following:

Archibugi D. Cittadini del mondo. Verso una democrazia cosmopolitica. Il Saggiatore, 2008.

The globalization of world politics / Ed. by J. Baylis, S. Smith, P. Owens. Oxford University Press, 2014 (alcuni capitoli da concordare con il docente).

Held D., McGrew A. Globalismo e antiglobalismo. Il Mulino, 2010.

Hough P. Understanding global security. London: Routledge, 2013 (alcuni capitoli da concordare con il docente).

The democratization of international institutions / Ed. by L. Levi, G. Finizio, N. Vallinoto. Routledge, 2014 (alcuni capitoli da concordare con il docente).

Mascia M. Obiettivo sicurezza umana per la politica estera dell'Unione Europea. Coop. Libreria Editrice Università di Padova, 2010.

And any one of the following:

Storia del mondo. Il mondo globalizzato dal 1945 a oggi / Ed. A. Iriye. Einaudi, 2014. (Some chapters.)

Keylor W. R. Un mondo di nazioni. L'ordine internazionale dopo il 1945. Guerini, 2014. (Some chapters.)

Polsi A. Storia dell'ONU. Laterza, 2006.

Routledge history of international organizations from 1815 to the present day / Ed. by B. Reinalda. Abingdon and New York: Routledge, 2009. (some chapters)

Rogari S. L'età della globalizzazione. Storia del mondo contemporaneo dalla Restaurazione ai giorni nostri. UTET, 2014. (Some chapters.)

Vanhaute E. Introduzione alla World History. Il Mulino, 2015.

And notes taken during the lessons and PPT presentation.

Non-attending students and attending students who do not make a presentation, in addition to the previous three handbooks, any one of the following:

Archibugi D. Cittadini del mondo. Verso una democrazia cosmopolitica. Il Saggiatore, 2008.

The globalization of world politics / Ed. by J. Baylis, S. Smith, P. Owens. Oxford University Press, 2014. (Some chapters.)

Democracy at the United Nations. UN reform in the age of globalisation / Ed. by G. Finizio, E. Gallo. Peter Lang, 2013.

Foradori P., Giacomello G. Sicurezza globale. Le nuove minacce. Il Mulino, 2014.

Held D., McGrew A. Globalismo e antiglobalismo. Il Mulino, 2010.

Hough P. Understanding global security. Milton Park, Abingdon, Oxon: Routledge, 2013. (Some chapters.)

Storia del mondo. Il mondo globalizzato dal 1945 a oggi / Ed. A. Iriye. Einaudi, 2014. (Some chapters.)

Keylor W. R. Un mondo di nazioni. L'ordine internazionale dopo il 1945. Guerini, 2014. (Some chapters.)

The democratization of international institutions / Ed. by L. Levi, G. Finizio, N. Vallinoto. Routledge, 2014. (Some chapters.)

Mascia M. Obiettivo sicurezza umana per la politica estera dell'Unione Europea. Coop. Libreria Editrice Università di Padova, 2010.

Routledge history of international organizations from 1815 to the present day / Ed. by B. Reinalda. Routledge, 2009. (Some chapters.)

Rogari S. L'età della globalizzazione. Storia del mondo contemporaneo dalla Restaurazione ai giorni nostri. UTET, 2014. (Some chapters.)

Telò M. European Union and new regionalism. Competing regionalism and global governance in a post-hegemonic era. Ashgate, 2014. (Some chapters.)

Vanhaute E. Introduzione alla World History. Il Mulino, 2015.

5.2

GLOBAL ECONOMIC GOVERNANCE

Alberto Oddenino

University:	University of Turin
Title:	Global Economic Governance
Instructor:	Professor Alberto Oddenino
Time and Location:	2015/2016, Department of Law, Master's Degree

Overview (Course Description)

The current “global economic governance” model shows how international law is affected and reshaped by economic globalization. The process of erosion of state sovereignty is coupled with the overcoming of some classical features of the international legal order as an eminently inter-state regime. The course examines how globalization has transformed and is transforming international law, the concept of sovereignty and the role of states and how pervasive is the global economic governance model.

Prerequisites

English language both written and spoken. Basics of international law.

Learning Objectives (Course Objectives)

Seminar and interactive course aiming at the development of critical skills in the appraisal of the main issues of global economic governance.

Methods of Instruction

Written in class open book exam consisting of an essay on a wide topic chosen out of a proposed list.

Course Plan

The first part of the course will describe the main Westphalian features of the international legal order and the way they have been reshaped by the post Second World War evolution, with a particular focus on the emergence of the Washington consensus relating to the neo-liberal economic paradigm.

The second part will concern the Global Economic Governance model and mirror of globalization. Through the exam of some institutional pillars and of some concrete examples it evidence will be given to the great expanding force of this model, based on a conception that stands in opposition to conventional ideas of hierarchical governing. In this context, particular attention will be devoted to the role of private actors (among others: multinational enterprises, international standardization bodies, credit rating agencies, NGOs, individuals) and their relationship with more “classical” international law subjects, namely states and international economic organizations such as WTO, IMF and the World Bank.

The third and final part will try to assess the impact of the Global Economic Governance model on the general pattern of International Law, well beyond the merely economic sphere, and will investigate the various options of its prospective role for the affirmation of an international rule of law.

Readings Required

A selection of reading materials for the preparation of the various topics will be provided at the beginning of the course and during classes.

5.3

GLOBAL GOVERNANCE FOR PEACE AND SECURITY, COOPERATION AND DEVELOPMENT

Ilja Richard Pavone

University:	Venice International University
Title:	Global Governance for Peace and Security, Cooperation and Development
Instructor:	Ilja Richard Pavone, Professor of Environmental Ethics and Scientific Education. University of Siena
Time and Location:	2015, Venice International University

Overview (Course Description)

This course provides an introduction to the theory and practice of international organizations. Its central theme is the interaction between international law and politics, illustrated through an in-depth examination of the United Nations and a secondary focus on selected regional organizations.

Modern threats to peace and security, such as international terrorism, drug trafficking, climate change, food scarcity, infectious diseases like Ebola, and illegal poaching are proving impossible to solve through traditional structures of national governments and intergovernmental organizations (IGOs) or to fully understand through the lens of a single academic discipline. The course in Global Governance for Peace and Security, Cooperation and Development is an interdisciplinary program that seeks to address global issues from multiple perspectives and methodological approaches. Its goal is to analyze the role of the United Nations (UN) and its main specialized agencies (i.e. the World Health Organization – WHO) and subsidi-

ary bodies (i.e. the United Nations Environmental Program – UNEP) in dealing with the threats to peace and security of the XXI Century. The course aims to provide basic tools and concepts for understanding the concept of Global Governance and its relevance for peace, security, development and international cooperation.

Prerequisites

There are no prerequisites for this course. That said, an interest in ethical and legal aspects of globalization will help students understand the main arguments more quickly. Relatedly, reading and writing comfortably in English at the undergraduate college level will enable students to engage more actively in course discussion forums and peer assessment exercises.

Requirements and Grading

- Midterm Written Exam – 20%
- Final Written and Oral Exam – 40%
- Moot Court Competition – 20%
- Working Group – 20%

Definitions of student work:

a) The Midterm Exam

This will be an in-class exam consisting of 1 essay question and 10 short answer keyword identification questions based on key terms. Overall the exam will test students' knowledge of what has been taught in lectures throughout the first part of the quarter. The students will be given three potential essay questions in advance; of these, one will be selected for the current midterm. This exam is worth 20% of the final grade, with 10% for the essay and 10% for the key term identifications.

b) The Final Exam

This will be a 2-hour exam consisting of 2 essay questions and 10 identifications. It will test students' knowledge of what has been taught in lectures throughout the semester. 5 questions will be given in advance, 3 will be selected for the final exam and of these, students will have to choose 2 to answer. There will also be 10 identification questions requiring short 3–5 sentence responses. This exam is worth 40% of the final grade.

c) The Moot Court Competition

The students will have to simulate a judicial case of human rights' violation before an international court (i.e. African Court on Human Rights, Inter-American Court on Human Rights). They will be divided in two groups: the claimants (i.e. native population whose right to land has been damaged by an international corporation), and the defendant (the State).

The professor of the course and some of his/her colleagues will be the judges and will adopt a final statement on the merits of the case. The claimants and the defendants will then receive a vote from the judges evaluating their work. This exercise will provide 20% of the overall evaluation.

d) Working Group:

The research work which will contribute 20% towards the final grade consists of two different gradable components. The focus of the research will be to prepare a report on a specific issue dealt with through the semester with a particular focus on case and country studies.

The aim is also to help students see how they can work in a multicultural team and bring together insights from lectures and already existing academic writings with primary research carried out on a topic of their particular interest. The final reports drafted by each group will be presented orally at the end of the semester before the class.

Learning Outcomes

This course will give students a background in legal theory as applied to the global governance and provide students with an opportunity to acquire significant knowledge on some of the most pressing issues facing the world today. Students will be competent in international organizations and their respective roles in different policy fields (peace and security, health, environment, globalization, human rights).

After the course, attendance students are expected to have competence in:

- The theoretical foundations of Global Governance
- Processes, components, actors and stakeholders of Global Governance
- The challenges to Global Governance
- The role of the United Nations in four principal areas: peace and security, human rights, health, environment and sustainable development
- The role of regional organizations in peace and security
- The changing nature of international relations

The course aims also to increase students' awareness of legal and ethical skills:

- through rigorous engagement with legal and philosophical debates, arguments and themes concerning global governance
- through sustained encouragement to articulate sound ideas and arguments in class and through a written essay, the elaboration of a report within a working group and a moot court competition

Methods of Instruction

Teaching and Evaluation Methods.

Course Plan

Track 1: Key Actors of Global Governance in the XXI Century

The world has changed enormously since the creation of the United Nations. There are four times as many state actors, a correspondingly greater number and proportion of non-state actors, and a tremendous diversity in the types of state and non-state actors compared to 1945. There has been a matching proliferation in the number, nature and types of threats to national security and world peace alike. Consequently, the growing number and types of actors in world affairs have to grapple with an increasing number, range and complexity of issues in an increasingly networked, deeply intertwined but also more fragmented world. This track analyzes the role of the United Nations in Global Governance in the XXI Century. To this aim, we will describe (a) the functioning of the United Nations and its main bodies; (b) the role of developing countries within the General Assembly; (c) the role of the Permanent Members (P5) within the Security Council; (d) proposals for reform of the Security Council; (e) working methods, mandate and strategies of selected UN Specialized Agencies: World Bank, International Monetary Fund, International Maritime Organization; (f) working methods, mandate and strategies of selected regional organizations (Council of Europe, OSCE, European Union, African Union, Organization of American States, experiences of cooperation in the Asian region, such as ASEAN and APEC).

Track 2: New Threats to Peace and Security and the Role of the UN Security Council

The general objective of this track is to promote the students' understanding of the contemporary threats to peace and security emerging from the practice of the UN Security Council. In particular, we will explore the corridors of reasoning of the UNSC in its determination of new threats to peace after the end of the Cold War and to identify the potential impact of the Council's new approach on several branches of international law. In track 2, we will analyze the role the UN Security Council played in addressing these threats: (a) The Ebola Outbreak; (b) Climate Change; (c) International Terrorism; (d) Human Organs' Trafficking; (e) Illegal Poaching; (f) Piracy in the Gulf of Aden. A section of Track 2 will also be devoted to cases of 'failure' of UNSC's global governance: the theory of humanitarian intervention and the Kosovo crisis of 1999; exporting democracy and fight against terrorism after 9/11: the cases of Afghanistan, Iraq and Libya; the shift from the concept of humanitarian intervention to the Responsibility to Protect (R2P); the Libyan crisis and the implementation of R2P; the military intervention in Mali; the Syrian crisis and the failure of R2P; the secession of Crimea and the deadlock of the Security Council.

Track 3: Global Health Governance: the role of the World Health Organization

Global health is at the threshold of a new era. Few times in history has the world faced challenges as complex as those now posed by global health challenges such as the Ebola outbreak or infectious diseases like HIV/AIDS, malaria and tu-

berculosis. The common denominator of these pandemics is that they are poverty-related diseases originating from developing countries. WHO adopted a set of rules – the International Health Regulations, IHR – to deal with these challenges. In track 3, we will discuss the content of IHR and the validity of the ‘all-hazard approach’, adopted to address appropriately the Ebola Outbreak; the conformity with human rights of standards of safety measures adopted at domestic level, i.e. travel bans and forced quarantines (selected national legislations in Europe and in Africa will be analyzed). In fact, in addition to medical issues, the Ebola outbreak raises questions of public health related to human rights’ protection; the next step will be therefore to analyze: nature and scope of States’ duties in relation to the human right to health as enshrined in the WHO’s Statute and in Article 12 of the Covenant on Economic, Social and Cultural Rights.

Track 4: Global Environmental Governance: the role of the United Nations Programme for the Environment (UNEP)

This track analyzes the role of the United Nations Programme for the Environment (UNEP) in global matters related to environmental protection, such as climate change, loss of biodiversity, and sustainable development. It assesses the strengths and weaknesses of the current global environmental policy and its architecture.

This article argues that, to address the multi-faceted climate challenge, governance efforts must evolve beyond the current global regime-building model and that environmental and development policies must become integrated much better.

The key arguments to be dealt in track 4 are: (a) UNEP and its functioning; (b) proposal to strengthen the role of UNEP in environmental governance; (c) UNEP’s key programs: climate change; disasters & conflict; ecosystem management; chemicals and waste; resource efficiency; (d) sustainable development and the implementation of the UN Millennium Development Goals.

Readings Required

D1. Main text

Conforti B., Focarelli C. The Law and Practice of the United Nations. Leiden: Martinus Nijhoff, 2010.

D2. Suggested readings

Alston P. The United Nations: No Hope for Reform? // *Realizing Utopia: The Future of International Law* / Ed. by A.Cassese. Oxford: Oxford University Press, 2012.

Byrnes A., Hayashi M., Michaelsen C. International Law in the New Age of Globalization, Leiden: Martinus Nijhoff, 2013.

Newman E., Thakur R., Tirman J. Multilateralism Under Challenge? Power, International Order, and Structural Change. Tokyo: United Nations University Press, 2006.

Franck J. Governance Challenges in Global Health // *New England Journal of Medicine*. 2013. No. 368.

5.4

GLOBAL GOVERNANCE FOR PEACE AND SECURITY, COOPERATION AND DEVELOPMENT

Richard Nielsen

University:	Venice International University
Title:	Global Governance for Peace and Security, Cooperation and Development
Instructor:	Richard Nielsen, Professor at the Organization Studies Department, Boston College
Time and Location:	2015, Venice International University

Overview (Course Description)

The course considers leadership and conflict resolution strategies and methods for peace making, cooperation, security, and sustainable development across physical environment, social, and economic sustainability dimensions. Among the topics considered are: a brief evolutionary history of premodern, modern, and postmodern approaches to international and global cooperation; micro, meso, and macro level institutional causes of non-cooperation and obstacles to developmental cooperation; vision and values based strategies; incentive and networking based strategies; power based strategies; empowering strategies; charismatic, story-telling, and alternative institutional logic strategies; and alternative institution building and social entrepreneurship strategies. Historical and contemporary cases and issues such as water scarcity are considered throughout the course.

Requirements and Grading

- 15% Quality of class participation
- 40% Essay exam
- 45% Global Governance Leadership Action Plan paper

Learning Objectives (Course Objectives)

The course focuses on the interplay among states, international organizations (such as the UN, WTO, IMF, ECB, World Bank), multinational private and state-owned corporations, sustainability investment funds, civil society organizations, and activist networks in global governance.

Course Plan and Readings Required

Week 1

Orientation week

Week 2

1. Introduction and overview: Macro and micro process and outcome methods for global governance and conflict resolution.

Dingwerth K., Pattberg P. Global governance as a perspective on world politics // Global Governance. 2006. Vol. 12. No. 2.

Slocum-Bradley N., Bradley A. Is the EU's governance good? An assessment of EU governance in its partnership with ACP states. Institute for European Studies: Working Paper 1-2010. 2010.

Weeks 3

2. Historical perspectives-visions of global governance for peace, security, cooperation, and development.

Case: UN and/or Bretton Woods Institutions (WB, IMF)

Jolly R. The UN and development thinking and practice // Forum for Development Studies. June 2005.

Weiss T. Governance, good governance and global governance: Conceptual and actual challenges // Third World Quarterly. 2000. Vol. 21. No. 5.

Weeks 4, 5

3. Obstacles to global governance, peace, security, cooperation, and development: micro individual, meso organizational, and macro institutional.

Case: Nike, Pakistan, and Footballs

Nadvi K. Global standards, global governance and the organization of global value chains // Journal of Economic Geography. 2008. Vol. 8. No. 3.

Case: The World Trade Organization and Global Environmental Governance

Conca K. The WTO and the undermining of global environmental governance // *Review of International Political Economy*. 2000. Vol. 7. No. 3.

Zurn M. Global governance and legitimacy problems // *Government and Opposition*. 2004. Vol. 39. No. 2.

Rajagopal B. Global governance: Old and new challenges // *Realizing the Right to Development*. New York, Geneva, 2014.

Woods N. The challenge of good governance for the IMF and the World Bank themselves // *World Development*. 2000. Vol. 28. No. 5.

Nielsen, Ch. 2. "Obstacles."

Weeks 6, 7

4. Vision and values based global governance leadership.

Case: The Norwegian Sustainability and Ethical Investing Model

Case: Novo Nordisk and The Triple-Bottom Line (Economic, Social, Environmental)

Buchanan A., Keohane R. The legitimacy of global governance institutions // *Ethics and International Affairs*. 2006. Vol. 20. No. 4.

Abbott K.W., Snidal D. Why states act through formal international organizations // *The Journal of Conflict Resolution*. 1998. Vol. 42. No. 1.

Teegen H., Doh J., Vachani S. The importance of nongovernmental organizations in global governance and value creation // *Journal of International Business Studies*. 2004. Vol. 35. No. 6.

Weeks 8

Midterm break

Week 9

5. Incentive and networking based global governance leadership.

Case: The World Bank and Conditionality

Case: The Cities for Climate Protection Program

Natsios A. S. NGOs and the UN System in complex humanitarian emergencies: Conflict or cooperation? // *Third World Quarterly*. 1995. Vol. 16. No. 3.

Santiso C. Good governance and aid effectiveness: The World Bank and conditionality // *The Georgetown Public Policy Review*. 2001. Vol. 7. No. 1.

Betsill M.M., Bulkeley H. Transnational Networks and Global Environmental Governance: The Cities for Climate Protection Program // *International Studies Quarterly*. 2004. Vol. 48. No. 2.

Nielsen R.P. Varieties of Win-Win Solutions to Problems with Ethical Dimensions // *Journal of Business Ethics*. 2009. Vol. 88. No. 2.

Nielsen, Ch. 5, "Win-Win Methods."

Weeks 10, 11

6. Power based top-down compliance and bottom-up whistle-blowing global governance leadership.

Case: World Bank and environmentally destructive lending practices

Case: Palm Oil, ISO, and Indonesia

McCarthy J., Zen Z. Regulating the oil palm boom: Assessing the effectiveness of environmental governance approaches to Agro-industrial pollution in Indonesia // *Law & Policy*. 2010. Vol. 32. No. 1.

Krisch N., Kingsbury B. Introduction: Global governance and global administrative law in the international legal order // *The European Journal of International Law*. 2006. Vol. 17. No. 1.

Nielsen R.P. Whistle-Blowing Methods For Navigating Within And Sometimes Reforming Regulatory Institutions // *Journal of Business Ethics*. 2013. No. 112.

Nielsen, Ch. 4, “Win-lose forcing methods”

Week 12

7. Empowering, dialogue, and critical intellectual based global governance leadership.

Case: The IMF and Accountability

Case: UN Conferences

Haas P. UN Conferences and Constructivist Governance of the Environment // *Global Governance*. 2002. Vol. 8. No. 1.

Woods N. Making the IMF and the World Bank more accountable // *International Affairs*. 2001. Vol. 77. No. 1.

Willets P. From “consultative arrangements” to “partnership”: The changing status of NGOs in Diplomacy at the UN // *Global Governance*. 2000. No. 6. Part 2.

Nanz P., Steffek J. Global governance, participation and the public sphere // *Government and Opposition*. 2004. Vol. 39. No. 2.

Nielsen, Ch. 6, “Dialog methods.”

Nielsen, Ch. 7, “Woolman’s Friendly disentangling.”

Nielsen, Ch. 8, “Kierkegaard’s Friendly up-building.”

Nielsen, Ch. 9, “Postmodern methods.”

Week 13

8. Alternative institution building and social entrepreneurship leadership for global governance.

Nielsen D., Tierney M. Delegation to international organizations: Agency theory and World Bank environmental reform // *International Organization*. 2003. No. 57.

Van Huijstee M., Glasbergen P. NGOs moving business: An analysis of contrasting strategies // *Business & Society*. 2010. Vol. 49. No. 4.

Teegen H., Doh J., Vachani S. The importance of nongovernmental organizations in global governance and value creation // *Journal of International Business Studies*. 2004. Vol. 35. No. 6.

Week 14

9. Reflection and course summary

Slocum-Bradley N., Bradley A. Is the EU’s governance good? An assessment of EU governance in its partnership with ACP states. Institute for European Studies: Working Paper 1-2010.

Weiss T. Governance, good governance and global governance: Conceptual and actual challenges // *Third World Quarterly*. 2000. Vol. 21. No. 5.

Woods N. The challenge of good governance for the IMF and the World Bank themselves // *World Development*. 2000. Vol. 28. No. 5.

Jolly R. The UN and development thinking and practice // *Forum for Development Studies*. June 2005.

Nielsen, Ch. 12, "Conclusion: Proteus as Institutional Citizen."

Week 15

Exam week

5.5

GLOBAL GOVERNANCE IN THE GLOBAL COMMUNITY

Maria Lagutina

University:	Saint Petersburg State University
Title:	Global Governance in the Global Community
Instructor:	Dr. Maria L. Lagutina, Ph. D., Associated Professor, Vice-head of World Politics Department
Office hours:	66 academic hours, 6 credits ECTS. Master's Degree

Overview (Course Description)

The discipline “Global Governance in the Global Community” is taught in the third semester (fall semester) for the second year students. Duration: 1 semester, 66 hours in class and 112 hours of independent work by students. Taught in Russian.

The course is focused on global governance issues. The purpose of this course is to familiarize students with the historical origins, theoretical background and contemporary institutional forms of governance in the modern world community.

This course should give students a methodological and substantive basis for research on world politics issues, as well as develop their analytical skills.

The course will consist of:

- lectures (10 topics),
- seminars (7 topics),
- and a final workshop: “Global problems, global solutions”.

Lectures are supported by a specific structure, which starts with giving foundations to understand the concept of global governance: the historical origins of this idea, theoretical background and special understanding this concept in Russia. It's important to present for students the Global Governance theory as a true scientific concept and not as a conspiracy theory. Unfortunately, in Russian scientific community there are a lot of the misunderstandings of Global Governance and wrong

stereotypes. The next phase is lectures that will precede individual work-shops. These lectures are devoted to contemporary institutional forms of governance in the modern world community and its different specific aspects.

There are 2 types of **seminars**:

- *Presentations and Discussions* where students individually present a topic from the list (10–15 minutes). After that, the debate follows in the format of questions and comments by the audience. PPT presentations and videos are welcome.
- *Colloquiums on Literature in the field of Global Governance*. There are a list of articles and reports for reading during the fall semester. Every student must read all these articles and reports during this semester. Some of them will be presented on seminars. Student has to prepare a short presentation about the essence of the contents, ideas, and concepts discussed in each article or report.

The final workshop: “Global problems, global solutions”.

The purpose of the Final Workshop is to wrap up all the knowledge that students received throughout this course. Students present their working papers on global problems. There is a list of topics:

1. Climate change
2. Nuclear proliferation
3. Poverty
4. Population growth
5. Food security
6. International terrorism
7. Global healthcare

Students should choose one topic from the list during the first seminar (Introduction) and present the problem according to the following plan:

1. Background information

- the identification of the topic (*What is the issue that you want to discuss?*)
- actuality (*Why do you think it is important?*)
- points of view among researchers and experts (*What are competing view in the discussion of it? Which authors and, if relevant, school of thoughts, seem most influential in this debate?*)
- documents and existing regulation (*Which conventions, declarations and other documents determine the governance of the issue?*)
- stakeholders (*Which actors do you think have the most important role in the discussion of the issue?*)

2. Analysis

- research question (*What are the main question that gave guided your research? How has the research been conducted (identification of methods)?*)
- policy alternatives (*Based on your knowledge and research so far, which of the ‘solutions’ came to the fore? Describe those alternatives in more details: what are they, and what are their advantages and disadvantages?*)

3. Conclusion

- strategies and scenarios (*As for policy alternatives which are the ones you would suggest to improve global governance on the issue under discussion?*)
- criteria for the best solution (*Detail the criteria on which your preferences has been based?*)

The final exam consists of results of students work during the semester (working paper, presentation and participation in discussions).

Prerequisites

Students are expected: to explore books, articles, documents and some TV news that help explaining the many ways global governance affects world politics.

For studying this discipline students should have base knowledge in:

- International Relations Theory
- World History
- Geopolitics
- Political Science
- Political Philosophy

Requirements (Core Requirements) and Grading

Grade in this course will be determined by:

Class participation 40/100,

Written responses to the course units 20/100,

Final working paper (4000–5000 words) 40/100.

Learning Objectives (Course Objectives)

The purpose of this course is to familiarize students with the historical origins, theoretical background and contemporary institutional forms of governance in the modern world community. The course raises questions about the efficiency and failures to develop global governance. This course serves as an excellent platform for simulation games.

Learning Outcomes

Students will be required to transfer their knowledge in practice by a number of seminars, discussions, colloquiums, culminating in a final workshop in which student will have to present a working paper (4000–5000 words) and to demonstrate

the knowledge acquired throughout the course by presenting a think-tank type of analysis to a specific global problem (case study method).

This discipline has an interdisciplinary character. Thus, learning this course students develop their ability to apply theories from international relations, international political economy, and international law to explain key global problems, and to contribute to current policy debates.

Methods of Instruction

This course is enriched with a number of learning tools that help the students to reinforce their knowledge within different models.

The main method of learning is through seminars, during which students give presentations (PowerPoint format) on the key issues of the subject.

Students received access to this methodological database at the beginning of the course.

1. Reader's guides set the scene for upcoming themes and issues to be discussed, and indicate the scope of coverage within the model.
2. Glossary terms help students' orientation in "global governance language" and aid them in exam revision.
3. List of questions for examination.
4. List of topics for seminar classes.

Course Plan (Schedule of Topics and Assignments)

The credit value of the course – 6 (66 academic hours). The course consists of 10 modules.

Each model includes a different number of hours

Module 1 (4 hours). Introduction: the subject of the course and brief review of bibliography on Global Governance issues

Students should choose one topic from the list for their final Working Papers.

Review of modern Russian and Western literature on global governance, scientific journals and electronic resources. Difficulties in global governance concept research in Russia.

Module 2 (8 hours). Theoretical approaches to the definition of "Global Governance" in Russian and Western political science

The historical background of global governance idea. The cradle of "Global Governance" idea in the proceedings of thinkers of different epochs (D. Alighieri, I. Kant, A. Sakharov etc.). Different approaches in Western and Russian political thoughts to research and understanding of "Global Governance" concept. The problem of definition of the term "Global Governance".

Module 3 (8 hours). Contemporary Concepts of Global Governance

The concept of World Government today. “New Governance Theory”. The concept of cogovernance. “Governance without Government”. Governance of Natural Resources. “Good Governance”. World Government and conspiracy theories.

Module 4 (8 hours). World Politics as a tool of Global Governance. The problem of institutionalization of Global Governance

Main actors of Global Governance. UN, EU and NATO as actors of Global Governance. Phenomenon of BRICS, G7, G20 etc. New instrumental approaches to Global Governance. World Diplomacy.

Module 5 (8 hours). Global Governance and Nation-State Sovereignty. The problem of supranationality

The concept of supranationality: historical background and modern state. Co-operative model of Governance. Transnational model of governance: the Arctic case.

Module 6 (8 hours). Integration as a tool of Global Governance

The term “integration” and main types of integrational structures. Integration and regionalization. Global Regionalization, Regionalization 2.0. Multilevel governance and Integration.

Module 7 (4 hours). Leadership and Hegemonism in the context of Global Governance

Types of leadership in the global era. The modern elitism. Liberal hegemonism or multipolar world? The concept of socialization of elite of the developing countries by Ch. Kupchan and J. Ikenberry. The USA, Russia and China in Global Governance.

Module 8 (4 hours). Global Governance in the era of Informational Society’s forming

Information as a tool of Governance. Informatization. Information society concept.

Global networks, global mass media, informational wars etc. Noopolitics. Mediapolitics. NET politics. E-government and e-governance?

Module 9 (4 hours). Global Environmental Governance

‘International Environmental Governance’ and “Global Environmental Governance”. Environment as a subject of Global Environmental Governance. International Environmental Regimes (O. Young). Institutionalisation of Global Environmental Governance. Climate Change as a Global problem.

Module 10 (8 hours). The final workshop: “Global problems, global solutions”

Presentation of the students’ projects. Discussion of Working Papers.

Readings (Required, Recommended)

1. Abbott K.W. and Snida D. Strengthening International Regulation Through Transnational New Governance: Overcoming the Orchestration Deficit // *Vanderbilt Journal of Transnational Law*. 2009. No. 42. Pp. 501–557.
2. Acharya A. *Regional Worlds in a Post-Hegemonic Era*. Bordeaux: Spirit Working Papers, 2009.
- a. Biermann F. and Pattberg P.H. *Global Environmental Governance Reconsidered*. The MITT Press, 2012.
3. Close P. and Ohki-Close E. *Supranationalism in the New World Order: Global Processes Reviewed*. Macmillan Press Ltd, 1999.
4. Dingwerth K., Pattberg Ph. *Global Governance as a Perspective on World Politics* // *Global Governance*. 2006. No. 12. Pp 185–203.
5. Duyck S. Participation of non–state actors in Arctic environmental governance // *Nordia Geographical Publications*. 2012. Vol. 40. No. 4. Pp. 99–110. URL: <http://www.arcticcentre.org/loader.aspx?id...32c5...> (accessed 15 June 2015).
6. *Global Governance and the United Nations System* / Ed. by Vilker Rittberger. United Nations University Press. 2001.
7. *Global Leadership in Transition: Making the G20 More Effective and Responsive* / Ed. by Colin I. Bradford, Wonhyuk Lim, 2011.
8. *Global Politics: Globalization and the Nation-State*. Ed. by Anthony G. McGrew and Paul Lewis. Polity Press, 2002.
9. *Globalization, Security, and the Nation State: Paradigms in Transition*. Ed. by Ersel Ay-dinli and Rosenau J. State University of New York Press, 2005.
10. Göksel N.K. *Globalisation and the State*. URL: <http://sam.gov.tr/wp-content/uploads/2012/02/1.-NiluferKaracasuluGoksel.pdf>
11. *Governing Globalization. Power, Authority and Global Governance* / Ed. by Held D., McGrew A. 2010.
12. Graham K. and Felício T. *Regional Security and Global Governance*. VUB Brussels University Press, 2006.
13. Hewson M. *Approaches to Global Governance Theory*. SUNY Press, 1999.
14. Holton R.J. *Globalization and the Nation State: 2nd Edition*. Palgrave Macmillan, 2011.
15. Ikenberry, John G. and Kupchan, Charles A. Socialization and Hegemonic Power // *International Organization*. 1990. Vol. 44. No. 3. Pp. 283–315.
16. Ikenberry, John G. *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*. Princeton University Press, 2011.
17. *International Organizations in Global Environmental Governance* / Ed. by Frank Biermann, Bernd Siebenhüner, Anna Schreyögg. Routledge, 2009.
18. *Internet Governance and the Information Society: Global Perspectives and European Dimension* / Ed. by Wolfgang Benedek, Veronika Bauer, Matthias C. Kettmann. ELEV-EN, 2008.

19. Katzenstein P.J., Keohane R., Krasner St.D. *International Organization and the Study of World Politics* // *International Organization*. 1998. Vol. 52. No. 4. Pp. 645–686.
20. Kooiman, J. *Governing as Governance*. London: Sage, 2003.
21. Kupchan Ch. A. *No One's World: The West, the Rising Rest, and the Coming Global Turn*. Oxford University Press, 2012.
22. Lagutina M. A Global Eurasian Region in a “Regiopolar” World-Order // *Russian Analytical Digest*. 2015. No. 170. Pp. 5–9.
23. Lagutina M. Eurasian Economic Union foundation: issues of global regionalization // *Eurasia Border Review*. 2014. Vol. 5. Issue 1.
24. Lagutina M. Russian Arctic Policy in the XXI century: from international to transnational cooperation? // *Global Review*. Winter 2013.
25. Lennox V. *Conceptualising Global Governance in International Relations*. October 2008. URL: <http://www.e-ir.info/2008/10/03/conceptualising-global-governance-in-international-relations/>
26. Levy D.L. and Newell P.J. *The Business of Global Environmental Governance*. The MIT Press, 2005.
27. Ling J. The EU's New Approach to Global Governance // *China International Studies*. March/April 2013.
28. Luck E. C. How Not to Reform the United Nations // *Global Governance*. 2005. Vol. 11. No. 4. Pp. 407–414.
29. Luk Van Langenhove *Building Regions: The Regionalization of the World Order*. Ashgate, 2011.
30. Mathiason J. *Internet Governance: The New Frontier of Global Institutions*. Routledge, 2009.
31. Peters B.G. and Pierre J. *Governance Without Government? Rethinking Public Administration* // *Journal of Public Administration Research and Theory*. 1998. 8(2).
32. Rewizorski M. *The European Union and the BRICS: Complex Relations in the Era of Global Governance*. Springer, 2015.
33. Rewizorski M. *The European Union and the BRICS: Complex Relations in the Era of Global Governance*. Springer, 2015.
34. *Rising Powers and the Future of Global Governance* / Ed. by Kevin Gray, Craig N. Murphy. Routledge, 2014.
35. Rosenau J. *Governance in the Twenty-First Century* // *Global Governance*. 1995. Vol. 1. No. 1.
36. Rosenau J.N. and Czempiel E.-O. (eds.), *Governance without Government: Order and Change in World Politics*. New York: Cambridge University Press, 1992.
37. Rosenau J.N. *Globalization and Governance: Bleak Prospects for Sustainability* // *International Politics and Society*. 2003. No. 3. URL: http://www.fes.de/ipg/IPG3_2003/ARTROSENAU.HTM

38. Ruggie J.G. Global Governance and “New Governance Theory”: lessons from business and human rights // *Global Governance: a review of multilateralism and international organizations*. 2014. Vol. 20. No. 1. Pp. 5–17.
39. Stacker G. Governance as Theory: Five Provisions // *International Social Science Journal*. 1998. Vol. 50. No. 155.
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E-Libraries

1. <http://library.sir.spbu.ru/> – Отраслевой отдел по направлениям международные отношения и политология Научной библиотеки СПбГУ им. М. Горького
2. <http://russiancouncil.ru> – Российский совет по международным делам (Russian International Affairs Council)
3. <http://www.auditorium.ru> – электронная библиотека «Социально-гуманитарное и политическое образование»
4. <http://www.mgimo.ru/publications/ehd.phtml> – электронная библиотека МГИМО (MGIMO-University)
5. <http://www.dni.gov/index.php/about/organization/national-intelligence-council-who-we-are> – Библиотека Национального разведывательного совета (The National Intelligence Council)
6. <http://www2.etown.edu/vl/index.html#resourcecategories> – Виртуальная библиотека ссылок на источники по международным отношениям (The WWW Virtual Library: International Affairs Resources)
7. <http://fpc.org.uk> – Библиотека Центра внешней политики (The Foreign Policy Center)
8. <http://www.unhistoryproject.org> – United Nations History Project
9. <http://www.statindex.org> – Current Index to Statistics
10. <http://www.chathamhouse.org/publications/books> – Электронная библиотека Британского совета по международным отношениям (Chatham House)

Analytical and Research Centers

1. Russian International Affairs Council. URL: <http://russiancouncil.ru/en/>
2. The Russian Institute for Strategic Studies. URL: <https://en.riss.ru>
3. Центр стратегических разработок. URL: <http://www.csr.ru/>
4. Совет по внешней и оборонной политике (СВОП). URL: <http://www.svop.ru/>
5. Carnegie Moscow Center. URL: <http://carnegie.ru/>

6. RAND Corporation. URL: <http://www.rand.org/pubs.html>
7. Center for Strategic and International Studies – CSIS. URL: <http://csis.org>
8. Council for Foreign Relations. URL: <http://www.cfr.org/publication/>

Academic Journals

1. “International Affairs”, a journal of Russia’s Foreign Ministry. URL: <http://en.interaffairs.ru/>
2. “Polis. Political Studies” Journal. URL: <http://www.politstudies.ru/en/>
3. “International Trends” Journal of International Relations, Theory and World Politics. URL: <http://www.intertrends.ru/en>
4. “World Economy and International Relations” (“MEMO Journal”). URL: <http://www.imemo.ru/en/jour/meimo>
5. “Russia in Global Affairs” Journal. URL: <http://eng.globalaffairs.ru/>
6. Scientific-analytical Journal «Обозреватель—Observer». URL: <http://www.materik.ru/institute/library/books/detail.php?ID=17402>
7. Global governance – Global Policy Journal. URL: <http://www.globalpolicy-journal.com>
8. The Chinese Journal of Global Governance. URL: <http://www.brill.com/products/journal/chinese-journal-global-governance>
9. The Global Journal. URL: <http://www.theglobaljournal.net>
10. World Policy Journal. URL: <http://www.worldpolicy.org/journal/summer2013>
11. World Politics. URL: <http://www.princeton.edu/piirs/worldpolitics-journal/>

Research Centers on Global Governance Issues

- Global Governance Centre for Sustainable Globalisation, which monitors and rates the meta trends, challenges and events driving globalisation and sustainability
- Leuven Centre for Global Governance Studies
- Global Governance Institute, Brussels
- EUISS Chailot Paper No. 100: Building the Future: The EU’s Contribution to Global Governance
- Global Governance: The Battle Over Planetary Power, analyses from the Institute of research and debate on Governance
- International Research Group on global Integration system EASTS IRG SCAFT
- International Journal of Governance
- Global Politics and Institutions from the Tellus Institute
- London School of Economics and Political Science, The Centre for the Study of Global Governance at the London School of Economics
- The Global Governance Program of the European University Institute
- Global Governance Topic Page: The Center for Global Studies at the University of Illinois
- “Global Governance and the Universal Common Good” Theological analysis from the perspective of Catholic social thought

5.6

GLOBAL STRATEGIC MANAGEMENT (GLOBAL GOVERNANCE)

Maxim Kharkevich

University:	Moscow State Institute of International Relations of the Ministry of Foreign Affairs of the Russian Federation
Title:	Global Strategic Management (Global Governance)
Instructor:	Dr. Maxim V. Kharkevich , Ph. D, Head of the office for scientific planning, statistics and accountancy of the Directorate for research policy
Time and Location:	School of Political Science, Department of World Political Processes
Office hours:	108 academic hours, 3 credits ECTS. Master's Degree

Overview (Course Description)

The curriculum for the subject “Global Governance” is prepared in accordance with the requirements of the compulsory minimum level of training, and a master of the Federal state educational standard of higher education in “State and municipal management”. “The Global Governance” course is part of the broader discipline of “World Politics”. Global governance is an interdisciplinary concept that, in addition to world politics, touches upon disciplines such as politics, international political economy and international law. Global governance is treated in the framework of this course primarily as a political phenomenon and is studied through the categories, methods and approaches of political science. Global governance is the environment and context of state and municipal governance. The problem of global governance is closely linked with the issues of the transformation of the state (sovereignty, territoriality, national borders) in the modern world. Global governance looks at the very concept of governance, thus clarifying it for all the levels of governance: global, regional, national and local (municipal). The course is introductory in nature.

Requirements (Course Requirements) and Grading

Test Paper

A (90–100%)	The paper fully meets the goals/tasks of the course.
B (82–89%)	The paper mainly meets the goals/tasks of the course.
C (75–81%)	The paper meets some of the goals/tasks of the course, but is seriously flawed in regard to other goals/tasks.
D (67–74%)	The paper fails to meet most or all of the goals/tasks of the course.
E (60–66%)	The paper does not meet /contradicts the goals of the course and/or falls short of them.
F (less than 60%)	The paper fails to reflect the problems of the course or misinterprets them.

Seminar Work

A (90–100%)	Attendance at all seminars; active participation in seminar activities: reports and presentations using a wide range of appropriate material and the latest publications; clear-cut and convincing argumentation.
B (82–89%)	Attendance at 90 per cent of seminars; active participation in the seminar activities: reports and presentations using a fair number of relevant and up-to-date materials and sources.
C (75–81%)	Attendance at most seminars; taking part in seminar activities: presentations and asking questions. Using relevant and up-to-date materials and sources; arguments are not always convincing.
D (67–74%)	Poor attendance record; little participation in seminar activities; no reports or presentations. Poor demonstration of ability to work with literature and sources.
E (60–66%)	Poor attendance record (under 50 per cent); taking no part in seminar activities; unsatisfactory answers to teacher's questions.
F (less than 60%)	

Performance during exam

A (90–100%)	Independent and original perception of the question; knowledge of the main literature and sources on the theme in and outside Russia; feeling at home in the problem area of the course as whole; clear-cut analysis, succinct and convincing reasoning.
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B (82–89%)	Logical analysis; a degree of originality in approaching the question; knowledge of a significant body of literature and sources; feeling at home with the problems of the course in general and an ability to convincingly argue one's position.
C (75–81%)	Satisfactory knowledge of the literature and sources, but insufficient orientation in the problems of the course; lack of originality or critical approach to the material; adequate argumentation.
D (67–74%)	Insufficient knowledge of the literature and sources; poor grasp of the range of problems of the course overall; lack of originality and/or uncritical approach to issues.
E (60–66%)	No knowledge of the literature and sources; very poor grasp of the problems of the course as a whole.
F (less than 60%)	Ignorance of the literature and sources; failure to answer the questions on the examination card.

Learning Objectives (Course Objectives)

The main goals and objectives of the course are to achieve a deeper understanding of the complex social phenomenon of “governance”; introducing students to the possibilities and features of governance outside and across state borders; considering the functions, forms, resources, institutions and actors of global governance; a detailed study of the role of states in global governance, indicating the main trends in the development of global governance. The course is called upon to help students generalize and systematize the knowledge they have acquired by studying courses in humanities, social science, law and economics to provide a theoretical foundation for studying the courses devoted to in-depth specific problems of governance at various levels of social systems.

Learning Outcomes

At the end of the course, the students will be expected:

- 1) **To know** the functions, forms, resources, institutions and actors of global governance.
- 2) **To be able to** identify the manifestations of global governance at the local, regional and global levels.
- 3) **To understand** various theoretical approaches to explaining and forecasting global governance.

The “Global Governance” course is aimed at forming general cultural competences and professional competences as outlined by the Federal State Educational

Standards of Higher Professional Education in unit “State and Municipal Governance”. The competences in question are as follows:

Cultural Competences

- The ability to think abstractly, analyse and synthesize information
- The capacity for self-development, self-actualization and the use of creative potential

Professional Competences

- The ability to communicate orally and in writing to tackle professional tasks in Russian and foreign languages
- The ability to structure and integrate knowledge from various areas of professional activities and to creatively use and develop this knowledge in solving professional tasks
- Having command of modern methods of diagnosing, analysing and solving socioeconomic problems, as well methods of making and implementing decisions
- The ability to understand modern global political trends, the world economy and globalization, and being conversant with the issues of international competition
- The ability to develop systems of strategic, current and operational management, and a command of the principles and modern methods of managing operations in various spheres of activity
- The ability to verify and structure information obtained from various sources
- The ability to use information technologies to solve various research and administrative tasks
- The ability to critically assess information and constructively make decisions on the basis of analysis and synthesis ; project activities
- The ability to systematize and generalize information, prepare proposals on improving the system of state and municipal governance
- The ability to apply knowledge of the methods and theories of humanities, social and economic sciences in performing expert or analytical tasks
- Command of the methods and specialized tools of analytical work and scientific research

Methods of Instruction

Lectures, seminars, practical classes, independent study, coursework, informational-analytical papers.

Methodological recommendations for independent study, coursework and informational-analytical papers:

1. Length: 8–10 pages, not including title page, plan and supplements.

2. Margins: 2cm top and bottom, 2.5cm left, 1.5cm right. Font: Times New Roman. Font Size: 14. Spacing between lines 1.5pt.
3. Do not forget to put the name of the author, Group Number and year on the title page.
4. Pages must be numbered. All sources must be referenced in the appropriate manner. Footnotes must be numbered consecutively throughout the document.
5. Plans must be submitted as well. The content of the work must match the plan.
6. The Introduction (no more than 1.5 pages) must include: a description of the relevance of the topic, its coverage in the literature, the goals and tasks of the paper.
7. The Conclusion must include brief conclusions (how the goal and tasks of the work have been achieved).

The list of themes is approximate. This means that students can, either, reformulate the list, or, choose a topic that is not on the list (upon agreement with the teacher).

Course Plan (Schedule of Topics and Assignments)

Topic 1. Introduction: Main Problems and the Object and Subject of Global Governance

History of the emergence of the phenomenon and concept of global governance and its content, the distinction between global governance and state and municipal governance.

Topic 2. Transformation of the World Political System

Transformation of the fundamental institutions of the Westphalian model of the world. Crisis of the Westphalian model of regulating transnational processes and phenomena. Growing globalization and the need to manage it.

Topic 3. The Functions of Global Governance

Global governance as transnational regulation of globalization processes. Global public good as the main product of global governance. Features of the production of global public goods in the international environment.

Topic 4. Forms of Global Governance

Hierarchic, market and network models of the production of global public goods. International regimes. Features of each form of global governance, the problem of the correlation between form and object of global governance.

Topic 5. Global Governance Resources

Power and law as the basis of global governance. The problem of power diffusion and transition in world politics. Trends in the development of contemporary international law. The correlation of the political and legal aspects of global governance.

Topic 6. The Role of States in Global Governance

Transformation of states in contemporary world politics. The three main types of state in global governance (pre-modern, modern and post-modern). The specific features of the approach to the governance of each state type.

Topic 7. The Role of Non-State Actors and International Institutions in Global Governance

The role of various international organizations and institutions (formal and informal), as well as civil society and business organizations, in global governance.

Topic 8. The Future of Global Governance

Trends in the development of global governance: globalization or regionalization of global governance? Emergence of the practices of avoiding global regulators.

Exam Questions

- The Specific Features of Global Governance
- The Object of Global Governance
- The Specific Features of Global Governance Compared with State and Municipal Governance
- The Crisis of the Westphalian Model of Regulating Transnational Processes and Phenomena
- Global Governance as Transnational Regulation of Globalization Processes
- Global Social Goods as the Main Product of Global Governance
- Distinguishing Features of Global Social Goods Production in an International Environment
- Hierarchic, Market and Network Models of Global Social Goods Production
- International Regimes
- Power and Law as the Basis of Global Governance
- The Problem of Power Diffusion and Transition in World Politics
- Trends in the Development of Contemporary International Law
- The Balance of political and Legal Aspects in Global Governance
- The Transformation of States in Modern World Politics
- Pre-Modern States in Global Governance
- Modern States in Global Governance
- Post-Modern States in Global Governance
- The Role of International Organizations and Institutions in Global Governance
- The Role of Civil Society Organizations in Global Governance
- The Role of Business in Global Governance
- The Developmental Trend of Global Governance
- Transformation of the World Political System
- Functions of Global Governance

- Forms of Global Governance
- Resources of Global Governance
- The Role of States in Global Governance
- The Role of Non-State Actors and International Institutions in Global Governance
- The Future of Global Governance
- “Traditional” And “Scientific” Methods of Studying International Relations
- The Main Concepts of Systemic Analysis
- Features of International Systems
- Typology of International Systems
- The Potential and Limits of Systemic Analysis in International Relations
- Levels of Analysis in International Relations Theory
- The Concept of International Actors and their Different Types.
- Force as Part of the Toolkit of International Actors
- Norms as Part of the Toolkit of International Actors
- The Aims of International Actors in Interpreting the Main Paradigms
- The Strategy, Goals and Means at the Disposal of International Actors

Readings Required

1. Афонцев С. А. Политические рынки и экономическая политика [Текст] / С. А. Афонцев. – М.: Комкнига, 2010. 380 с.
2. Лебедева М. М. Мировая политика [Текст]: учебник / М. М. Лебедева. – М.: КноРус, 2011. – 253 с.
3. Лебедева М. М., Харкевич М. В., Касаткин П. И. Глобальное управление [Текст] / М. М. Лебедева, М. В. Харкевич, П. И. Касаткин. – М.: МГИМО-Университет, 2013. – 220 с.
4. Негосударственные участники мировой политики [Текст] / Под ред. М. М. Лебедевой, М. В. Харкевича. – М.: Аспект Пресс, 2013. – 208 с.
5. Харкевич М. В. Государства и формы политического управления в современной мировой экономике [Текст] // Метаморфозы мировой политики / Под общей редакцией М. М. Лебедевой; Московский государственный институт международных отношений (Университет) МИД России. Москва, 2012. – С. 212–232.

Readings Recommended

- Nye J. S. The Future of Power. Public Affairs, 2011.
- Piattoni S. The Theory of Multi-level Governance. Conceptual, Empirical, and Normative Challenges. Oxford University Press, 2010.
- Thakur R. et al. The Next Phase in the Consolidation and Expansion of Global Governance // Global Governance. 2014. Vol. 20. No. 1. Pp. 1–4.

- Барабанов О. Н. 33 Проблематика глобального управления в мировой политике [Текст] // Т. 9. Перспективы надгосударственного управления в глобальном и региональном масштабе / Под ред. О. Н. Барабанова. Пространство и время в мировой политике и международных отношениях : материалы 4-го Конвента РАМИ. В 10 т. / Под ред. А. Ю. Мельвиля; Российская ассоциация международных исследований. – М.: МГИМО-Университет, 2007. – С. 13–14.
- Войтоловский Ф. Г. Идеология «глобального управления»: от утопий к практике [Текст] / Ф. Г. Войтоловский // Международная жизнь. 2011. № 9–10.

6

INTERNATIONAL LAW AND GLOBALIZATION

6.1

INTERNATIONAL LAW AND GLOBALIZATION

Alberto Oddenino

University:	University of Turin
Title:	International Law and Globalization
Instructor:	Associate Professor Alberto Oddenino
Time and Location:	2015/2016, Department of Law
The Valence/Credits:	108 academic hours, 3 credits ECTS. Master's Degree

Overview (Course Description)

The current “global economic governance” model shows how international law is affected and reshaped by economic globalization. The process of erosion of state sovereignty is coupled with the overcoming of some classical features of the international legal order as an eminently inter-state regime. The course examines how globalization has transformed and is transforming international law, the concept of sovereignty and the role of states and how pervasive is the global economic governance model, with new actors and sources.

The course will describe the main Westphalia features of the international legal order and the way they have been reshaped by the post Second World War evolution, with a particular focus on the emergence of the Washington consensus relating to the neoliberal economic paradigm.

Learning Objectives (Course Objectives)

Seminarian and interactive course aimed at deepening the knowledge of international economic law in the wider perspective of globalization.

Learning Outcomes

Development of critical skills in the appraisal of the main issues relating to the impact of globalization on international law.

Methods of Instruction

Lectures, case studies, open discussions.

Class participation; oral in class exposition on assigned topics; final written discussion paper on a chosen topic.

Course Plan

A part of the course will concern the Global Economic Governance model and mirror of globalization. Through the exam of some institutional pillars and of some concrete examples, evidence will be given to the great expanding force of this model, based on a conception that stands in opposition to conventional ideas of hierarchical governing.

In this context, particular attention will be devoted to the role of private actors (among others: multinational enterprises, international standardization bodies, credit rating agencies, NGOs, individuals) and their relationship with more “classical” international law subjects, namely states and international economic organizations such as WTO, IMF and the World Bank. Attention will be devoted to the role of soft law sources and standardization.

The final part of the course will try to assess the impact of globalization on the general pattern of International Law, well beyond the merely economic sphere, and will investigate the various options of its prospective role for the affirmation of an international rule of law.

Readings Required

A selection of reading materials for the preparation of the various topics will be provided at the beginning of the course and during classes.

6.2

INTERNATIONAL LAW AND CONTEMPORARY CHALLENGES

*Fiammetta Borgia,
Federica Mucci,
Pierluigi Simone*

University:	University of Rome Tor Vergata
Title:	International Law and Contemporary Challenges
Instructors:	Professor Fiammetta Borgia, Professor Federica Mucci, Professor Pierluigi Simone
Time and Location:	2015/2016, Global Governance Program
The Valence/Credits:	6 credits ECTS. Bachelor Degree

Overview (Course Description)

The 2nd Module of the “Global Law” Course aims to provide students with the knowledge of the basic elements of modern international law, with particular reference to subjects and legal sources, the United Nations collective security system, the State responsibility and disputes resolution.

Requirements and Grading

With reference to the 2nd Module, the students evaluation will be based on the attendance in classes (25%), on mid-term written exams (30%) and on a final oral exam (45%). The mid-term exams will be a total of three (one for each topic), and will consist in the preparation of papers regarding issues addressed in topic 1 (The Law of the International Community: Subjects and Sources of International Law), in topic 2 (United Nations and Collective Security System) and in topic 3 (State Responsibility and Disputes Resolution in International Law), respectively.

The final grade given to the students for the Course of Global Law will be equivalent to the point average obtained between the final grade attributed at the end of the 1st Module and the final grade attributed at the end of the 2nd Module.

Methods of Instruction

The topics of the 2nd Module will be exposed through lectures. The active participation of students will be stimulated through the analysis of cases and materials submitted by the teachers. The formation of groups among students will be also expected, so as to stimulate the mutual interaction and the study of specific and relevant matters.

Course Plan

Topic 1

The Law of the International Community: Subjects and Sources of International Law
(Prof. Mucci)

SUBJECTS OF INTERNATIONAL LAW

- a) The main features of the international community and its historical evolution
- b) The subjects of international law
 - States
 - International intergovernmental organizations
 - Other subjects?
 - Individuals

SOURCES OF INTERNATIONAL LAW

- a) Custom
- b) Treaties
- c) General principles of law
- d) Hierarchy of sources and *jus cogens*
- e) Soft law

Topic 2

United Nations and Collective Security System
(Prof. Borgia)

THE CONCEPT AND DEVELOPMENT OF COLLECTIVE SECURITY

Collective security: a historical journey
The morphology of collective security
Triggers, actors and institutions

THE UNITED NATIONS

UN Charter
UN Structure

THE UN CHARTER'S SYSTEM OF COLLECTIVE SECURITY

Powers of General Assembly, Secretary – General and Security Council
The contribution of regional, defence and security organisations to peace and security
Economic and military sanctions

Topic 3

State Responsibility
and Dispute Resolution
in International Law
(Prof. Simone)

**COLLECTIVE SECURITY
AND THE PROTECTION
OF HUMAN RIGHTS**

Humanitarian intervention
Responsibility to Protect doctrine
Criticisms

**STATE RESPONSIBILITY IN INTERNA-
TIONAL LAW**

The International Law Commission's Articles
on Responsibility of States for Internationally
Wrongful Acts
Internationally wrongful acts
The rules of attribution
Circumstances precluding wrongfulness
Consequences of breach
Invocation of State responsibility
International liability for injurious consequences
arising out of acts non prohibited by internation-
al law

**DISPUTES RESOLUTION
IN INTERNATIONAL LAW**

The international judicial function: Arbitration;
the International Court of Justice
Regional and sectorial international courts: The
General Court and the Court of Justice of the
European Union; the International Tribunal of
the Law of the Sea; the WTO Dispute Settle-
ment Body; the European Court of Human
Rights; the Interamerican Commission and
Court of Human Rights; the African Commis-
sion and Court of Human Rights; the Commit-
tee for Human Rights of the United Nations
Covenant on Civil and Political Rights; the
International Criminal Court and the ad hoc
International Criminal Tribunals
The pacific resolution of international disputes
and the non-judicial settlement procedures

Readings Recommended

Cassese A. International Law. 2nd edition. Oxford University Press, 2004.
Selected materials and/or slides will be provided to the students during the
course.

6.3

INTERNATIONAL DEVELOPMENT LAW

Cristiana Carletti

University:	Roma Tre University
Title:	International Development Law
Instructor:	Cristiana Carletti, Associate Professor of International Public Law
Time and Location:	2015/2016, Department of Political Science
The Valence/Credits:	8 credits ECTS. Master's Degree "International Relations"

Overview (Course Description)

The course is developed into two main sections; debating the theoretical concept of the right to development as a human right and analysing the international development cooperation within the United Nations system as well as the international organizations – IOs – working in the economic, financial and trade fields. Also the regional and national systems (e.g. the European Union and the Italian framework) and the non institutional actors (e.g. NGOs and private business companies) will be investigated.

Requirements and Grading

Attendance and participation (35%); in class presentation or paper (30%); final grade – oral examination (35%).

Learning Objectives (Course Objectives)

The course is focused on the role and actions of states and international organisations working at the bilateral, multilateral and multi-bilateral level in order to frame policies, programmes and projects as key components of international de-

velopment law. It is based on an analytical approach on contemporary issues and debates promoted by the above mentioned actors in the global partnerships perspective.

Methods of Instruction

The course is articulated mainly into lectures, supported by PPT presentations on all the substantial aspects dealing with the topic of international development law. These lectures will be complimented by class readings and discussions about the official international documents adopted by concerned IOs and countries, as well as by the elaboration and presentation of written papers on practical cooperation mechanisms and models. Moreover, the participation to conferences, technical workshops and events to be held in Rome and promoted by public and private entities (i.e. IOs, ministries, research centres, academia and civil society) will be scheduled.

Attendance is mandatory for all classes. If a student misses more than three classes, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies.

Course Plan

PART I – Introduction and description of the Course; the UN framework: past vs. future international development cooperation

Topic: Preliminary basics of the international development cooperation

Week 1

Conceptual framework of the international development cooperation

Operational mechanisms and procedures

The right to development and international cooperation

Topic: Key elements of the right to development

Weeks 2–3

Economic, sustainable and social factors at the core of the human development concept: theoretical and practical approach

International actors: donors and partners; IOs; the role of the United Nations within the international cooperative framework

Millennium Project: the international challenge up to 2015

Approaching the 2015 time limit and beyond: the new era of the post-2015 Development Agenda

PART II – The financial/trade development cooperation

Topic: The international financial and trade development cooperation

Week 4

The role and action of the World Bank Group and related development cooperation mechanisms and models

The financial cooperation of the International Monetary Fund

The global financial crisis and future challenges to cope with capacity-building measures of developed and developing countries

Topic: Trade law and development cooperation principles

Week 5

The basics of WTO: principles and rules to create and perform international development cooperation practices

Comprehensive overview about international financial and trade development cooperation actors and models

PART III – The regional dimension, the non institutional approach of the international development cooperation

Topic: The regional dimension of the development cooperation

Week 6

Historical, legal and practical features of the development partnership between EEC/EU and the African and Mediterranean countries

The European development model cycle: analysis and implementation in a comparative perspective

Topic: The non institutional actors of the international development cooperation

Week 7

NGOs: private profile, global action

The business and the international development cooperation: rethinking the way for best actions

Corporate Social Responsibility and human rights protection in the view of development cooperation

PART IV – Case studies: Italy / thematic ratio: right to water, land-grabbing

Topic: The Italian development cooperation framework; case studies

Week 8

Lessons from the past for a new legal and institutional framework of the Italian development cooperation

Case study: The right to water and the cooperation projects

Case study: The international debate on land-grabbing in the development perspective

Readings Required

Spatafora E., Cadin R., Carletti C. Sviluppo e diritti umani. Lezioni sulla cooperazione internazionale per lo sviluppo umano. Torino: Giappichelli, 2012.

UNDP, Human Development Annual Report 2010/2011/2013/2014 (free choice of one UNDP Report).

Readings Recommended

A New Global Partnership: Eradicate Poverty and Transform Economies through sustainable development. URL: <http://www.post2015hlp.org/wp-content/uploads/2013/05/UN-Report.pdf>

A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015, Report of the Secretary-General, Doc. A/68/202, 26 July 2013. URL: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N13/409/32/PDF/N1340932.pdf?OpenElement>

MDG Report 2014 – Progress Chart. URL: <http://www.un.org/millennium-goals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>

MDG Report 2014 – Progress Chart. URL: http://www.un.org/millennium-goals/2014%20MDG%20report/MDG%202014%20Progress%20Chart_English.pdf

Report of the Intergovernmental Committee of Experts on Sustainable Development Financing. URL: <http://sustainabledevelopment.un.org/content/documents/4588FINAL%20REPORT%20ICESDF.pdf>

Outcome Document – Open Working Group on Sustainable Development Goals. URL: <http://sustainabledevelopment.un.org/focussdgs.html>

Prototype Global Sustainable Development Report. URL: <http://sustainabledevelopment.un.org/index.php?menu=1621>

World Development Report 2014. URL: http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1352909193861/8936935-1356011448215/8986901-1380046989056/WDR-2014_Complete_Report.pdf

Global Financial Stability Report. Moving from Liquidity – to Growth-Driven Markets. URL: <http://www.imf.org/External/Pubs/FT/GFSR/2014/01/pdf/text.pdf>

WTO Annual Report 2014. URL: http://www.wto.org/english/res_e/booksp_e/anrep_e/anrep14_e.pdf

WTO-OECD, Least-developed countries to value chains. URL: http://www.wto.org/english/res_e/booksp_e/ldc_oecd_e.pdf

Contributo dell'UE per gli Obiettivi di Sviluppo del Millennio. URL: <http://bookshop.europa.eu/it/contributo-dell-ue-per-gli-obiettivi-di-sviluppo-del-millennio-pbMN0213293/?CatalogCategoryID=q.4KABstlBsAAAEjapEY4e5L>

Sviluppo e cooperazione. La lotta alla povertà in un mondo che cambia. URL: <http://bookshop.europa.eu/it/sviluppo-e-cooperazione-pbNA7012021/?CatalogCategoryID=q.4KABstlBsAAAEjapEY4e5L>

Aiuti umanitari e protezione civile. Aiutare le vittime di catastrofi e conflitti e proteggere le persone a rischio. URL: <http://bookshop.europa.eu/it/aiuti-umanitari-e-protezione-civile-pbNA0214281/?CatalogCategoryID=noMKABstMNYAAAEjiZEY4e5L>

European Report on Development 2013 “Post 2015: Global Action for an Inclusive and Sustainable Future”. URL: http://ec.europa.eu/europeaid/policies/research-development/research/post-2015-erd-2013_en; http://ec.europa.eu/europeaid/projects-results-0_en

LA COOPERAZIONE ITALIANA ALLO SVILUPPO NEL TRIENNIO 2014–2016. Linea guida e indirizzi di programmazione. URL: http://www.cooperazioneallosviluppo.esteri.it/pdgcs/Documentazione/PubblicazioniTrattati/2014-04-01_LLGG%202014-2016%20-%20Comitato%20Direzionale%2027%20marzo%202014_DEF.pdf

<http://www.cooperazioneallosviluppo.esteri.it/pdgcs/italiano/LeggiProcedure/AltraNormativa/Delibere/Delibere.html>

<http://openaid.esteri.it/>

Studio del Rapporto UNDP sullo sviluppo umano – esercitazione

URL: http://hdr.undp.org/en/media/HDR_2010_EN_Complete_reprint.pdf

URL: http://hdr.undp.org/en/media/HDR_2011_EN_Complete.pdf

URL: <http://www.undp.org/content/undp/en/home/librarypage/hdr/human-development-report-2013/>

URL: <http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf>

7

**CITIES
IN A GLOBAL WORLD**

7.1

CITIES AND GLOBALIZATION

Alberto Vanolo

University:	University of Turin
Title:	Cities and Globalization
Instructor:	Assistant Professor Alberto Vanolo
Time and Location:	2015/2016, Department of Culture, Politics and Society
The Valence/Credits:	9 credits ECTS. Bachelor Degree

Overview (Course Description)

The course is intended to provide interpretative tools for the analysis of urban development processes in the globalization scenario.

The course provides interpretative frameworks for the analysis of urban development processes in the globalization scenario. By the end of the course, students have to acquire and develop a critical understanding of the relationships between cities and global forces: contemporary cities around the world are exposed, to different degrees, to similar phenomena, which are largely determined by supra-local forces. Social fragmentation, conflict, resistance, and governance of development are local issues which seem to reproduce within the city the tensions and contradictions of globalization. Students will acquire concepts and attitudes, which are useful in order to analyze and to interpret social phenomena from a spatial perspectives: a number of concepts acquired from other courses will be revised and analyzed with a focus on urban space.

Prerequisites

It is not indispensable, but it is highly recommended a good understanding of basic concepts of social sciences (for example “social class”, “politics”, “government”, “development”).

Learning Objectives (Course Objectives)

Specifically, the learning objectives include:

- Acquiring knowledge and interpretative capabilities in order to interpret and to analyze contemporary urban phenomena. The course provide the main concepts and interpretive frameworks developed in the urban studies literature. Students will acknowledge the main debates and the main topics characterizing urban geography.
- The development of autonomous judgments and communicative skills in order to build solid arguments and critical understandings of the various phenomena charactering globalizing cities. Through the analysis and the discussion of examples and case studies, the course aims to encourage critical thought and rhetoric capabilities.
- The development of analytical attitudes which are useful in order to build methodologies for the analysis of urban phenomena. Students will be encouraged to reflection the many possibilities to develop research with a focus on spatial formations (and particularly on the urban), and the relations between geography and other fields of study.

Methods of Instruction

The final examination will be different for students attending and for students non-attending classes.

For those students non-attending classes, the final exam will be a written examination with three open and discursive questions. Questions will aim to verify the knowledge of concepts and the capability to elaborate critical analysis of urban phenomena. Questions will be in English language but students will be free to answer in English or Italian.

For the students attending classes, alternative methods for passing the final examination will be proposed in class. Specifically, it will be possible, if the student likes the idea, to write and discuss a short research essay that will contribute to half of final mark (written in Italian or English language, but presented in class strictly in English; further details will be discussed during the course). The second half of the final mark will be determined thorough a traditional oral examination (in English or Italian, as chosen by the student) aiming at the evaluation of the level of knowledge of the concepts discussed during the course.

No specific activities are planned. Anyway, suggestions for the expansion of the student's knowledge experience of geography will be proposed during the course (for example, books to read or non-academic initiatives).

The lecturer is open to discuss with students their proposals, doubts or potential interests for geographical debates. In this case, please contact him by email.

Course Plan

The course will focus on various key questions and debates at the heart of urban studies. The first lessons will introduce basic concepts from human and urban geography (for example, concepts as space, scale, actor, representation, development, socio-spatial dialectic). The main arguments will then include:

- Capitalism and urban development (for example the Fordist and the post-Fordist city)
- Urban Neoliberalism
- Cities and culture
- Socio-spatial fragmentation in cities; housing; gentrification; urban segregation
- Urban images, the politics of representation, urban global imaginaries
- Urban government and urban political geographies
- Communities and urban regeneration strategies
- Sexual citizenship and the city
- Urban conflicts, resistance, urban social movements

The first lessons will introduce the basic concepts and the main debates characterizing urban studies.

Then, the following lessons will be more diversified, including: traditional lessons, collective critical discussion, screening and analysis of documentary movies, and collective discussion of research papers published in international academic journals in the field of urban studies.

Readings Required

There are two textbooks. The first is easier and more introductory, and therefore I suggest to start reading it first.

Knox P., Pinch S. Urban Social Geography. An Introduction. London: Prentice Hall, 2010 (see the diction; exclude the chapters 10, 12, 13, 14).

Rossi U., Vanolo A. Urban Political Geographies. A Global Perspective. London: Sage, 2012.

The second text is also available in Italian language as *Geografia politica urbana*, Laterza, 2010. The Italian version is quite similar to the English one, but the latter is more updated, and it is therefore recommended.

For the students who need to pass the final examination just for 6 credits (and not the standard 9 credits), it is suggested to study just the first 9 chapters of the book by P. Knox and S. Pinch, and the entire book by U. Rossi and A. Vanolo.

For students attending classes, specific and alternative readings will be proposed. Specific needs may be discussed with the lectures.

7.2

CITY AND IMMIGRATION

Elena Ostanel

University: Venice International University
Title: City and Immigration
Instructor: Elena Ostanel, Reseacher. Universita Luav di Venezia
Time and Location: 2015, Venice International University

Overview (Course Description)

In and beyond Europe today we are witnessing a strengthening of structural spatial divisions within city neighborhoods, with increased inequality and sharper lines of division (Marcuse; van Kempen, 2000; Balbo, 2014). Neighborhoods are increasingly hyper diverse (Tasan-Koc et al, 2014): they are more diverse in socio-economic, social and ethnic terms, but many differences also exist in lifestyles, attitudes and activities. Continuing immigration and increasing socio-economic and ethnic concentration in neighborhoods challenge social cohesion in local societies worldwide (Hulchanski, 2009).

In Europe, high rates of unemployment, austerity and poverty make hyper diverse neighborhoods and local societies increasingly complex and contested. All low-income segments of society are affected, immigrants especially, who can only rarely rely on solid community networks. This situation reinforces the polarization of urban space, and ethnic concentration in neighborhoods overlaps with situations of social exclusion and deprivation.

Against this backdrop, we witness a stalled urban regeneration investment across many European cities and disadvantaged neighborhoods (Arapoglou, 2012). Regeneration budgets and the ‘property-led’ model are beleaguered, with finance enormously constrained outside core economic areas following the 2007 financial crisis; more importantly, dissimilar top-down revitalization strategies have resulted in new urban dynamics and urban tensions (Flint and Raco, 2012), gentrification processes (Lees, 2008) and social exclusion.

In Europe and outside, urban neighborhoods have become privileged units of observation and policy intervention. In some cases area-based initiatives have been key to producing social cohesion, and transforming power relations and socio-spatial inequalities in hyper diverse neighborhoods (Oosterlynck et al, 2013).

Scholars have recognized that this occurs particularly when neighborhoods are set within wider city and regional contexts, and that macro-economic forces may exaggerate neighborhood problems (Atkinson and Kintrea, 2001). So conceived area-based initiatives can push towards the development of innovative assets of multi-level governance for urban revitalization and territorial development (Vicari and Moulaert, 2009) overcoming the ineffectiveness of “solo” local policies. To this extent, territorial development is conceived as a grounded process in “spatialized” communities, taking inequality into account in the spatial and social distribution of disadvantage.

Requirements and Grading

Students are expected to: demonstrate sufficient knowledge of the readings; develop a critical approach; contribute to the discussion and exchange ideas; develop a good written paper; develop a coherent case study; demonstrate proper communication skills; demonstrate a capacity for research development. Evaluation of the students will be based on:

- quality of final paper and its presentation (30%)
- participation in class discussion and exchanges with other students (20%)
- knowledge of the readings (15%)
- quality of the case study development (15%)
- quality of mid-term presentation (10%)
- punctual delivery of assignments (10%)

Learning Objectives (Course Objectives)

The course will provide the students with the possibility of exploring different case studies in Europe where deprived neighborhoods have been rehabilitated by bottom-up innovative social initiatives of urban regeneration and territorial development. Beside theoretical lessons on exploring the more relevant literature on the impact of migration at city level, the students will acquire practical competences on how hyper diverse neighborhoods can become more social cohesive spaces in the city of difference. To do this the most relevant literature on policy analysis will be explored.

Learning Outcomes

- Students will be made familiar with the most relevant international literature on the proposed topic. The literature will be based on an interdisciplinary perspective in order to provide students with a comprehensive overview of the topic.

- Students will profit from data and evidence from case-study research from Italy (Venice, Padua, Turin) and other member countries of the VIU consortium: Germany (Berlin), Rotterdam (the Netherlands), Canada (Toronto). In this way, students will be put in touch with practices implemented in different cities worldwide and will be trained in comparative perspectives of research.
- Students will profit from specific lessons given by invited national and international expert speakers profiting from the SSIIM UNESCO Chair's and IUAV's networks and from some of the tutor's own networks (see CV). In this way students will benefit from the specific expertise and experiences of other disciplinary domains.
- Students will acquire specific practical skills thanks to field trips to visit some interesting projects on the topic. From these field trips students will develop new knowledge on how local welfare practices are formulated and implemented at local level.

Students demonstrating a particular interest in the course's themes may be offered the opportunity to be tutored in their future research work (i.e. for a master or Ph.D. thesis) by the research team of the SSIIM UNESCO Chair on the Social and Spatial Inclusion of International Migrants – Urban Policies and practices running since 2008 at Università Iuav di Venezia (<http://www.unescochair-iuav.it>).

Course Plan

The course will be structured along these four major themes:

- i) Theory on migration and its impact at city level,
- ii) Urban regeneration and territorial development,
- iii) Methods of action research and policy management,
- iv) Practical work on case studies.

The course is structured in three main phases:

Phase 1 – Introduction. Each lesson will be organized to provide students with the necessary grounding in the topics addressed. As above mentioned, theoretical lessons will cover these major themes: i) theory on migration and impact at city level, ii) urban regeneration and territorial development, iii) methods of action research and policy management. During the lessons group discussions will be set up in order to profit from students' different experiences and backgrounds. Specific readings will be provided to students and class and group discussions will be facilitated. As above mentioned, invited guests will introduce the students to specific skills and competencies against an interdisciplinary background.

Phase 2 – Laboratory: practical work on case studies. Specific case studies (Venice, Padua, Turin, Berlin, Rotterdam, Toronto) will be presented by the tutor. In the meantime, a program of field visits tailored to the students will be organized and implemented in Padua (railway station neighborhood) and Venice (Arsenale). Then a list of possible working case studies will be given to students; students will

work in groups of three with the aim of developing a policy proposal starting from a given situation, with the continuous support of the tutor. Students will become familiar with qualitative research methods such as in depth interviews with officials, policy officers and practitioners; policy document analysis; focus group formation; policy investigation; participant observation at key stakeholder meetings and decision-making processes; and action-research working with a community-based group to effect change. Students will be provided with continuous back-up during their case-study development: ad hoc readings, materials, web links, and contacts will be provided to facilitate their “in-the-field” work. In this way, students will acquire the ability to work in teams as well as deepening their understating of the policy formulation process.

Phase 3 – Continuous discussion of the students’ works will be encouraged during the semester and mid-term students’ presentations are envisaged. The students are expected to produce a writing paper/project work and a final presentation of their work at the end of the course.

Readings Required

Atkinson R., Kintrea K. Disentangling Area Effects: Evidence from Deprived and Non-deprived Neighbourhoods // *Urban Studies*. November 2001. No. 38.

Cancellieri A., Ostanel E. The Struggle for Public Space: the Hypervisibility of Migrants // *Italian Urban Landscape, City: analysis of urban trends, culture, theory, policy, action*. 2015. Vol. 19. No. 4.

The Future of Sustainable Cities: Critical Reflections. / Ed. by J. Flint, M. Raco. Bristol: Policy Press, 2012.

Gonzàles S., Haley P. A Sociological Institutional Approach to the Study of Innovation // *Governance Capacity, Urban Studies*. October 2005. Vol. 42. No. 11.

Gerometta J., Hartmut H., Longo G. Social Innovation and Civil Society in Urban Governance: Strategies for an Inclusive City // *Urban Studies*. October 2005. Vol. 42. No. 11.

Hulchanski J. D. The three cities within Toronto. Income Polarization Among Toronto’s Neighbourhoods, 1970–2005. Toronto: University of Toronto, 2010. URL: <http://www.urbancentre.utoronto.ca/pdfs/curp/tnrn/Three-Cities-Within-Toronto-2010-Final.pdf> (27/08/2014)

Le Galès P., Scott A. A British bureaucratic revolution? Autonomy without control or ‘Freer actors more rules’ // *English Annual selection, Revue Française de Sociologie*. 2010. No. 51.

Globalizing Cities: A New Spatial Order? / Ed. by P. Marcuse, R.van Kempen. Springer, 2000.

The Intercultural City: Migration, Minorities and the Management of Diversity / Ed. By G. Marconi, E. Ostanel. London: IB Tauris, 2015.

The international handbook on social innovation, *Collective Action, Social Learning and Transdisciplinary Research* / Ed. by F. Moulaert, D. Mac Callum, A. Mehmood, A. Hamdouch. Cheltenham: Edward Elgar, 2013.

Oosterlynck S, Kazepov Y, Novy A., Cools P., Barberis E., Wukovitsch F., Sarius T., Leubolt B. The butterfly and the elephant: local social innovation, the welfare state and new poverty dynamics // *Improve Working Papers*. 2013. No. 13/03.

Ostanel E. Traces of cultural regeneration in hyper diverse neighbourhood: place and planning in mechanisms of social innovation // *Planum. The Journal of Urbanism*. 2014. No. 29. Vol. II/2014; *Ostanel E.* Traces of cultural regeneration in hyper diverse neighbourhood: place and planning in mechanisms of social innovation // *Pratiche di Riappropriazione* /Ed. by C. Cellamare, F. Cagnetti. Rome; Milan: Planum Publisher, 2014.

Wood P., Landry C. *The Intercultural City: Planning for Diversity Advantage*. London: Earthscan, 2012.

Tasan-Kok T., van Kempen R., Raco M., Bolt G. *Towards Hyper-Diversified European Cities. A Critical Literature Review*. DIVERCITIES Project Report. Utrecht: Utrecht University, Faculty of Geosciences, 2014.

7.3

CITIES, GLOBAL CHANGE AND SUSTAINABLE DEVELOPMENT

Margherita Turvani

University:	Venice International University
Title:	Cities, Global Change and Sustainable Development
Instructor:	Margherita Turvani, Professor of Political Economy, Universita Luav di Venezia
Time and Location:	2015, Venice International University

Overview (Course Description)

The course will explore from an interdisciplinary perspective how cities work and change in terms of urban life, configurations of people and place, social and environmental challenges, and urban sustainability.

The course will take advantage of a digital lab where students will get in touch with fundamental digital tools for mapping and communicating researches on complex places and spaces.

Field trips will be arranged on three Fridays in order to let the students become familiar with the “Case studies” which will offer the basis for providing the main tools and concepts to understand urban functioning with a focus on city governance, the policy making process, and the achievement of sustainability.

Requirements and Grading

Students are expected to do the required readings and to attend class regularly. Attendance is compulsory for all students. Required readings will be made available on a weekly basis according to the themes listed in the course outline. Students will be also encouraged to find additional material for their group works by searching the Internet and accessing suggested websites.

Learning Objectives (Course Objectives)

The course aims to provide students with the basic tools and frameworks to recognize and analyze contemporary urban issues.

Learning Outcomes

Students will understand how cities are complex systems, where natural and built environment co-evolve. Starting from a theoretical introduction on cities, the course focuses on Venice as a peculiar case of global city. Students will work on city “hot spots”, chosen as examples of the key challenges enlightening the city complexity: architecture, culture, social structure, economy, and natural environment as interrelated components in all case studies under examination.

Moreover, students will acquire knowledge about presenting richly annotated, time-based and interactive visualizations of their case studies.

Lab participants will learn how to manipulate and edit raster and vector images, as well as learn how to contextualize historical and current data through the use of mapping and annotations in 3D space.

Methods of Instruction

Students will be organized in groups and from the very start of the course they will work with the aim of investigating the underlying complexity of the city ‘hot spots’ to highlight the contemporary major socio-economic and environmental challenges and to propose policies and planning goals, trying to evaluate their impacts on the city.

Course Plan and Readings Required

Module I: Cities Challenges

WEEK 1

Approaching Cities

Lecture 1:

Urbanization: an introduction

Margherita Turvani

Reading: *Kim S.* “Urbanization” *The New Palgrave Dictionary of Economics*, Second Edition. 2008.

Lecture 2:

Venice: Social and Economic Overview

Margherita Turvani

OECD Territorial Reviews: Venice

WEEK 2

Planning Cities

Lecture 3:

Urban Planning: an introduction

Matteo Basso

Reading: *Hall P., Tewdwr-Jones M.* Urban and Regional Planning, 5th edition. London and New York: Routledge, 2011. Pp. 11–25.

Lecture 4:

Urban Planning: continuation

Matteo Basso

Reading: *Hall P.* Cities of tomorrow: an intellectual history of urban planning and design in the Twentieth Century, 3th edition. Malden, Oxford: Blackwell, 2002. Pp. 218–261.

WEEK 3

City Challenges

Lecture 5:

The evolution of global production and its effects on cities

Margherita Turvani

Reading: *Begg I.* Cities and Competitiveness // Urban Studies. May 1999. Vol. 36. Nos 5–6.

Lecture 6:

City Sustainability

Margherita Turvani

Readings: *Alberti M., Susskind L.* Managing Urban Sustainability: an introduction to the Special Issue // Environmental Impact Assessment. 1996. Vol. 16.
Kahn M. Green Cities. Washington, D.C.: Brookings Institution Press, 2006. Ch. 6 and 8.

WEEK 4

City Challenges

Lecture 7:

City sustainability: the Lagoon of Venice

Margherita Turvani

Readings: *Solidoro C.* et al. Response of the Venice Lagoon Ecosystem to Natural and Anthropogenic Pressures over the Last 50 Years // Coastal lagoons: critical habitats and environmental change / Ed. by M. Kennish, H. Paerl. Boca Raton, Florida: CRC Press, Taylor and Francis, 2010.

Sustainable Venice: suggestions for the future/ Ed. by I. Musu. Springer, 2001.

Lecture 8:

Joint Lab – Digital Mapping (Cartographic sources and introduction to QGIS)

Ludovica Galeazzo et al.

Reading: *Ravera O.* The Lagoon of Venice: the result of both natural factors and human influence // *J. Limnol.* 2000. Vol. 59. No. 1.

Visit to Murazzi & Museum

WEEK 5

City Challenges

Lecture 9:

Joint Lab – Digital Mapping and Morphing (Georeferencing and introduction to Morph Age)

Ludovica Galeazzo et al.

Readings: *Debats D. A., Gregory I. N.* Introduction to Historical GIS and the Study of Urban History // *Social Science History.* 2011. Vol. 35.

White R. What is Spatial History? 2010. URL: <https://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>

Lecture 10:

Urban Regeneration: an introduction

Camilla Costa

Reading: *Garcia B.* Cultural Policy and Urban Regeneration in Western European Cities: Lessons from experience, prospects for the future // *Local Economy.* November 2004. Vol. 19. No. 4.

Module II: Governing Cities in the Global Era

WEEK 6

City Governance

Lecture 11:

Culture-led urban development: the case of Arsenale in Venice

Camilla Costa

Reading: URL: <http://www.secondchanceproject.eu/static/venice.php>

Lecture 12:

Joint Lab –Data Management

(Introduction to Omeka)

Ludovica Galeazzo

Reading: *Clement T., Hagenmaier W., Knies J. L.* Toward a Notion of the Archive of the Future: Impressions of Practice by Librarians, Archivists, and Digital Humanities Scholars // *The Library Quarterly.* April 2013. Vol. 83. No. 2.

WEEK 7

City Governance

Lecture 13:

Urban Planning and Globalization: new goals, approaches, instruments since 1970

Matteo Basso

Reading: *Hall P.* Cities of tomorrow: an intellectual history of urban planning and design in the Twentieth Century, 3th edition. Malden, Oxford: Blackwell, 2002. Pp. 343–361.

Lecture 14:
Joint Lab –Data Management
(Introduction to Neatline)
Ludovica Galeazzo et al.

Visit to Arsenale

WEEK 8
City Governance

Lecture 15:
Joint Lab
Ludovica Galeazzo
Classroom work

Lecture 16:
Cities of the world
Matteo Basso
Classroom work

WEEK 9
City Governance

Lecture 17:
Comparing cities: The European and the Chinese City
Matteo Basso

Readings: *Campanella T.J.* The concrete dragon: China's urban revolution and what it means for the world. New York: Princeton Architectural Press, 2008. Pp. 281–302.

Healey P. The struggle for strategic flexibility in urban planning in Milan // Healey P. Urban Complexity and Spatial Strategies. London: Routledge, 2007.

Lecture 18:
Planning mega-events
Matteo Basso

Reading: *Chalkley B., Essex S.* Urban development through hosting international events: a history of the Olympic Games // Planning perspective. 1999. Vol. 14. No. 4.

Module III: Reshaping Cities

WEEK 10
Reshaping Cities: Urban Regeneration

Lecture 19:
Joint Lab – Omeka and Neat line application
Ludovica Galeazzo

Lecture 20:
The Creative Class in Urban Environments
Camilla Costa

Reading: *Florida R.* Cities and the creative class // *City & Community*. 2003.
Vol. 2. No. 1.

WEEK 11
Reshaping cities: Large project

Lecture 21:
Planning large projects
Matteo Basso

Readings: *Flyvbjerg B., Bruzelius N., Rothengatter W.* Megaprojects and risk. An anatomy of ambition. Cambridge: Cambridge University Press, 2003. Pp. 1–10.

Altshuler A.A., Luberoff D. Mega-projects. The changing politics of urban public investment, Washington, D.C.: Brookings Institution Press, 2003. Pp. 8–44.

Lecture 22:
Managing large projects
Margherita Turvani

Site visit to Mose

WEEK 12
Group Work

Lecture 23:
Students Presentation
Turvani & Basso

Lecture 24:
Students Presentation
Turvani & Basso

WEEK 13
Written EXAM
Margherita Turvani

8

ENVIRONMENT AND GLOBALIZATION

8.1

GLOBALIZATION, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

*Ignazio Musu,
Ilda Mannino*

University:	Venice International University
Title:	Globalization, Environment and Sustainable Development
Instructors:	Ignazio Musu, Professor of Economics; Ilda Mannino, Doctor, Scientific coordinator of Research, Ca Foscari University
Time and Location:	2015, Venice International Universities, TEN Center

Overview (Course Description)

Globalization has important impacts on the environment that need to be taken into account in order to achieve sustainable development.

Through an interdisciplinary perspective, the course will provide students with key competencies and instruments for the analysis of natural and environmental resources in a sustainable perspective and for the development of policies oriented towards the promotion of sustainable development processes both at a national and international level.

Requirements and Grading

A short essay will be expected from each student on one topic chosen from among the themes studied during the course – 45% of the final grade.

There will be a group research paper required for the course – 45% of the final grade.

Overall class participation, in terms of both attendance and interaction, will count for 10% of the final grade.

Learning Objectives (Course Objectives)

The course aims at introducing the students to the environmental implications of globalization. Environmental issues have gained center-stage in economic analysis and policy-making in recent years and their urgency has opened up new opportunities in terms of technological innovation and entrepreneurship.

The course focuses on environmental issues in a globalized context within the framework of sustainable development. From this perspective the course will cover different themes, starting from the introduction of the concepts of economic globalization and of sustainable development, exploring then the new concept of green growth and using the case study of China as representative of the relationship between economic development and environmental issues. The course will also explore the role of businesses in sustainable development, considering Corporate Social Responsibility and Industrial Ecology. Moreover international environmental agreements will be considered as tool for promoting sustainable development at the global level. Climate change will also be analyzed as a key global challenge to the achievement of sustainable development.

Learning Outcomes

Through an interdisciplinary perspective, the course will provide students with key competencies and instruments for the analysis of natural and environmental resources in a sustainable perspective and for the development of policies oriented towards the promotion of sustainable development processes both at a national and international level.

Methods of Instruction

Students will be expected to do the required reading and to attend classes regularly. Attendance is compulsory for all students. Required readings will be designated on a weekly basis according to the themes listed in the course outline. Students will be also encouraged to find additional material for their papers by searching the Internet and accessing suggested websites.

Course Plan and Readings Required

THEME I – INTRODUCTION TO SUSTAINABLE DEVELOPMENT AND GLOBALIZATION

Week 1

Interaction Between Society and Environment – part I

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Common M., Stagl S. Ecological Economics. Cambridge University Press, 2005. Chapters 3–4.

Interaction Between Society and Environment – part II

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Common M., Stagl S. Ecological Economics. Chapter 5: 5.5.6.2, 5.4; Chapter 6: 6.1, 6.2, 6.3.6–6.6.3; Chapter 7.

Week 2

Introduction to Sustainable Development

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Common M., Stagl S. Ecological Economics. Chapter 10.1; 10.4. URL: <http://www.undp.org/mdg/>; www.MAweb.org; <http://www.uncsd2012.org/rio20/>; <http://www.uncsd2012.org/rio20/about.html>

Globalization and Sustainable Development: Rio + 20 and After, Sustainable Development Goals

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

URL: <http://www.undp.org/mdg/>; www.MAweb.org; <http://www.uncsd2012.org/rio20/>; <http://www.uncsd2012.org/rio20/about.html>; <https://sustainabledevelopment.un.org/focussdgs.html>

UN 2012, The future we want

Week 3

Sustainable Development in Practice: Discussion and Exercises in Class

Dr. Ilda Mannino (TEN Center, Venice International University)

THEME II – SUSTAINABLE DEVELOPMENT AND GREEN ECONOMIC GROWTH IN A GLOBAL SCENARIO

A Fossil Fuel Based Global Economy

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings:

Taylor M. S., Cruz J. M. Back to the Future of Green Powered Economies // NBER WP. 2012. No. 18236.

IIASA, Global Energy Assessment. Cambridge University press, 2012. Pp. 108–116.

Gordon R. Is U. S. economic growth over? Faltering innovation confronts the six headwinds // NBER WP. 2012. No. 18315.

Week 4

The Global Energy System: Energy Efficiency

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Reading:

Grub M. Planetary Economics. Routledge, 2013. Chapters 3–5.

The Global Energy System: New Energy Sources

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings:

International Energy Agency, World Economic Outlook. Washington, D.C.: International Monetary Fund, 2012 and 2013.

Helm D. The Carbon Crunch. New Haven, Conn.: Yale University Press, 2012. Chapters 4–8.

Week 5

Market, Prices and Sustainable Development

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Reading:

Common M., Stagl S. Ecological Economics. Chapters 8, 9 and 11.

Environmental Taxes and Cap and Trade Systems

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Reading:

Grub M. Planetary Economics. Chapters 6–8.

Week 6

Globalization and Green Growth

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings:

Inclusive Green Growth. World Bank, 2011.

Musu I. On Greening Economic Growth: a critical survey. VIU, 2014.

Green Growth: Strategies and Policies

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings:

Mazzucato D. The Entrepreneurial State. London: Anthem Press, 2013. Chapters 6 and 7.

Rodrik D. Green Industrial Policies, Grantham Research Institute project on "Green Growth and the New Industrial Revolution". September 2013.

Musu I. On Greening Economic Growth: a critical survey. VIU, 2014.

Week 7**Economics of Climate Change: Analysis and Policy**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings:

Tol R.S.J. Climate Economics. Edward Elgar, 2014.

Nordhaus W. The Climate Casino. Yale University Press, 2013.

Economics of Climate Change: Scenarios

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Readings:

International Energy Agency, World Economic Outlook. Washington: International Monetary Fund, 2014.

Tol R.S.J. Climate Economics. Edward Elgar, 2014.

Nordhaus W. The Climate Casino. Yale University Press, 2013.

Week 8**A Case Study on Sustainable Development: China**

Prof. Ignazio Musu (Ca' Foscari University and TEN Center, Venice International University)

Required Reading:

China 2030. The World Bank, 2012.

THEME III – GLOBAL ENVIRONMENTAL ISSUES AND INTERNATIONAL AGREEMENTS

Introduction to International Law and the Environment: the Climate Change Regime

Dr. L. Massai (Catholic University of Lille)

Required Readings:

IEL after Rio, Peter Sands

The future we want, RIO+20 UNCSD. URL: https://rio20.un.org/sites/rio20.un.org/files/a-conf.2161-1_english.pdf

United Nation Framework Convention on Climate Change; Kyoto Protocol, unfccc.int

'A Guide to the Climate Change Convention Process'. URL: <http://unfccc.int/resource/docs/publications/guideprocess-p.pdf>

Week 9

Negotiating the 2015 Agreement: COP21/Paris final call?

Dr. L. Massai (Catholic University of Lille)

Required Readings:

'Negotiators Handbook' UNEP. URL: http://unfccc.int/resource/docs/publications/negotiators_handbook.pdf

Massai L. The Long Way to the Copenhagen Accord // *RECIEL*. 2010. Vol. 19. No. 1.

Copenhagen Accord. URL: http://unfccc.int/meetings/copenhagen_dec_2009/items/5262.php

Cancun Agreements. URL: http://unfccc.int/essential_background/cancun_agreements/items/6132.php

Durban outcomes. URL: http://unfccc.int/essential_background/items/6825.php

Doha Climate Gateway. URL: http://unfccc.int/meetings/doha_nov_2012/meeting/6815.php#decisions

Warsaw decisions. URL: http://unfccc.int/meetings/warsaw_nov_2013/meeting/7649.php#decisions

Lima Call for Climate Action. URL: http://unfccc.int/files/meetings/lima_dec_2014/application/pdf/auv_cop20_lima_call_for_climate_action.pdf

THEME IV – THE ROLE OF CORPORATE SOCIAL RESPONSIBILITY IN PROMOTING SUSTAINABLE DEVELOPMENT

Business Ethics and CSR (Corporate Social Responsibility)

Prof. Chiara Mio/M. Fasan (Ca' Foscari University)

Required Reading:

Ioannou I., Serafeim G. Drivers of Corporate Sustainability and Implications for Capital Markets: An International Perspective // *The Landscape of Integrated Reporting* / Ed. by R. G. Eccles, B. Cheng, D. Saltzman. Boston: Harvard Business School, 2010.

Week 10

Measuring Environmental Costs AND Environmental Performances

Prof. Chiara Mio/M. Fasan (Ca' Foscari University)

Required Readings:

Kenning P. The Influence of General Trust and Specific Trust on Buying Behavior // *International Journal of Retail & Distribution Management*. 2008. Vol. 36. No. 6.

Gray R. Is accounting for sustainability actually accounting for sustainability and how would we know? An exploration of narratives of organizations and the planet // *Accounting, Organizations and Society*. 2010. Vol. 35. No. 5.

THEME V – INDUSTRIAL ECOLOGY AND SUSTAINABLE DEVELOPMENT

Introduction to Industrial Ecology and its Main Concepts

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Frosch R.A., Gallopoulos N. Strategies for Manufacturing // *Scientific American*. 1989. Vol. 9. No. 89.

Lifset R., Graedel T.E. Industrial ecology: goals and definitions // *A handbook of industrial ecology* / Ed. by R. U. Ayres, L. Ayres. Cheltenham, UK: Edward Elgar, 2002.

Week 11

Globalized Patterns of Industrial Production and Life Cycle Assessment

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Arena A. P. Spreading Life-Cycle Assessment to Developing Countries Lessons from Argentina // *Journal of Industrial Ecology*. 2001. Vol. 4. No. 3.

Lifset R. Take it back: Extended Producer Responsibility as a Form of Incentive-Based Environmental Policy // *Journal of Resource Management and Technology*. 1993. Vol. 21. No. 4.

Jackson T. 2005.

Material Flow Analysis and Industrial Symbiosis

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Chertow M.R. Industrial Symbiosis: Literature and Taxonomy // *Annual Review of Energy and the Environment*. 2000. Vol. 25.

Ehrenfield J.R., Chertow M.R. Industrial Symbiosis: The Legacy of Kalundborg // *A Handbook of Industrial Ecology* / Ed. by R.U. Ayres, L. Ayres. Cheltenham, UK: Edward Elgar, 2002.

Tong X., Lifset R., Lindqvist T. Extended Producer Responsibility in China Where Is “Best Practice”? // *Journal of Industrial Ecology*. 2005. Vol. 8. No. 4.

Week 12

Sustainable Consumption

Dr. Ilda Mannino (TEN Center, Venice International University)

Required Readings:

Jackson T. Live Better by Consuming Less?: Is There a “Double Dividend” in Sustainable Consumption? // *Journal of Industrial Ecology*. 2005. Vol. 9. Nos 1–2.

Hertwich E. G. Consumption and the Rebound Effect: An Industrial Ecology Perspective // *Journal of Industrial Ecology*. 2005. Vol. 9. Nos 1–2.

Lifset R. Moving from Products to Services // *Journal of Industrial Ecology*. 2000. Vol. 4. No. 1.

Industrial Ecology in Practice: Discussion and Exercises in Class
Dr. Ilda.Mannino (TEN Center, Venice International University)

8.2

ENVIRONMENTAL QUALITY ENGINEERING

Giulia Costa

University:	University of Rome Tor Vergata
Title:	Environmental Quality Engineering
Instructor:	Professor Giulia Costa
Time and Location:	2015/2016, Global Governance Program
The Valence/Credits:	6 credits ECTS. Bachelor Degree

Overview (Course Description)

The course will focus on some of the key global environmental challenges that our planet is currently facing and on the strategies that are being developed to address them both from a policy/legislative perspective and from a technological one.

The main objective of this course is to provide students with a fundamental understanding of complex environmental problems and of the main legislative and technical measures for mitigating human impacts on the environment. To this aim, students will be provided with scientific and technical background for understanding and discussing complex environmental issues and possible solutions. In addition, the main aims and contents of international protocols, standards and framework directives, as well as of the main procedures and tools developed to manage and assess environmental impacts related to systems, processes or products will be examined.

Based on the knowledge acquired in the course, the students will be able to form their own opinions on global environmental issues and communicate them effectively.

Requirements and Grading

During the course, three written mid-term exams consisting in multiple choice questions and two or three open questions will be carried out: the first will regard topics 1 and 2, the second topics 3–6 and the third topics 7–9. In alternative, there

will be a final written exam regarding the entire course program. The students will also be asked to select a topic of the course and prepare a presentation on it. Finally, there will be an oral exam.

The final grade will be made on the basis of the grades obtained from the written exam (50%), oral exam (25%) and presentation (25%).

Methods of Instruction

The course will be carried out mainly through lectures and power point presentations prepared by the instructor. However, the active participation of the students will be sought for thorough class discussions. Each student will prepare a presentation to give in front of the class that will be followed by a discussion. One or two field visits to water or waste treatment plants will also be planned. Experts will also be invited to provide lectures on specific topics.

Course Plan (Schedule of Topics and Assignments)

Topic 1. Introduction: of contamination phenomena in different environmental compartments (air, water and soil) making reference to global and local contexts.

Topic 2. Overview of international protocols, EU Framework directives, policy and standards regarding environmental quality control.

Topic 3. Urban air quality and climate change mitigation strategies.

Topic 4. The water issue: potabilization and sustainable sanitation, traditional treatment processes in developed countries and approaches/ technologies for the developing world.

Topic 5. Contaminated sites remediation and regeneration of Brownfields.

Topic 6. Integrated waste management strategies and technologies.

Topic 7. Environmental quality management tools (environmental management systems, EMAS, Eco-label).

Topic 8. Environmental impact assessment and strategic environmental assessment procedures.

Topic 9. Environmental impact assessment tools (life cycle assessment and environmental footprint).

Readings Required

Reading material on each course topic which will include handouts, reports, scientific papers and links to websites, will be made available to the students (both to those attending or not attending the lectures) by the course instructor.

8.3

REGIONAL ASPECTS OF GLOBAL ENVIRONMENTAL SECURITY

*Andrey Alimov,
Elena Stetsko*

- University:** Saint Petersburg State University
Title: Regional Aspects of Global Environmental Security
Instructors: Andrey A. Alimov, Ph.D., Associate Professor, Department of World Politics, School of International Relations
Elena V. Stetsko, Ph.D., Associate Professor, Department of World Politics, School of International Relations
Office hours: 62 academic hours, 5 credits ECTS. Master's Degree

Overview (Course Description)

The working plan of the master program “International cooperation in the field of environment and development” consists of 62 modules which are interconnected and have the main goal to provide master program students with knowledge of one of the main global problems – that of environment and development. Modern world is going on to its traditional aim – to satisfy the requirements of its 7,500 citizens. We can name only two of them – biological and material ones. They are being satisfied without any serious concern about possible consequences.

In the second part of the 20th century it became evident, the Biosphere became overloaded by human economic activities. One of the first attempts to come to a realistic decision was made by the Club of Rome. The first step undertaken by this international nongovernment organization was called “The limits to Growth”. It became called “the first environmental bell” as it demonstrated that it became absolutely necessary to work out a new, environmental oriented national and international social-economic way of development.

At the same time the environmental activities were started by the United Nations. The first international Conference conducted by the UN happened in 1972 in Stockholm, Sweden. The conference was aimed at working out the environmental global policy in order to come to consensus in the field of nature protection. The Conference came to a success and the first high level international Declaration in the field of keeping Biosphere in its natural frames was worked out and started inserting the principals of international cooperation was made.

At the same time it was decided to set a new special environmental institution in the frames of keeping environmental approaches by countries presented in Stockholm. It was named United Nations Environmental Program – UNEP, which started its activities after a special decision of the General Assembly of the UN. The participants of that conference also proposed main principals in international cooperation in this specific field of international environmental policy. Twenty years later the second UN conference was conducted in Rio de Janeiro. It was named “Conference in the field of Environment and Development”. The change of the name was proposed by the fact of understanding that it will be impossible to keep the environment without development and visor versa.

That conference issued a special Declaration and five documents; one of them was called “Agenda XXI”. That document could be considered as a special programme aimed at resolving global environmental problem. At the same time a new concept was set and named as “Sustainable Development”. According this idea the world human development should have three main pillars: Economics, Social Development and Environmental Policy.

Before the conference a special UN group of experts, was organized and a special program of the world human development. The report presented by that group of experts was published and was “Our Common Future”. It became one of the most popular editions in the world. The main sense of that Report was putting together Economic Development, Social Security and Environmental Safety.

At the same time it was necessary to change social-economic development not only at the global frames but in every region.

This fact pushed us to set a special course inside Master’s Program “International cooperation in the field of Environment and Development”. Lectures in this course are delivered in English and Russian languages. Main attention is paid to specific regional characteristic.

The course is divided in the following parts: lectures, seminars and a colloquium on the basis of boors and documents.

Prerequisites

Master’s students on the program “International Cooperation in the Field of Environment and Development” are expected to have received prior training, and thus demonstrate a high level of competence, in such areas as social ecology, geography, history, and political science. Students should be proficient in foreign languages (English in particular).

Requirements (Course Requirements and Grading)

Grade in this course will be determined by:
Class participation 40/100,
Oral and Written responses to the course units 60/100.

Learning Objectives (Course Objectives)

The aim of the course is to provide first-year Master's students on the program "International Cooperation in the Field of Environment and Development" with an in-depth understanding of problem of environmental security on the regional level, and consolidate knowledge received as part of the "Globalization and Sustainable Development" program.

The objectives of the program are to define the notion of "environmental security", examine the forms and means of ensuring environmental security, discuss the problems of the comparative analysis of global and regional environmental security, and prepare students for independent work with documents and literature on the subject.

Learning Outcomes

Students who successfully complete the program "International Cooperation in the Field of Environment and Development" will be able to work independently with scientific literature and documents, collect required information in a systematic way, give presentations on the respective topics and write analytical papers.

Methods of Instruction

When studying the "Regional Aspects of the Global Environmental Security" course, particular attention should be paid to documents that reflect the key areas of regional and national environmental policy.

Seminars are designed to facilitate active learning, while lectures promote interactive learning by drawing students' attention to issues that are worthy of discussion

Course Plan (Schedule of Topics and Assignments)

The credit value of the course – 5 (48 academic hours). The course consists of 10 modules.

Each module includes a different number of hours.

Module 1 (2 hours). Introduction: Aims and Objectives of the Course, Literature on the Subject. The lecture discusses existing global problems and provides a general assessment of the environmental problem and literature on the subject.

Module 2 (4 hours). The Current State of the Global Environmental Problem: the reasons behind the global environmental problem, its content, manifestations and possible solutions.

Discussion topics:

- a) Current global problems
- b) The environmental problem as a manifestation of the contradictions in the development of interaction between society and nature
- c) The basic characteristics of the current global environmental problem

Module 3 (8 hours). Environmental Hazards: Causes and Manifestations.

The notion of “environmental hazard” is explained, and its main causes and manifestations described. The environmental, social and economic aspects of the manifestation and impact of environmental hazards are examined at the global, regional and local levels.

Discussion topics:

- a) The notion of environmental hazards and their basic characteristics
- b) Natural environmental hazards and their manifestations
- c) Anthropogenic environmental hazards and their manifestations
- d) Social and environmental tensions
- e) Key ways of preventing and/or reducing the level of environmental hazards

Module 4 (8 hours). Regional Assessments of the Environmental Situation and Possible Solutions.

The notion of the region and general characteristics of the world’s largest regions, including Russia. The environmental and geographic characteristics of the region. Population and settlement. The development of various forms of the economy and their influence on the environmental situation; the notion of environmental policy and its content.

Discussion topics:

- a) The definition of region as a space with geographic and political characteristics
- b) Environmental and geographic characteristics of regions
- c) Population and settlement
- d) The development of economy and its influence on the environment
- e) Basic areas of the environmental policy of the region’s nations and regional institutions

Module 5 (7 hours). The Environmental Policy of the European Union Nations.

The key stages of EU development and the development of environmental policy in EU nations. The European Union’s past and present environmental programmes.

Discussion topics:

- a) Key stages of the development of Europe's environmental law
- b) The existing EU system and its environmental security programmes
- c) The environmental and geographic characteristics of the EU member states
- d) The current environmental policy of the European Union

Module 6 (5 hours). The Environmental Policy of Russia.

The environmental and geographic characteristics of the key regions of the Russian Federation. The historic stages of their development and an assessment of the environmental situation in the Russian regions. The general characteristics and key areas of Russia's environmental policy.

Discussion topics:

- a) Environmental and geographic zoning of Russian territory
- b) Population and settlement of the Russian regions
- c) Regional development of the economy and its influence on the environment
- d) Key areas and forms of the environmental policy of Russia and its regions

Module 7 (6 hours). The Environmental Policy of the ASEAN Nations.

The environmental and geographic characteristics of ASEAN nations. Population and settlement. The basic forms of economy and their influence on the environmental situation in ASEAN nations, and their regional environmental policy.

Discussion topics:

- a) The environmental and geographic characteristics of ASEAN member states
- b) Population and settlement in ASEAN member states
- c) Regional economic development in ASEAN nations
- d) The environmental situation in ASEAN member states
- e) National and regional environmental policies

Module 8 (5 hours). The Environmental Policy of African Nations.

African regions as a continent and part of the world. The environmental and geographic characteristics of African regions. The development of the economy and its influence on the environmental situation; the environmental situation in the African nations. The environmental policy of the African Union and African nations.

Discussion topics:

- a) The main regions of the African continent and their environmental and geographic characteristics
- b) North Africa: key environmental problems
- c) Central Africa: key environmental problems
- d) South Africa: key environmental problems
- e) West and East Africa: key environmental problems

Module 9 (6 hours). The Environmental Policy of Mercosur Nations.

The environmental and geographic characteristics of the Mercosur member states. Population and settlement. The development of the basic areas of the economy, their influence on the environmental situation; key avenues of the environmental policy of Mercosur nations.

Discussion topics:

- a) The environmental and geographic characteristics of the Mercosur region
- b) The environmental situation in Mercosur member states
- c) The national and regional environmental policies of Mercosur nations

Module 10 (7 hours). The Environmental Policy of the NAFTA Nations.

The environmental and geographic characteristics of the NAFTA member states. Development of the economy. Population and settlement. The impact of economic development on the environment. The environmental policy of NAFTA on a national and regional scale.

Discussion topics:

- a) The environmental and geographic characteristics of the territory of NAFTA member states
- b) Population and settlement in NAFTA nations
- c) The environmental situation in NAFTA nations
- d) State and regional policies in environment protection in NAFTA countries

Module 11 (4 hours). Final class: interactive lecture centring on a discussion of the problems raised during the course.

Readings (Required, Recommended)

1. *Avadhuta A.* Neo-Humanist Ecology. Singapore, Manila: Ananda Marga Publications, 1995.
2. *Barry B. Hughes* Continuity and Change in World Politics. Univ. of Denver, 2003.
3. *Steinhart C., Steinhart J.* *The Fires of Culture*. Energy Yesterday and Tomorrow. North Scituate, MA: Duxbury Press, 1974.
4. *Ponting C.* A Green History of the World. New York, NY: Penguin Books, 1993.
5. *Peters E. K.* The whole story of climate. New York: Prometheus Books, 2012.
6. Encountering Global Environmental Politics / Ed. by M. Maniates. Lanham, Md.: Rowman & Littlefield, 2003.
7. *Angeli F.* The Economics of EU Enlargement. Milano: F. Angeli, 2008.
8. *Pearson F. S., Rochester J.M.* International Relations (the Global Condition in the Twenty-First Century). New York: The McGraw Companies, 1998.
9. *Mittelman J. H.* The Globalization syndrome. Transformation and Resistance. Princeton, N.J.: Princeton Univ. Press, 2000.
10. *Ray J. L.* Global Politics. Boston, 1998.
11. *Lovelock J.* The ages of Gaia: a biography of our living Earth. Oxford: Oxford University Press, 1988.
12. *Nye J. S., Donahue J. D.* Governance in a Globalizing World. Washington, DC: Brookings Institution Press, 2004.

13. *Ekins P.* A NEW World Order – grassroots movements for Global Change. London and New York: Routledge, 1999.
14. *Robbins P.* Political Ecology. Malden, MA: Blackwell Publishing, 2004.
15. *Carson R.* Silent Spring. New York: Fawcett Crest, 1994.
16. *Rytövuori-Apunen H.* Russian-European Interfaces in the Northern dimension of the EU. Tampere: University of Tampere, Dept. of Political Science and International Relations, 2000.
17. *Sassen S.* Globalization and its Discontents New Press. New York: New Press, 1998.
18. The Politics of Global Governance (International Organizations in an Interdependent World) / Ed. by P. F. Diehl. Boulder, Colo.: Lynne Rienner Publishers, 2005.
19. *Haila Y., Levins R.* Humanity and Nature (Ecology, Science and Society). London: Pluto Press, 1998.
20. *Печчеи А.* Человеческие качества [Текст] / А. Печчеи; пер. с англ. О. В. Захаровой – М.: Прогресс, 1985. – 312 с.
21. *Белозерский Г. Н.* Введение в глобальную экологию [Текст]: учебник / Г. Н. Белозерский. – СПб.: Изд-во Санкт-Петербургского университета, 2001. – 464 с.
22. *Василенко В. Н.* Экологические конфликты общества как предмет социологии и глобальной экологии [Текст] / В. Н. Василенко // Социологические исследования (СОЦИС). 1998. №3.
23. Грани глобализации: Трудные пути современного развития [Текст] / Коллектив авторов – М.: Альпина Паблишер, 2003. – 592 с.
24. *Стиглиц Дж.* Доклад о реформе международной валютно-финансовой системы: уроки глобального кризиса. Доклад Комиссии финансовых экспертов ООН [Текст] / Дж. Стиглиц. – М.: Международные отношения, 2012.
25. *Дубовик О. Л.* Экологическое право и экологические конфликты [Текст] / О. Л. Дубовик // Право и политика. 2006. №5.
26. *Ермолина М. А.* Понятие «экологический конфликт» в современных международных отношениях [Текст] / М. А. Ермолина, А. И. Кагарманова, Е. В. Матвеева и др. // Социально-гуманитарные проблемы современности: политика, социум, культура. Кн.2. – Красноярск: Научно-информационный центр, 2012. – 171 с.
27. *Кондратьев К. Я., Донченко В. К.* Экодинамика и геополитика [Текст] / К. Я. Кондратьев, В. К. Донченко. – СПб.: РФФИ, 1999. – Т. 1: Глобальные проблемы. – 1040 с.
28. *Кондратьев К. Я., Лосев К. С., Ананичев М. Д., Чеснокова И. В.* Естественно-научные основы устойчивости жизни [Текст] / Кондратьев К. Я. и др. – М.: Астрон.-геодез. об-е, 2003. – 240 с.
29. *Браун Л.* Как избежать климатических катастроф [Текст] / Л. Р. Браун; пер. с англ. А. Калинина, И. Калинина, А. Воронцова. – М.: Коммерсант, 2010. – 286 с.

30. Музалевский А. А., Карлин Л. Н. Экологические риски: теория и практика [Текст] / А. А. Музалевский, Л. Н. Карлин. – СПб.: РГГМУ, 2011. – 446 с.
31. Шубин А. Россия и мир в 2020 году [Текст] / А. Шубин. – М.: Изд. «Европа», 2005. – 224 с.
32. Стратегия и проблемы устойчивого развития России в XXI веке [Текст] / Коллектив авторов. – М.: Экономика, 2002. – 423 с.
33. Устойчивое развитие и экологический менеджмент. Материалы Международной научно-практической конференции, 17–18 ноября 2005 г. Санкт-Петербург.
34. Чумаков А. Н. Глобализация. Контуры целостного мира [Текст] / А. Н. Чумаков. – М.: Проспект, 2005. – 428 с.
35. Экология и экономика природопользования [Текст] учебник / Э. В. Гирусов и др. – М.: Изд. Юнити-Дана, 2007.

List of Other Information Sources

UN. URL: <http://www.un.org>
World Politics. URL: http://muse.jhu.edu/journals/world_politics/
Russian International Studies Association (RISA). URL: <http://www.rami.ru>
European Union official website. URL: <http://www.europa.eu.int>
The Office for Official Publications of the European Communities. URL: <http://eur-op.eu.int>
European Parliament. URL: <http://www.europarl.eu.int>
European Environment Agency. URL: <http://www.eea.eu.int>
Association of European Studies. URL: <http://http://www.aes.org/>
European Environmental Law. URL: <http://www.eel.nl>
Delegation of the European Union to Russia. URL: <http://www.eur.ru>

9

ASPECTS OF GLOBALIZATION

9.1

GLOBAL HISTORY

Renzo Derosas

University:	Ca' Foscari University
Title:	Global History
Instructor:	Associate Professor Renzo Derosas
Time and Location:	2015/2016, 3rd term
The Valence/Credits:	6 credits ECTS. Master's degree

Overview (Course Description)

What factors lie behind the huge differences in socioeconomic development in the contemporary world? In the recent years, several contrasting narratives of the “great divergence” between the North and the South of the world, the West and the East, the West and the rest, and Europe and Asia, have been put forward by scholars of different formation and orientation. Explanations include climatic conditions, microbiological acquired immunity, availability of natural resources, cultural differences, demographic behaviors, state formation processes, military power, or a combination thereof. Analyses have contrasted different areas, countries, continents, civilizations, and have taken into accounts different time periods, ranging from the development of agriculture some 10,000 years ago to the first industrialization in the late 18th century or the globalization of the 19th century. Different approaches have also been used, ranging from comparative analyses of specific historical experiences to all-embracing systemic analyses or a combination of the two.

Learning Objectives (Course Objectives)

The course will provide a critical overview of different interpretations, highlighting the major points of strength and weakness, as well as unveiling the ideological background often lying underneath their scientific discourse.

Methods of Instruction

Seminar. Students are expected to read weekly an essay of about 30 pages, write a short summary, alternate in presentations in class and actively participate in discussions. For the final exam, they will have to present a short paper, normally a critical review of the issues dealt with in classes.

The organization of the course makes attendance mandatory. Those who cannot attend are expected to read and summarize regularly the course materials, to give at least one presentation in class, and to write an intermediate assessment as well as a final dissertation on some of the course topics. Non-attendants are required to get in touch with the teacher in the first week of the course at the latest.

Course Plan

- Diverging narratives of economic development in the long and very long run.
- Methodological issues: comparative approach, systemic approach, combinations thereof.
 - Units of analysis: space and time.
 - The “Eurocentric” vision. The “Asia centric” vision.
 - A common benchmark: the unified growth theory.
 - Factors of differentiation in the very long run. Climate and environment.
 - Natural resources.
 - Demographic behaviors and social organization. Cultures.
 - The role of markets and institutions.
 - The relationship between power and plenty.

Readings Required

Galor O. Unified Growth Theory. Princeton: Princeton University Press, 2011.

Diamond J. Guns, Germs, and Steel: The Fates of Human Societies. New York: W.W. Norton & Co., 1999.

Jones E. L. The European Miracle: Environments, Economies and Geopolitics in the History of Europe and Asia. Cambridge, UK: Cambridge University Press, 2003.

Goldstone J. A. Why Europe? The Rise of the West in World History, 1500–1850. New York: McGraw-Hill Higher Education, 2008.

Ferguson N. Civilization: The West and the Rest. New York: The Penguin Press, 2011.

Clark G. A Farewell to Alms: a Brief Economic History of the World. Princeton: Princeton University Press, 2007.

Pomeranz K. The Great Divergence: China, Europe, and the Making of the Modern World Economy. Princeton: Princeton University Press, 2000.

Findlay R., O'Rourke K. H. Power and Plenty: Trade, War, and the World Economy in the Second Millennium. Princeton; Oxford: Princeton University Press, 2007.

Parthasarathi P. Why Europe Grew Rich and Asia Did Not. Global Economic Divergence, 1600–1850. Cambridge: Cambridge University Press, 2011.

Acemoglu D., Robinson J. Why Nations Fail: The Origins of Power, Prosperity, and Poverty. New York: Crown Business, 2012.

Williamson J. G. Trade and Poverty: When the Third World Fell Behind. Cambridge, Massachusetts: MIT Press, 2011.

9.2

GLOBALIZATION, ETHICS, WELFARE AND HUMAN RIGHTS

Francesca Coin

University:	Venice International University
Title:	Globalization, Ethics, Welfare and Human Rights
Instructor:	Francesca Coin, Assistant Professor in Sociology. Ca'Foscari University
Time and Location:	2015, Venice International University

Overview (Course Description)

The course looks at the ethical implications of globalization and its impact on society, welfare and human rights. Over the past decades, the process of globalization has largely transformed our perception of the world. Ethnoscapes, mediascapes, technoscapes, financescapes and ideoscapes (Appadurai; 1996) fuse in the global city, transforming its space and territory into a melting pot of Diaspora communities, technologies, financial capital, information and communication. Historically, law, economy, security, authority, and citizenship have largely been constructed as national. Yet, as globalization challenges the sovereignty of the nation-state by producing a post-democratic world organized according to the abstract principles of transnational governance, it also stimulates new foundational grounds for global citizenship.

Requirements and Grading

I will record attendance. If you are absent, it is your responsibility to gather information about the materials covered. If you are late, make sure you sign in for the day. Once you have signed attendance, you are required to stay for the entire class. Please let me know in advance if you expect to miss a class so that proper arrangements can be made. Class absences will affect your grade.

Your overall evaluation will be calculated on the basis of your performance in five response-papers, six in-class discussions and one final paper. In computing your grades, your performance will be considered as follows:

1. Response papers, 30% of your grade.
2. Final Paper, 40% of your grade.
3. In-class discussions, 30% of your grade.

Learning Objectives (Course Objectives)

This course analyzes economic globalization in a historical perspective. Its goal is to analyze and evaluate the arguments of both the critics and the advocates of globalization, paying particular attention to the questions that globalization raises about the future. Is it possible to use globalization to envision different models of economic integration and global coexistence? Is it possible to use the current crisis as an opportunity to imagine future possibilities for an alternative economic development?

Methods of Instruction

We will have six in-class discussions on six different books. Our policy for each book is “read all you want”, this means that you are free to read as much or as little as you want of each book but you should be able to exchange perceptions and respond critically in class.

The idea is that you should work in groups: if you want to read only a limited number of pages you should coordinate in very large groups, bearing in mind that large groups will be harder to organize and coordinate. Smaller groups are easier to coordinate though each member must read more.

Class discussions will be self-organized and must touch on all aspects of the book. Each of you must be actively involved either by leading the class discussion, presenting a power point or raising critical questions and controversial issues. By the end of the discussion each person should have a critical grasp of the materials in their entirety. You will have ten days to organize each in-class discussion and find creative ways to make them involving and stimulating for everyone.

The main goal of this assignment is to encourage you to think critically about the materials that we read in class. We will spend three to five weeks discussing each topic. At the end of each session, you must turn in a response paper. Response papers should be three pages long and reflect your personal opinion and your theoretical perspective. What is the author’s main argument? What are the more reasonable aspects of his/her argument, what instead would you criticize?

Think about all the topics we have discussed in class. What are the main challenges that globalization presents for us in the future? What are the main criticalities?

As a general rule, your paper should have a strong central argument which should be clearly stated in your introduction. This argument can be phrased as a statement or as a question, and expanded in the body of your paper. The body of your paper should detail your argument, and support it with evidence such as examples or quotations. This part of your paper should have a logical and coherent progression and show your ability to draw theoretical connections. At the end of the paper, you should summarize how the evidence you have presented proves your argument.

You can also use your conclusion to raise interesting questions for further study.

Remember that you must cite all your sources, even if you do not quote them directly, and add a final bibliography. For information on the format of citations and bibliography see the ASA style guide on: <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.

In this class we are all teachers and students, and we share responsibility for creating and stimulating a safe learning environment. You are expected to be in class, to be prepared, to read, to think and to talk about the assigned readings. You are also expected to arrive and leave on time, and to actively participate in each class activity and to stimulate lively class discussion. It is crucial to assume that everyone's experiences are different, and to respect each other's feelings at all times.

Overview (Course Description)

Week 1

Introduction. The end of history?

Freedom is just another word.

Week 2

On freedom

Freedom in action

Week 3

Class discussion 1

Response paper 1

Globalization in Central and South America

Week 4

On Mexico

Class discussion 2

Response paper 2

Week 5

Globalization in China

Week 6

Globalization in China

Class discussion 3

Response paper 3

Week 7

The discourses of globalization

Week 8

Live like you're rich –documentary

Class discussion 4

Response paper 4

Week 9

Globalization in the US

Week 10

Globalization in Japan Documentary: Japan's Disposable Workers Clips: Suicide as salvation

Globalization in Japan Scott North, Deadly virtues: Inner-worldly asceticism and karôshi in Japan

Week 11

Class discussion 5

Response paper 5 due

Case-study: Turkey Documentary Umut Özkırmılı – The Making of a Protest Movement in Turkey

Week 12

Umut Özkırmılı –The Making of a Protest Movement in Turkey

Class discussion 6

Response paper 6

Readings Required

Harvey D. A Brief History of Neoliberalism. Oxford: Oxford University, 2005.

Fukuyama F. The End of History and the Last Man. New York: Free Press, 1992.

Paul E. F. Hayek's conception of freedom, coercion and the rule of law // Reason Papers. A Journal of Interdisciplinary Normative Studies Fredonia. 1983. No. 9.

Rothstein F. A. Globalization in Rural Mexico: Three decades of Change. Austin, Tex.: University of Texas, 2007.

Miller T. China's Urban Billion: The Story behind the Biggest Migration in Human History. London: Zed Books, 2012.

Blyth M. Austerity: The history of a dangerous idea. Oxford University Press, 2013.

North S. Deadly virtues: Inner-worldly asceticism and karôshi in Japan // Current Sociology. 2011. Vol. 59. No. 2.

Berardi F. Heroes. Verso Books, 2015.

Özkırmılı U. The Making of a Protest Movement in Turkey #occupygezi. Palgrave Pivot, 2014.

9.3

INTERNATIONAL HISTORY OF PEACE

Renato Moro

University:	Roma Tre University
Title:	International History of Peace
Instructor:	Renato Moro, Full Professor of Contemporary History and Vice-Director of the Ph.D. Program in Political Studies
Time and Location:	2015/2016, Department of Political Science
The Valence/Credits:	8 credits ECTS. Master's Degree "International Relations"

Overview (Course Description)

For centuries mankind has longed for peace and for peaceful solutions to conflicts, but only in the last centuries has peace been perceived as an achievable political aim. In this way, the idea of war abolition has become thinkable, associations devoted to peace (and pacifism as a sort of peace party) arose, and international organizations with the goal of banning war and promoting peace-keeping operations developed. The course gives a historical introduction to the peace issue as one of the nodal points in contemporary politics up to the beginning of the 21st century. It is devoted to the international history of peace ideas, peace movements, and peace institutions.

Requirements and Grading

Attendance and participation (20%); mid-term written test (25%); book review paper (30%); in class final (25%)

- Class participation: Students will have to participate actively in class discussions, demonstrating the ability to make connections with the readings assigned for each session.

- In Class Mid-term exam: Students will select from a list of essay prompts and write on the subject of their choice 2 short essays.
- Book review paper: Students will read a book chosen with the instructor in the list of the recommended readings; they will have to make a presentation in class and answer questions from classmates and instructor; then they will have to write a paper about it (12–15 pages).
- In Class Final exam: Formatted as the midterm, but will focus on the readings and topics analyzed in the second half of the semester.

In the second week of class, the professor will explain how to prepare for the presentations, which will take place toward the end of the course.

Attendance is mandatory for all classes. If a student misses more than three classes, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies.

Learning Objectives (Course Objectives)

The course aims at providing students with a critical evaluation of the war/peace issue in history, focusing on the last centuries, but with an introduction on why, during Antiquity, Middle Ages and Early Modern Times, the longing for peace and the deprecation of war never became a political aim. Therefore, by the end of the course, students will be knowledgeable about the major aspects of the peace/war debate, as well as of the relevance and limits of peace movements and peace institutions in the contemporary world. Moreover, they will acquire an understanding of the major interpretations and methodologies proposed and used by scholars to study peace history.

Methods of Instruction

Lectures, projections, library work, hands-on research, critical in class discussion of the assigned readings.

Course Plan

Introduction: Peace and Historical Research

Week 1

Introduction and description of the course. Methodological issues and new approaches: the concept of peace; ‘Peace history’; Pacifism and ‘pacifism’.

PART I – The Inevitability of War

Week 2

Antiquity: Ancient Eastern Civilizations, war and peace in the Bible, Ancient Greece, Rome. The Christian Tradition: Early Christianity and military service: A Christian pacifism? The Constantinian turn; Augustine's synthesis.

Week 3

The Middle Ages: Islam, Christianity and holy war; the "just war" theory; Christians refuse war (Bogomils, Cathars, Waldensians, Lollards, Taborites, Bohemian and Moravian Brethren). Refusal of war in the age of absolute Monarchies: Erasmus's humanist irenism, Anabaptist, Memmonite, Anti-Trinitarian Non-Resistance, Quaker "peace testimony". Restraint of war in the age of absolute monarchies: Victoria and Grotius.

PART II – Peace As a Political Aim

Week 4

The idea of a "perpetual peace" (1712–1814): Enlightenment and peace projects; Rousseau; Kant; revolutionary war and the birth of the "friends of peace".

Week 5

Peace and war in the age of nations (1815–1870): conservatism, liberalism, radicalism, socialism and the peace issue; moderates and radicals inside peace societies; The Peace Congress Movement and its politicization.

Week 6

The age of militarism and pacifism (1870–1914): The birth of pacifism as an international movement for international law and arbitration; socialist anti-militarism; Tolstoyanism; The difficulties of pacifists and socialists.

PART III – Total Peace in the Age of Total War

Week 7

The failure of peace and a new pacifism (1914–1918): nationalism and peace; new associations: Women's International League, Union of Democratic Control, League of Nations Society, No-Conscription Fellowship, Fellowship of Reconciliation. "No More Wars" (1914–1931): Wilsonianism and the League of Nations; Gandhi and nonviolence; A peace mass movement.

Week 8

Pacifism and Totalitarianism (1931–1945): Warlike totalitarianisms; A divided peace movement; The Peace Pledge Union; Against fascism and war?

PART IV – The Age of Peace Movements

Week 9

"One World or None" (1939–1947): the UN; world federalism; A physicists' anti-nuclear weapons movement; New anti-war constitutions. "Does the Dove Fly

to East?” (1947–1953): The communist “partisans of peace”; World federalism’s rise and fall; peace at the core of the Cold War political debate.

Week 10

Peace and Protest (1954–1978): Atomic consciousness; the Pugwash movement; the anti-nuclear protest; churches and peace; “Make Love, Not War!”: young culture and the Vietnam War; peace and revolution; The Peace Research. Missiles and Peace Culture (1979–1989): Eco-Pax; the transnational peace movement.

Week 11

The Peacekeeping Years (1989–2001): UN peace-keeping and its theory; Clinton administration and “democratic peace”; Peacekeepers vs. pacifists. War and Peace at the beginning of the 21st century: Tomahawks vs. Kalashnikov: A decline of “Great Wars”? US Mars vs. EU Venus?

Week 12

A final appraisal: Pacifism or pacifisms? Peace and Politics. What results? Policies or politics changed?

Readings Required

Cortright D. *Peace: A History of Movements and Ideas.* Cambridge: Cambridge University Press, 2004.

Howard M. *War and the Liberal Conscience.* London: Temple Smith, 1978 (or any later edition).

For the in class discussion, students will be required to read articles and chapters that will be assigned weekly by the professor. Access to this material can be obtained through libraries or through the online subscriptions of our university.

Readings Recommended

Alonso H. H. *Peace as Woman’s Issue. A History of the U.S. Movement for World Peace and Women’s Rights.* Syracuse (NY): Paperbacks, 1993.

Aron R. *Peace and War: A Theory of International Relations.* London: Weidenfeld&Nicolson, 1966. (or any later edition)

Bainton R. H. *Christian Attitudes toward War and Peace.* New York: Abingdon Press, 1960 (or any later edition).

Brock P. *History of pacifism. I. Pacifism in Europe to 1914.* Princeton (NJ): Princeton University Press, 1972 (or any later edition).

Brock P. *History of pacifism. I. Pacifism in the United States from the Colonial era to the First World War.* Princeton (NJ): Princeton University Press, 1968 (or any later edition).

Brock P. *History of pacifism. III. Twentieth-Century Pacifism.* New York/London: Van Nostrand Reinhold Company, 1970 (or any later edition).

Ceadel M. *Pacifism in Britain, 1914–1945: The Defining of a Faith.* Oxford – New York: Clarendon Press – Oxford University Press, 1980.

Ceadel M. *Thinking about Peace and War.* Oxford: Oxford University Press, 1989.

Ceadel M. *The Origins of War Prevention: The British Peace Movement and International Relations, 1730–1854.* Oxford/New York: Clarendon Press/Oxford University Press, 1996.

Ceadel M. *Semi-detached Idealists: The British Peace Movement and International Relations, 1854–1945.* Oxford/New York: Oxford University Press, 2000.

Chatfield C. *For Peace and Justice: Pacifism in America, 1914–1941.* Knoxville: University of Tennessee Press, 1971.

Peace Movements and Political Cultures / Ed. by C. Chatfield, P. Van den Dungen. Knoxville: The University of Tennessee Press, 1988.

Chickering R. *Imperial Germany and a World without War: The Peace Movement and German Society, 1892–1914.* Princeton (NJ): Princeton University Press, 1975.

Cooper S. E. *Patriotic Pacifism. Waging War on War in Europe, 1815–1914.* New York/Oxford: Oxford University Press, 1991.

Peace, War and Gender from Antiquity to the Present: Cross-Cultural Perspectives / Ed. by J. Dülffer, R. Frank. Essen: Klartext, 2009.

Evans R. J. *Comrades and Sisters: Feminism, Socialism and Pacifism in Europe, 1870–1945.* Brighton: Wheatsheaf Books / New York: St. Martin Press, 1987.

Gallie W.B. *Philosophers of Peace and War: Kant, Clausewitz, Marx, Engels and Tolstoy.* Cambridge: Cambridge University Press, 1978.

[Mohandas Karamchand Gandhi] *Gandhi on Non-Violence: Selected Texts from Mohandas K. Gandhi's Non-Violence in Peace and War / Ed. with an introduction by T. Merton.* Boston/New York: Shambhala, 1996 (or any later edition).

Gowa J. *Ballots and Bullets: The Elusive Democratic Peace.* Princeton (NJ): Princeton University Press, 1999.

Kenneth J.H. *Campus Wars: The Peace Movement at American State Universities in the Vietnam Era.* New York: New York University Press, 1993.

Howard M. *The Invention of Peace. Reflections on War and International Order.* London: Profile Books, 2001.

Nehring H. *Politics of Security: British and West German Protest Movements and the Early Cold War, 1945–1970.* Oxford: Oxford University Press, 2010.

Schott L. K. *Reconstructing Women's Thoughts: The Women's International League for Peace and Freedom before World War II.* Stanford: Stanford University Press, 1997.

Le pacifisme en Europe. Dès années 1920 aux années 1950 / Ed. by M. Vaisse. Bruxelles: Bruylant, 1993.

Walzer M. *Just and Unjust Wars.* New York: Basic Books, 1977 (or any later edition).

Wittner L. S. *Rebels Against War. The American Peace Movement, 1933–1983.* Philadelphia: Temple University Press, 1984.

Wittner L. S. The Struggle Against the Bomb, Vol. I, One World or None. A History of the World Nuclear Disarmament Movement Through 1953. Stanford (CA): Stanford University Press, 1991.

Wittner L. S. The Struggle Against the Bomb, Vol. II, Resisting the Bomb. A History of the World Nuclear Disarmament Movement, 1954–1970. Stanford (CA): Stanford University Press, 1997.

Wittner L. S. The Struggle Against the Bomb, Vol. III, Toward Nuclear Abolition. A History of the World Nuclear Disarmament Movement, 1971 to the Present. Stanford (CA): Stanford University Press, 2003.

Peace Movements in Western Europe, Japan and the USA during the Cold War / Ed. by B. Ziemann. Essen: Klartext, 2008.

9.4

IDENTITY, HERITAGE AND GLOBALIZATION

Martina Avanza

University:	Venice International University
Title:	Identity, Heritage and Globalization
Instructor:	Martina Avanza, Professor in Political Sociology, University of Lausanne
Time and Location:	2015, Venice International University, Globalization Program

Overview (Course Description)

The wide-ranging theme of identity and globalization will be tackled through the issues of the resurgence of nationalisms and ethno-nationalism in a globalized world. In fact, far from erasing local peculiarities as one might have expected, globalization seems to have revitalized differences and in particular their political assertion, to the point of virulence. This is an ideal theme to make the most of the international composition of the class. It is current (Ukrainian crisis, Israel/Palestine conflict...) and should therefore stimulate the students' interest. It also allows us to familiarize the students with important aspects of local politics, such as claims for autonomy, or separatism, which are quite present in the Veneto region today. We will do this by using the Northern League as a case study, as, having completed my Ph.D. on this topic, I have a thorough knowledge of the subject matter.

Requirements and Grading

- Class participation (20%), that means not only to be there (I will record attendance, class absences will affect your grade), but also to be an active participant (you have to read the essays and be able to discuss them in class).
- Two reports on our sessions (20%), to summarize the content of the texts we have studied, as well as the discussions and exchanges resulting from them

during our work in the classroom. These reports will be available to other students via a common platform or drop-box.

- A short essay (20%) based on the field trip-1: Museo Nazionale del Risorgimento Italiano in Torino. An analysis of the display of the history of the unification of Italy seen in the Museum.
- Final essay (40%) based on one of the fieldtrips-2: an analysis related to the participant observation of the Northern League's demonstrations.

Learning Outcomes

To gain knowledge about nationalism, both as a theoretical issue and, more particularly, as a current political phenomenon.

- To learn to read and discuss theoretical texts on the subject-matter of the course.
- To link a theoretical issue (e.g. the constructivist approach to national identities) to some real-life cases.
- To learn to analyze first-hand material (a movie, a painting, a mobilization campaign that has been witnessed) by applying the knowledge acquired during the lessons.
- To be introduced to direct observation as an investigative methodology, as well as to the analysis of documentation.

Methods of Instruction

The sessions will be structured around the discussion of essays and will privilege interactivity. The selection of the articles to be discussed will be based, as much as possible, on the students' countries of origin.

Scientific articles (essentially on anthropology, sociology, political philosophy and sciences), will be supplemented with other tools, usually fictional works (films) or museographic objects (paintings). The students will try to analyze these sources with the help of the theoretical texts read during class. This approach aims to diversify the sessions (as reading the theoretical texts can prove monotonous in the long run), but also to help the students in familiarizing themselves with the analysis of first-hand documentation. It also aims to sharpen their critical sense and their ability to interpret.

Course Plan and Readings Required

The course will be divided into three parts:

- 1) Four sessions of theoretical introduction, using the fundamental texts about the subject, in order to acquire the tools necessary to discuss the case studies.

The authors and classical texts to be examined will be the following:

Appadurai A. *Modernity At Large: Cultural Dimensions of Globalization.* Minneapolis: University of Minnesota Press, 1996 (excerpt).

Anderson B. *Imagined Communities Reflections on the Origin and Spread of Nationalism.* London – New York: Verso, 1983 (excerpt).

Brubaker R. *Myths and Misconceptions in the Study of Nationalism // The State of the Nation: Ernest Gellner and the Theory of Nationalism / Ed. by J. Hall.* Cambridge: Cambridge University Press, 1998.

Brubaker R., Cooper F. *Beyond “Identity” // Theory and Society.* 2000. No. 29.

Calhoun C. *Nationalism and Ethnicity // Annual Review of Sociology.* 1993. Vol. 19.

Gellner E. *Nation and Nationalism.* New York: Cornell University Press, 1983 (excerpt).

Hobsbawm E., Ranger T. *The Invention of Tradition.* Cambridge: Cambridge University Press, 1992 (excerpt).

Hobsbawm E. *Nations and Nationalism Since 1780: Programme, Myth, Reality.* Cambridge, UK; New York: Cambridge University Press, 1992 (excerpt).

Thiesse A. - M. *The Formation of National Identities // The European Puzzle: The Political Structuring of Cultural Identities at a Time of Transition / Ed. by M. Demossier.* New York – Oxford: Berghahn Books, 2007.

2) Six sessions with articles selected taking account of the students' countries of origin. The sessions will each follow one theme: Ethno-nationalism and separatism, nationalism and the army, gender and nationalism, language and nationalism, nationalism and re-writing history, nationalism and xenophobia. E.g.: The Québec issue in Canada, for the session about separatist tensions. In order not to become too tedious, reading will be coupled with the use of other media, such as:

- nationalistic films (propaganda films) or films that discuss nationalism in the different national contexts of the students. E.g.: The movie *Kippur*, by Amos Gitai (2000), about the relationship between citizens and the army in Israel, for the sessions about nationalism and the army.
- paintings or other nationalistic art-work (in reproduction), which we will analyze together in order to understand how the nations are portrayed. E.g.: paintings depicting national history.

3) Two sessions dedicated to the Northern League, an Italian autonomist-separatist party, well established in Venice, which was the subject of my Ph.D. We will be reading articles (my own amongst others) about its objectives; we will use first-hand material for exercises during class (analysis of material such as election posters in which it will be shown how the League recycles the past of the Venetian Republic for biased purposes). This issue is extremely current, in view of the independence “referendum” which is likely to be organized in 2015.

9.5 CHALLENGES OF GLOBALIZATION

Ulrich Metschi

University:	Venice International University
Title:	Challenges of Globalization
Instructor:	Ulrich Metschi, Professor of Philosophy Ludwig Maximilians University of Munich
Time and Location:	2014, Venice International University

Overview (Course Description)

The economic focus on globalization turned out to be inept to cover its social, political, and cultural effects. Beyond some economies, which are flourishing due to the globalized markets, e.g. some Asian countries and Brazil, the world at large is still suffering from the 2008 financial crisis. Some African societies are trying to cope with negative growth and are facing an increase of racial and religious conflicts, which are at least partly caused by their economic difficulties. And these are, at least partly, caused by globalization. It seems that some nations are paying a price too big for the liberalization of markets.

Economic deficits, caused by globalized markets threaten not only African societies. Yet African societies exhibit the truth of the meanwhile well-established interdependence of climate change, poverty, and political instability. Globalization and climate change are certainly different causal powers, but wherever they have negative effects, they complement each other in the worst possible way.

An almost silently working and unobserved side effect of globalization is “land grabbing” in Africa, South America, Asia, and Eastern Europe. International funds and foreign capital speculatively buy up or rent farmland e.g. for the production of biofuel. Within the last 12 years, almost 500 million acre of farmland (the octuple of the UK) were bought up by financial investors. Smaller farms and peasants are endangered, monocultures and pesticides threaten environments, and fresh waters reserves are exploited.

While there are good reasons to deplore some bad effects of globalization, there are others, which seem to be welcome. The internet, i.e. globalized communications, had and still has its share in the political upheavals in Egypt, e.g., and still gains momentum in political quarrels in other places. Some societies, e.g. China and Iran, realize the power of globalized communication and take control over the internet and their users.

A different type of control of global communication was triggered by post 9/11-terrorist attack and has since been taken by intelligence agencies who allegedly act globally as unlimited and uncontrolled surveillance authorities. Human rights and rights of privacy are touched and at risk.

Human rights are far from being realized globally. Nevertheless, they are and have been used as arguments for “humanitarian interventions” on different occasions, e.g. in the Kosovo-campaign in 1999 or in the Libya-campaign in 2011. It seems as if human rights play an ambiguous role in pro-intervention arguments and in overriding the sovereignty of independent states.

Learning Objectives (Course Objectives)

Obviously, the challenges mentioned above are widespread and heterogeneous, too heterogeneous to be treated thoroughly and exhaustively in one term. Yet, it is important to consider the greater set of global challenges comprehensively in order to understand their mutually aggravating effects. Hunger and poverty are, increased by different causes, by climate change and by land grabbing, and both of these causes are somehow connected with the financial markets.

The research seminar will gather the relevant materials in order to render a full-fledged picture of these causes and their interrelatedness. It will try to identify possible solutions to the challenges of globalization.

Learning Outcomes

In coping with a confusing array of problems, students are asked to train research techniques in order to identify relevant data and publications. These techniques will be useful for further steps of academic qualifications (e.g. doctoral dissertations). Every student is asked to produce an individual reading-list and reading samples for each topic.

Methods of Instruction

- 50% Presentation
- 25% Midterm paper
- 25% Participation in class

Course Plan

- Week 1. Introduction and exposition of themes
- Week 2. Globalized markets
- Week 3. Globalized markets
- Week 4. The financial crisis
- Week 5. The financial crisis
- Week 6. The internet, the new agora, and surveillance
- Week 7. Climate change
- Week 8. Poverty
- Week 9. Humanitarian interventions
- Week 10. Humanitarian interventions
- Week 11. Land grabbing
- Week 12. Summary and conclusions

Readings Required

The Global Justice Reader / Ed. by T. Brooks. Oxford: Wiley-Blackwell, 2008.
Sen A. The Idea of Justice. London: Penguin, 2010.

10

**NATIONAL AND REGIONAL
PERSPECTIVES
ON GLOBALIZATION**

10.1

ACTUAL TRENDS IN GLOBALIZATION: RUSSIA'S APPROACHES AND INTERPRETATIONS

Olga Pavlenko
Victoria Zhuravleva
Ilya Kravchenko

University:	Russian State University for the Humanities
Title:	Actual Trends in Globalization: Russia's Approaches and Interpretations
Instructors. Authors:	Dr. Olga V. Pavlenko, Ph. D., Professor, Director of the Department of International Relations and Area Studies, Russian State University for the Humanities Dr. Victoria I. Zhuravleva, Doctor of History, Professor, Vice-director of the Department of International Relations and Area Studies, Russian State University for the Humanities Dr. Ilya Yu. Kravchenko, Ph. D., Assistant of the Department of International Relations and Area Studies, Russian State University for the Humanities
Office hours:	48 academic hours, 6 credits ECTS. Bachelor Degree

Overview (Course Description)

The course is focused on the globalization process. The term “globalization” in political discourse in recent years can be seen as symptomatic of an awareness of the changed nature of the world and Europe, where the global and local levels are ever more interconnected, and states are no longer the only actors on the international stage. However, the popular understanding of globalization in political de-

bate and the media, today, is still very much informed by a traditional understanding of the term as coined in the context of the globalized communications in economy, culture and politics. But until today there have been no clear explanations about, what is really “a globalized community”, in which way can we research the processes of “transnational diffusions” in a global world? How can we combine the global values with the traditional codes of national culture? New methodological approaches based on the interdisciplinary methods and practical experience are necessary.

Discourse on globalization began in the 1980s and gained momentum over the following decade becoming common in modern academic and political talk. Globalization largely refers to the movement toward an integrated global economy, marked by the free exchange of goods and capital. In popular discourse, globalization is often related to the Internet revolution, the neo-liberal or free-market economies and the predominantly western political, economic and cultural style. Philosophers and social scientists contemplate globalization as the compression of time and space brought about by the new inventions and technologies. They speak of the dissolution of physical boundaries, the unfolding of new forms of non-territorial social interaction. In social theory, globalization is linked to accelerated social activity and increased interconnectedness between people. Globalization is also perceived as a transformation of multi-faceted, geographical-lyconfined and historically-set experiences into a one-dimensional and widely accessible global world where time and distance are no longer relevant.

1. From the 1980s the global landscape changed again dramatically, with a new wave of immigrants flowing from the southern European countries (Spain, Portugal and Italy) to the central parts of the continent to take temporary jobs, with a similar movement of people from Mexico and Central America to the United States, which changed governments’ social and political policies. The same problem has occurred in Russia after the Soviet Union collapse when the waves of immigrants from new post-soviet countries rushed into the Russian cities.

The fall of the Iron Curtain in 1989, that had split Europe into at the end of World War II and symbolized the physical and ideological divide between capitalist and socialist nations, was the next major change in the 1980s. This was followed by the advance of new technologies, the rule of the Internet, computers and cell phones and the emergence of Asia as a new power in global capital markets.

2. While still trying to explain the reasons behind globalization, analysts also focus on the multiple manifestations and contradicting consequences of the globalizing world. Economic Globalization means increased production and competitiveness, free trade, faster economic growth but also elusive financial markets that can sink economies within a second and undermine the power of governments and state institutions. Globalization of labor markets intensifies income inequality, while outsourcing as a product of global economy drives employment and economic growth of developing countries. However this means further job displacement in industrialized nations where top-quality jobs are retained, while low-pay work is

shifted to poorer countries. In the political context, globalization brings forth supranational institutions such as the European Union, the World Trade Organization and the G8, which are commended by some analysts as new advanced forms of self-governance away from the traditional territorially-defined nation-states, but also viewed by critics as detached from the needs of ordinary citizens.

3. Cultural Globalization is also a double-edge process associated with the leveling of cultural distinctions and at the same time widening individual access to cultural diversity. Finally, Globalization poses questions on whether global democracy and social justice are achievable and whether this process of unification would lead to a better humanity.

4. The current economic and political crisis in the international system makes even more urgent the development of specialists of the analysis not only of political and social conflicts, but also in the field of non-conflict behavior. To create the “bridges” between the international actors, to preserve the communicative heritage of the post-cold war stage, to improve the potential of mutual cooperation – all these tasks are now of great importance for the globalized academic community. These options play the key role for the future development of the EU and Russia.

We are interested not only in Russian and Western political thought but how Russian political system responds to globalization challenges as well.

For more than twenty years debates about Russian/post-Soviet identity have been conducted by different groups in society and have focused on the constant “Russian questions”: What are Russia and the “Russian world”? Where are its imagined borders? What does the “virtual national sphere” include? What are the foundations of the Russian polity? What role should Russia play in world affairs and what is its place in the hierarchy of global powers? Who are its allies and foes? Is Russia a “superpower”? What are the resources and the potential of Russia’s international influence? The list of such questions is almost endless. The discussions held by different circles of politicians, academics and experts reveal a diversity of views and conceptions. Still, it is the Soviet geopolitical experience that holds back Russian intellectual efforts. It is not surprising that, while constructing vertical and horizontal hierarchies of the modern global order, the Russian authors proceed from the extremely exaggerated thesis that “Russia is a world power” yet they often avoid applying functional analysis of its resources and capabilities. This leads to a dominance of state-centric patterns of describing and forecasting international processes.

Requirements (Core Requirements) and Grading

Students are expected to do the required readings and to attend class regularly. Attendance is compulsory for all students. Required readings will be made available on a weekly basis according to the themes listed in the course outline. Students will be also encouraged to find additional material, especially for their in-class presentations, by searching the internet and accessing suggested websites.

Students will have the chance of taking the exam just once and not have the possibility of taking the exam on other dates. The use of any kind of phones, tablets and computers (if not explicitly required by the professor) is strictly prohibited during the class hours. Penalty grade will be assigned to students who do not follow these rules.

Grade in this course will be determined by:

Class participation 40/100,

Written responses to the course units 20/100,

10-pages essay 40/100.

Learning Objectives (Course Objectives)

The course is focused on the models of explanation and understanding of globalization in Western and Russian political thought (comparative analysis). So, we intend to concentrate on the following actual trends of globalization in Russia and in the West.

Methods of Instruction

This course is enriched with a number of learning tools that help the students to reinforce their knowledge within different models. Students received access to this methodological database at the beginning of the course.

1. Reader's guides set the scene for upcoming themes and issues to be discussed, and indicate the scope of coverage within the model.
2. Lists of key points summarize the most important arguments.
3. Specific case studies have been selected to demonstrate how political ideas, concepts, and issues are manifested in the real process of globalization.
4. A set of carefully devised questions has been provided to help student assess their understanding of core themes, and may also be used as the basis of seminar discussion or coursework.
5. Glossary terms help students' orientation in "globalization language" and aid them in exam revision.

Course Plan (Schedule of Topics and Assignments)

The credit value of the course – 6 (48 academic hours). The course consists of 10 modules.

Each model includes a different number of hours

Module 1 (4 hours). The concept of globalization in different contexts: an introduction to the course .

Different approaches in Western and Russian political thought to the definition of "globalization". Theories of world politics and globalization in the context of

global transformations: historical retrospective. Sociocultural and ideological dimensions of theoretical discourse.

Module 2 (6 hours). The perception of globalization in Russian mentality.

Russian Political Thought and International Theory: roots, evolution, and perspectives in the context of Globalization. Different types of knowledge about globalization in Russian society.

Module 3 (6 hours). The transformation of security culture in Russia. The concept of global security in Western and Russian political thought: comparative analysis of Russian specific.

Impact of the Soviet legacy and the Soviet collapse;

The Impact of war and ethnic conflict;

The changing international environment and the evolution of Russian political thought.

Module 4 (6 hours). The role of economics in globalization: Russian frame.

Macroeconomic and regional integration in the framework of global economy. The model of Eurasian integration. The perspective trajectories of interaction between EU and EAEU. Macro- and economic trends in modern Russia. Energy diplomacy in Russia and in Eurasia in global perspective.

Module 5 (8 hours). Russia's foreign policy. Transformation of the strategies and regional trends in the 1991-2015.

The decision-making process in contemporary Russia

The institutional infrastructure of Russian foreign policy

Russia's think tanks involved in foreign policy decision-making

The federal and regional levels in Russia's foreign policy

The strategic and doctrinal documents in Russian foreign policy

Module 6 (4 hours). Russia's role in "old" and "new" globalization clusters.

Russia in Eurasian system (The Shanghai Organization of Cooperation, The Eurasian Economic Union, The Collective Security Treaty Organization); Russia in BRICS; Russia and European Union; Russia and the building of transatlantic model; Russia's response to the challenges of Islamic radicalism.

Module 7 (2 hours) Global geopolitical aspects of arm market.

Module 8 (2 hours) Anti-globalization movement in Russia and regionalization trends.

Module 9 (6 hours) Globalization, identity discourse and national branding.

We-Other concept and its evolution in Russian foreign policy. National branding in Russia and the challenges of globalization. Imagological dimension of Russian-American relations. Brand America and brand Russia: comparative analysis of image strategies.

Module 10 (4 hours) Exam: Presentation of the students' projects, discussion of essays.

Readings (Required, Recommended)

1. *Anholt S.* Brand New Justice: The Upside of Global Branding. Oxford, 2003.
2. *Ardalan K.* Globalization and Democracy: Four Paradigmatic Views // *Trans-science Journal*. 2011. Vol. 2. No. 1. Pp. 26–53.
3. *Ardalan K.* Globalization and Regionalization: Four Paradigmatic Views // *Journal of International Business Research*. 2010. Vol. 9. No. 1.
4. *Aslund A., Guriev S., Kuchins A.* Russia after the global economic Crisis. Washington, 2011. Chapter 1, 7, 10.
5. *Barkawi T.* Globalization and War. Rowman & Littlefield, 2005.
6. *Baylis J., Smith S., Owens P.* (eds.). The Globalization of World Politics. Oxford, 2014. Part 1–2.
7. *Bellamy A.J.* Security and the war on terror. London, 2008.
8. *Bishop T., Reinke J., Adams T.* Globalization: Trends and Perspectives // *Journal of International Business Research*. 2011. Vol. 10. No. 1.
9. *Blum D.W.* (ed.) Russia and Globalization: A Historical and Conceptual Framework. Wash.: Woodrow Wilson Center Press; Baltimore: John Hopkins Univ. Press, 2008. Pp. 1–37.
10. Branding America. An examination of US public diplomacy efforts after September, 2001. N.Y., 2005.
11. *Burra A.* Factors that can Foster Trans-Border Cooperation for the National Minorities (theoretical approach) // *Takehiro Togo & Negoslav P.* (eds.) *Ostojic. National Reconciliation, Inter-Ethnic and Inter-Confessional Tolerance in the Balkans*. European Center for Peace and Development, 2009. Pp. 286–297.
12. *Campbell D.* Writing Security: United States Foreign Policy and the Politics of Identity. Revised Edition. Minneapolis: University of Minnesota Press, 1998.
13. *Copeland D.C.* The Constructivist Challenge to Structural Realism // *International Security*. 2002. No. 25. Pp. 187–212.
14. *Cornish P.* The Conflict in Iraq 2003. New York, 2004.
15. Country Brand Index, 2014–2014. URL: <http://www.mumbrella.asia/content/uploads/2014/11/CountryBrandIndex2014.pdf>
16. *Duncan P.J.* Russian Messianism: The Third Rome, Revolution, Communism and After. L., 2000.
17. Emotions, Cognition, and the Societal Dynamics of East-West Polarization // *Ponarseura-sia*. URL: http://www.ponarseurasia.org/sites/default/files/policy-memos-pdf/Pepm355_Sharafutdinova_Sept2014.pdf. 2014
18. *Eriksen T.H.* Globalization: The Key Concepts. London, 2014.
19. Eurasian Integration: Challenges of Transcontinental Regionalism (Euro-Asian Studies). L.: Palgrave Macmillan. 2012.
20. Global Trends 2030: Alternative Worlds // National Intelligence Council. URL: <http://www.dni.gov/index.php/about/organization/global-trends-2030>

21. *Goldin I., Kenneth R.* Globalization for Development: Trade, Finance, Aid, Migration, and Policy, World Bank, 2007 (Revised edition).
22. *Grenfell D.* Rethinking Insecurity, War and Violence: Beyond Savage Globalization? London, 2008.
23. *Hillstrom L.* War in the Persian Gulf primary sources : from operation Desert storm to operation Iraqi freedom. Detroit, 2004.
24. *Hughes J.* Ethnicity and territory in the former Soviet Union : regions in conflict. London, 2002.
25. IISS – Russian Regional Perspectives Journal, 2014–2015. URL: <http://www.eufp.eu/iiss-russian-regional-perspectives-journal>
26. International theory: positivism and beyond. Ed. by Steve Smith, Ken Booth, and Marysia Zalewski. Cambridge, 1996.
27. *Jack A.* Inside Putin's Russia. Oxford University Press, 2004. Pp. 174–216 (Autumn of the Oligarchs).
28. *Jack A.* Inside Putin's Russia. Oxford University Press, 2004. Pp. 88–131.
29. *Kiely R.* The Clash of Globalizations: Neo-Liberalism, the Third Way, and Anti-Globalization. Brill, 2005.
30. Kratochwill Friedrich. Sociological Approaches to International Relations // The Oxford Handbook of International Relations. Ed. by Christian Reus-Smith and Duncan Snidal. Oxford, 2008. P. 444–461.
31. *Lieven A.* Against Russophobia // World Policy Journal. Winter 2000/2001. Vol. 27. No. 4.
32. *Lincoln A. Mitchell.* Uncertain Democracy: U.S. Foreign Policy and Georgia's Rose Revolution. University of Pennsylvania, 2009.
33. *Luong P.J. & Weinhal E.* Oil Is Not a Curse: Ownership Structure and Institutions in Soviet Successor States. Cambridge University Press, 2010. Chapter 1–2.
34. *Machida, Satoshi.* Does Globalization Render People More Ethnocentric? Globalization and People's Views on Cultures // The American Journal of Economics and Sociology. 2012. Vol. 71. No. 2.
35. *Malcolm N.* (ed.) Internal Factors in Russian Foreign Policy. New York: Oxford University Press, 1996. Chapter 1.
36. Meltem Müftüler-Baç and Damla Cihangir. European Integration and Transatlantic Relations // The Transatlantic Relationship and the Future Global Governance. Working Paper 05. December 2012. URL: http://www.iai.it/sites/default/files/TW_WP_05.pdf
37. *Milov V.* Russia and the West: the Energy Factor. Institut français des relations internationales and Center for Strategic and international Studies. 2008. July
38. *Mishkin F.S.* Globalization, Macroeconomic Performance, and Monetary Policy // Journal of Money, Credit & Banking. 2009. Vol. 41. No. 1.
39. *Neumann I.B.* Russia and the Idea of Europe. A Study in Identity and International Relations. L., 1996.

40. *Neumann I.B.* Uses of the Other. “The East” in European Identity Formation. University of Minnesota Press, 1998.
41. *New Systems Theories of World Politics.* Ed. by Mathias Albert, Lars-Eric Cederman and Alexander Wendt. N.Y., 2010. Pp. 279–310.
42. *Onuf N.* Making Sense, Making Worlds: Constructivism in social theory and international relations. N.Y., 2013.
43. *Pavlenko O.V.* Russia’s Mission in the World: the Geopolitical Debates // Вестник РГГУ: серия «Международные отношения. Зарубежное регионоведение». 2013. № 21. С. 39–59.
44. *Rivkin-Fish Michele, Trubina E.* (ed.) Dilemmas of Diversity after the Cold War: Analyses of “Cultural Difference” by U.S. and Russia-Based Scholars. Woodrow Wilson International Center for Scholars. Washington, 2010. Chapter 2 (Buryat); Chapter 3 (Tatarstan); Chapter 4 (Caucasus).
45. *Rupert M.* Ideologies of Globalization: Contending Visions of a New World Oder. N.Y.: Routledge, 2000.
46. Russian Macroeconomic Statistics // Federal State Statistics Service. URL: http://www.gks.ru/wps/wcm/connect/rosstat_main/rosstat/en/main/
47. *Schieder S., Spindler M.* (Hg.) Theorien der Internationalen Beziehungen. Op-laden, 2003. S. 5–10, 391–420.
48. *Sergunin A.* Understanding Russia’s policies towards BRICS: theory and practice. URL: <http://web.isanet.org/Web/Conferences/GSCIS%20Singapore%202015/Archive/55c376c8-7911-42be-b13d-22867ff8ea2a.pdf>
49. *Sestanovich S.* What Has Moscow Done? // Foreign Affairs. 2008. November/December. Pp. 12–30.
50. *Sinclair T.J.* (ed.) Global Governance. Critical Concepts in Political Science / T.J. Sinclair (ed.). N.Y.: Routledge, 2004.
51. *Smith D.* Globalization: The Hidden Agenda. Cambridge: Polity Press, 2006.
52. *Sorrells K.A.* Intercultural Communication: Globalization and Social Justice. Thousand Oaks, CA: SAGE, 2013.
53. *Stent A.* The Limits of Partnership: U.S.–Russian Relations in the Twenty First Century. Princeton University Press, 2014.
54. The Eurasian Economic Union. Analyses and Perspectives from Belarus, Kazakhstan, and Russia. Ed. by Hett F., Szcola S. February 2015. URL: http://csfps.by/files/files/the_eurasian_economic_union_-_analyses_and_perspectives_from_belarus_kazakhstan_and_russia.pdf
55. The Right Direction on U.S. Policy toward Russia // Commission on US Policy toward Russia. Washington: Belfer Center for Science and International Affairs and Nixon Center. 2009.
56. Transatlantic Trends: Mobility, Migration and Integration // Transatlantic Trends 2014 Partners. URL: http://trends.gmfus.org/files/2014/09/Trends_Immigration_2014_web.pdf
57. *Turner B.* (ed.) Handbook of Globalization Studies. London, 2009.

58. *Wendt A.* Social Theory of International Politics. Cambridge University Press, 1999. P. 47–92; 313–321.
59. *Аршинцева О. А.* Региональные конфликты и их урегулирование [Текст] / О. А. Аршинцева. – Барнаул: Алтайск. гос. ун-т, 2013. – 147 с.
60. *Баталов Э. Я.* Мировое развитие и мировой порядок: анализ современных американских концепций [Текст] / Э. Я. Баталов. – М.: РОССПЭН, 2005. – 374 с.
61. *Баталов Э. Я.* Русская идея и американская мечта [Текст] / Э. Я. Баталов. – М.: Прогресс-Традиция, 2009. – 382 с.
62. *Богатуров А. Д.* Глобализация как «синдром поглощения» в международной политике [Текст] // Богатуров А. Д., Косолапов Н. А., Хрусталева М. А. Очерки теории и политического анализа международных отношений. М.: Мысль, 2002. – 380 с.
63. *Буянов В. С.* Россия в глобализирующемся мире [Текст]: уч. пособие / В. С. Буянов. – М.: Кн.бизнес, 2015. – 332 с.
64. *Гидденс Э.* Ускользающий мир. Как глобализация меняет нашу жизнь [Текст] / Э. Гидденс. – М.: Весь мир, 2004. – 116 с.
65. Глобализация и современная Россия [Текст] / Под ред. В. Ю. Бельского, А. И. Сацуты. – М.: ЮНИТИ-ДАНА, 2014. – 135 с.
66. *Гуров В. А.* Советские, российские вооружённые силы: их роль в разрешении вооружённых конфликтов в 1988–2008 гг. [Текст] / В. А. Гуров. – Самара: Ас Гард, 2013. – 533 с.
67. *Джонс Сет Дж.* На кладбище империй. Война США в Афганистане [Текст] / Сет Дж. Джонс; пер. с англ. М. Витебского. – М.: Эксмо, 2013. – 478 с.
68. *Дубровина А. Ю.* Региональное измерение внешней политики Российской Федерации [Текст] / А. Ю. Дубровина. – Новосибирск: Изд.-во НГТУ, 2012. – 192 с.
69. *Журавлева В. И.* Понимание России в США: историческая ретроспектива и перспектива [Текст] // Электронный научно-образовательный журнал «История». М., 2014. Выпуск 7 (30).
70. Имиджевая стратегия России в контексте мирового опыта [Текст] / Под ред. И. А. Василенко. – М.: Международные отношения, 2013. С. 287–344.
71. Конфликт двух интеграций [Текст] / Винокуров Е. Ю. и др. – М.: Экон-Информ, 2015. – 241 с.
72. Мегатренды [Текст] / Под ред. Т. А. Шаклеиной, А. А. Байбаковой. – М.: Аспект Пресс, 2013. – С. 143–282.
73. *Рар А.* Куда пойдет Путин? Россия между Китаем и Европой [Текст] / А. Рар, пер. с нем. С. Шишковой. – М.: ОЛМА Медиа групп, 2012. – С. 29–47; 82–100.
74. *Салмин Н. А.* Интернационализм в действии. Локальные войны и вооружённые конфликты с участием советского компонента: военного, военно-

- технического, экономического (1950–1989 гг.). В 2 ч. [Текст] / Н. А. Салмин. – Екатеринбург: Печатные технологии, 2013.
75. Система индикаторов евразийской интеграции II [Текст] / Е. Б. Балтер и др. – ЦИИ ЕАБР, 2014. – 110 с.
76. Современные глобальные проблемы [Текст] / Отв. ред. В. Г. Барановский, А. Д. Богатуров. – М.: Аспект-Пресс, 2010. – 350 с.
77. *Цыганков А. П.* Международные отношения: традиции русской политической мысли [Текст]: учеб. пособие / А. П. Цыганков. – М.: Альфа-М, 2013. – 333 с.

10.2

RUSSIA IN GLOBAL AFFAIRS

Vladislav Goldin

University:	Northern (Arctic) Federal University Named after M.V. Lomonosov
Title:	Russia in Global Affairs
Instructor:	Professor Vladislav I. Goldin, Doctor of History
Time and Location:	Department of Regional Studies and International Relations
Office hours:	180 hours, 5 credits ECTS. Bachelor Degree

Overview (Course Description)

The module “Russia in Global Affairs” is part of the theoretical and practical training of students in the area of “International Relations”. In studying this discipline, students will acquire knowledge about Russian foreign policy and Russia’s relations with other countries, and learn methods and techniques for analysing international relations. This will equip them for work in state and non-state organizations engaged in international relations and foreign policy activities.

Prerequisites

Before enrolling on the course, students are expected to have a general idea of the country’s historical development, its role and place in world socio-political and other processes, and the history and present state of international relations. This is the foundation for understanding the problems that form the subject of the discipline. The discipline serves as a foundation for the further study of a whole range of humanitarian and professional disciplines, including “The History of Arctic Region Countries”, “The External Policies of Arctic Region Countries”, “Integration Processes in the Arctic Region Countries”, etc.

Learning Outcomes: (the Results Match the Tasks)

Students who successfully complete the module will be expected to:

Know:

- patterns of Russia's historical process;
- the logic of global processes and the development of the world political system of international relations in the historical, economic and legal aspects; the mechanisms of mutual influence of the planetary environment, the world economy and world politics;

Be able to:

- understand the processes and events that highlight the role of Russia in world politics in terms of their dynamics and interrelatedness, being guided by the principles of scientific objectivity and systemic and comprehensive approach;
- identify causal relationships between events and processes;
- think logically, take part in scientific discussions and work with sources;
- search for information and evaluate sources;
- be cognizant of world economic, environmental, demographic and migration processes, understand the mechanisms of interaction between world and Russian processes;

Demonstrate the following skills:

- the ability to identify the causes and implications of events and phenomena of modern life;
- the ability to engage in scientific discussions and polemics.

Methods of Instruction

- Dialogue-based lectures
- Comparative-analytical work
- Group discussions
- Small group work
- Seminars

Course Plan (Schedule of Topics and Assignments)

Topic 1. Russia in the Global World

Russia's position in the world. Russia's foreign policy: trends and perspectives

Topic 2. The vectors of Russia's Foreign Policy

Russia and Europe. Russia and the United States. Russia in Asia and Asia-Pacific Region.

Topic 3. Russia in the Context of Modern Security Problems

Russia's national security in the multipolar world. Russia's military security and armed forces: geopolitical priorities. Russia, the United Nations and international organizations.

Topic 4. Russia and Global Economic and Socio-Humanitarian Problems

Russia in the world economy. Russia and global humanitarian problems.

Readings Required

1. Глобализация в России. М., 2007.
2. Глобализация [Текст]: учебник / Абрамова О. Д., Астафьева О. Н., Бакушев В. В. — М.: РАГС, 2008. — 543 с.
3. Гребениченко С. Ф. Глобализируемый мир и Россия [Текст] / С. Ф. Гребениченко. — М.: ДеНово, 2005. — 196 с.
4. Жуков В. И. Россия в глобальном мире. В 3 томах. М., 2007.
5. Кортунов С. В. Современная внешняя политика России: стратегия избирательной вовлеченности [Текст] / С. В. Кортунов. — М.: Изд. дом Гос. ун-та — Высшей школы экономики, 2009. — 603 с.
6. Россия в глобальном мире. В 6 томах. М., 2012.
7. Россия в глобальном мире. М., 2006.
8. Россия в современной системе обеспечения глобальной стабильности. М., 2004.
9. Аникин В. И. Россия и современный мир [Текст] / В. И. Аникин. — М.: Канон, 2005. — 510 с.
10. Смирнов А. И. Информационная глобализация и Россия: вызовы и возможности [Текст] / А. И. Смирнов. — М.: Парад, 2005. — 390 с.

Readings Recommended

- Афанасьев В. В. Россия и Европа: нации в эпоху глобализации [Текст] / Афанасьев В. В. и др. — М.: МГПУ, 2009. — 187 с.
- Бордачев Т. В. Новый стратегический союз: Россия и Европа перед вызовами XXI века: возможность «большой сделки» [Текст] / Т. В. Бордачев. — М.: Европа, 2009. — 298 с.
- Быков А. П. Постсоветское пространство: стратегия интеграции и новые вызовы глобализации [Текст] / А. П. Быков. — СПб.: Алтейя, 2009. — 192 с.
- Галенович Ю. М. История взаимоотношений России и Китая. В 4 книгах. М., 2011.
- Горбань С. И. Интеграция России в мировое хозяйство и ее экономическая безопасность [Текст] / С. И. Горбань. — М.: Юнити, 2008. — 350 с.

- Журнал «Международная экономика». Спецвыпуск: «Россия в глобальном мире» // Международная экономика. 2013. №4.
- Зюганов Г. А. Глобальное порабощение России, или Глобализация «по-американски» [Текст] / Г. А. Зюганов. – М.: Эксмо, 2011. – 349 с.
- Исторический фактор в новой стратегии международных отношений и стратегия России. М., 2004.
- Ларин В. Л. Азиатско-Тихоокеанский регион в начале XXI века: вызовы, угрозы, шансы Тихоокеанской России [Текст] / В. Л. Ларин. – Владивосток: ДВО РАН, 2010. – 100 с.
- Николаев М. Е. Восточный вектор в устойчивом развитии России [Текст] / М. Е. Николаев. – М.: РАЕН, 2005. – 214 с.
- Панов А. Н. Россия и Япония: становление и развитие отношений в конце XX – начале XXI века: достижения, проблемы, перспективы [Текст] / А. Н. Панов. – М.: Известия, 2007. – 311 с.
- Паршуков Р. Н. Место и роль России в формировании новой геополитической системы в странах Среднего Востока [Текст] / Р. Н. Паршуков. – Новосибирск, 2009.
- Платонова И. М. Перестройка мировой валютной системы и позиция России [Текст] / И. М. Платонова. – М.: Либроком, 2009. – 240 с.
- Расширение Европейского Союза и зоны евро в аспекте торгово-экономического сотрудничества России и ЕС [Текст] / Б. М. Смитиенко и др. – М.: Фин. ун-т, 2010. – 116 с.
- Треугольник: Россия – Китай – США в АТР: факторы неопределенности [Текст] / Отв.ред. В. Б. Амиров, В. В. Михеев. – М.: ИМЭМО РАН, 2009. – 114 с.

Internet resources (methodological and other aids in electronic shape, computer laboratory or practical works, computer software, etc.): University library, V. Yeltsin electronic reading room; Electronic library of journals: <http://elibrary.ru/> (in Russian).

10.3

THE UNITED STATES AND THE WORLD IN THE 20th AND 21st CENTURIES

Daniele Fiorentino

University:	Roma Tre University
Title:	The United States and the World in the 20th and 21st Centuries
Instructor:	Daniele Fiorentino, Associate Professor of U.S. History
Time and Location:	2015/2016, Department of Political Science
The Valence/Credits:	8 credits ECTS. Master's Degree "International Relations"

Overview (Course Description)

This course intends to offer students an insight on American history and culture both in international and transnational perspective. The role played by the United States in international affairs in the 20th century is such that scholars have come to label the intervening period between the Spanish-American War and the end of the Cold War as the American Century. Actually, the U.S. still plays a major role in international relations while its position and interaction with the rest of the world was already prominent in the 19th century. Moreover, U.S. history, like the history of other countries, was forged by the country's interaction with other parts of the world and by the inevitable transnational connections with other nations. The course therefore offers an interpretation of American history in a transnational perspective while familiarizing the students with some of the major historians of the past century and with the more recent historiography, methodology and critical analyses of American history.

Requirements

Attendance and participation (20%); mid-term written test (25%); in class oral presentation (30%); in class final (25%). The mid-term and the final consist of IDs and short essays based on the lectures and the two books indicated in the required

readings section. The presentations and following class discussion concentrate on the essays indicated in the required readings section. Access to this material can be either obtained through the online subscriptions of our university or through the electronic resources offered by the Centro Studi Americani. In the second week of class, the professor will explain how to prepare for the presentations, which will take place toward the end of the course. In order to approach the methodological discussion in the best way possible, the class will take two field-studies in the libraries of the Department and of the Center of American Studies.

Learning Objectives (Course Objectives)

The course aims at providing students with a critical thinking of the United States in the last hundred years and of the contemporary world as seen from the American perspective. International studies today entail a good understanding of American culture and history, both because of the nation's role worldwide and because of the new methodologies in cultural and transnational studies developed in the United States, especially in the second half of the 20th century. Therefore, by the end of the course, students will be knowledgeable about the major aspects of U.S. history in the last 150 years both at the domestic and international level. Moreover, they will acquire an understanding of the major methodologies used by American scholars to study their country in transnational and international perspective.

Methods of Instruction

Lectures, projections, library work, hands-on research, critical in class discussion of the assigned readings.

Attendance is mandatory for all classes. If a student misses more than three classes, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies.

Course Plan

PART I – Introduction, Methodologies and Major Issues

Weeks 1–2

Introduction and description of the course: methodological issues and new approaches to U.S. history. From exceptionalism to transnational history. The foundations of American democracy: the Constitution and its current value. Universal values and their domestic implementation.

Weeks 3–4

The United States and the world: isolationism and internationalism in historical perspective. From the War of Independence to the War on Iraq.

(In the third week the class will visit the Department Library and will familiarize with paper and electronic reference material)

PART II – The United States' Rise to World Power

Week 5

The American century: from the Spanish–American War to 9/11. World War I, the United States' rise to global power. Rooseveltian or Wilsonian century?

Week 6

The progressive legacy: Reform and the role of the State in the age of empires and totalitarian states.

(In the sixth week the class will visit the Library of the Center of American Studies and will familiarize with paper and electronic reference material)

Week 7

Booms, busts and reforms. From WWI to the Cold War: American domestic policy and economic transformation.

Weeks 8

Democracy, liberalism and the world. American civil rights and human rights in the world.

PART III – A Short American Century?

Weeks 9–10

From the struggle on civil rights to the students' revolts and Vietnam. The crisis of the American model. The 1960s and 1970s.

Week 11

The end of the Cold War: what role for the United States? Reagan, the implosion of the Soviet Union and the new relations with Europe and Asia.

Week 12

Toward the 21st century and beyond. 9/11, new challenges, renewed wars and the new interpretations of American history and global role. Preparing for the 2016 presidential elections.

Readings Required

Freeman J. American Empire: The Rise of a Global Power, the Democratic Revolution at Home, 1945–2000. New York: Penguin, 2013.

Hofstadter R. The Age of Reform. New York: Vintage, 1955 (or any later edition).

For the in class discussion and presentations, students can choose one among the following six essays:

Bender T. The Boundaries and Constituencies of History // American Literary History. 2006. Vol. 18. No. 2.

Plus.

Fritzsche P. Global History and Bounded Subjects: A Response to Thomas Bender // American Literary History. 2006. Vol. 18. No. 2.

Ekblad D. Meeting the Challenge from Totalitarianism: The Tennessee Valley Authority as a Global Model for Liberal Development, 1933–1945 // International History Review. 2010. Vol. 32.

Higham J. The Future of American History // The Journal of American History. 1994. Vol. 80. No. 4.

Hollinger D. A. How Wide the Circle of the “We”? American Intellectuals and the Problem of the Ethnos since World War II // The American Historical Review. 1993. Vol. 98. No. 2.

Restad H. E. Old Paradigms in History Die Hard in Political Science: US Foreign Policy and American Exceptionalism // American Political Thought. 2012. Vol. 1. No. 1.

Zeiler T. W. The Diplomatic History Bandwagon: A State of the Field // The Journal of American History. 2009. Vol. 95. No. 4.

Readings Recommended

Bacevich A. The New American Militarism: How Americans Are Seduced by War. Oxford; New York: Oxford University Press, 2006.

Belmonte L. Selling the American Way: U.S. Propaganda and the Cold War. Philadelphia: University of Pennsylvania Press, 2008.

Bender T. A Nation among Nations: America’s Place in the World. New York: Hill and Wang, 2006.

Borstelmann T. The Cold War and the Color Line. Cambridge: Harvard University Press, 2003.

De Grazia V. Irresistible Empire: America’s Advance Through Twentieth Century Europe. Cambridge: Harvard University Press, 2005.

Gerstle G. American Crucible: Race and Nationalism in the Twentieth Century. Princeton University Press, 2001.

Hunt M. Ideology and U.S. Foreign Policy. New Haven: Yale Univ. Press, 1987.

Jackson Lears T. Rebirth of a Nation: The Making of Modern America. New York: Harper Colins, 2010.

Kennedy D. M. Freedom from Fear: The American People in Depression and War, 1929–1945. Oxford History of the United States; Oxford University Press, 2001.

Perlstein R. The Invisible Bridge: The Fall of Nixon and the Rise of Reagan. New York: Simon & Schuster, 2015.

Rodgers D. Atlantic Crossings: Social Politics in a Progressive Age. New York: Belknap, 2000.

Trachtenberg A. The Incorporation of America: Culture and Society in the Gilded Age. New York: Hill and Wang, 2007.

10.4

TRANSATLANTIC RELATIONS SINCE 1945

Luca Ratti

University:	Roma Tre University
Title:	Transatlantic Relations since 1945
Instructor:	Professor Luca Ratti
Time and Location:	2015/2016, Department of Foreign Languages and Cultures
The Valence/Credits:	12 credits ECTS. Master's Degree in "History and Society"

Overview (Course Description)

This course examines U.S.–European relations since the end of WWII. It addresses U.S. influence in the division and reconstruction of Europe after the war, the Marshall Plan and European integration, the birth and evolution of NATO, the long-term U.S. military presence in Europe, and the West's relations with Russia since the Cold War's end. Students will also analyze transatlantic tensions over decolonization, "the Special Relationship" between the U.S. and Britain, rivalry with Gaullist France and harmony with the Federal Republic of Germany, the end of the Cold War and German unification and, the reform of the transatlantic alliance and the new NATO. The evolution of transatlantic relations after 9/11, "the long war" against terrorism, new tension with Russia, and the proposed transatlantic trade and investment partnership will also be examined and debated.

Prerequisites

After introducing relations between the United States and Europe during the 19th and early 20th century, the course will focus on the evolution of the transatlantic relationship from the end of WWII to the most recent dynamics in U.S.–European relations. Course content will be organized into five main thematic blocs:

the first part of the course will debate transatlantic relations in the 19th and early 20th century; then, the course will address the evolution of U.S.–European relations during the early stages of the Cold War and the American policy of containment of the Soviet threat; the third bloc will focus on the evolution of transatlantic relations during East-West détente and the crisis of the Soviet Empire; the fourth part of the course will analyze transatlantic relations in the post-Cold War period, focusing on German unification and the European Union’s reform, the Balkan crises of the 1990s, and NATO enlargement; the final part of the course will evaluate the impact of 9/11 on the transatlantic relationship, discussing the relevance of the “global war on terror” or the “long war” on U.S.–European relations, the role of the Atlantic Alliance in “out-of-area” crises in North Africa and the greater Middle East, and the prospects of the transatlantic trade and investment partnership.

Learning Objectives (Course Objectives)

At the end of the module, students will be expected to have an in-depth and rigorous knowledge and understanding of the evolution of relations between the United States and Europe. More specifically, students who have successfully passed this course will possess:

- a deep understanding of and the ability to comment on relations between the United States and Western Europe
- an understanding of the policy preferences and attitudes of the United States and the main European states to transatlantic relations
- a working knowledge of “Western institutions”, their build-up, their policy-making strategies, and their wider role in international politics
- a theoretically and empirically informed understanding of NATO and its role in world politics
- the ability to analyze and critically assess the strengths and weaknesses of the transatlantic relationship
- methodological and other transferable skills and tools for understanding international politics and international relations
- skills including data-gathering skills and the ability to access library sources on paper, electronically and orally, to assimilate them, and to evaluate them critically
- a foundation that will assist those students willing to follow more advanced courses in International Relations and Security Studies

Learning Outcomes

Two weekly meetings which will take the form of lectures and seminar discussions of the topics covered in the course. Students will be expected to have done the assigned reading, answered to the relevant class questions listed in the syllabus and,

and be ready to discuss most of the topics covered in the syllabus. Students will also be expected to follow and report in class the transatlantic policies of one specific country of their choice and to make one final presentation on it; presentations may also take a group format, provided they are organized around a clear thematic or chronological structure. Finally, students will have to write a research paper on one of the topics suggested in the syllabus or on a topic of their choice after securing the instructor's consent.

Methods of Instruction

Assessment will be carried through an oral examination and discussion of a research paper. The final grade will depend on students showing the ability to acquire, present, discuss, and evaluate relevant information. Depth and variety of sources will be rewarded along with clarity of exposition and strength of arguments.

Research Paper

Papers should be at a minimum of 5,000 words. Longer submissions shall not exceed 8,000 words. You should use published and reliable sources, such as books, scholarly journals, newspaper articles, and internet sites. If you use internet sites you should specify the date on which the document was accessed.

Note: The paper should make reference to the relevant concepts and ideas presented in the class.

If students want to write an innovative research paper they are more than welcome.

I encourage students to come and talk to me to discuss material, request sources for research topics, alert me to special learning needs, and feel free to pose any questions about readings, lectures, or assignments.

Research Paper Titles

“Back to normalcy”: discuss and evaluate the motivations behind the U.S. return to isolationism after World War I

“In politics, nothing happens by accident” (F.D. Roosevelt). Was America's post-1945 European engagement inevitable?

Pillar of a “new Europe” or imperialist strategy? The “ERP” and European reconstruction after World War II

The 1956 Suez canal crisis and transatlantic relations: the end of European illusions?

“Bin ich ein Berliner”? Assess U.S.–German relations from the FRG's creation to the CSCE

Testing transatlantic solidarity? The U.S., Europe, and German unification

From odd man out to “America’s most reliable ally”? France and transatlantic relations at the Cold War’s end

From the “special relationship” to a “not so special partnership”? Anglo-American relations from Thatcher to Cameron

“The richest and most distant master is always the best”? The role of the U.S. in Italian politics during and after the Cold War

Transatlantic economic disputes and détente: origins, causes, and consequences of the Nixon shock

Transatlantic to which extent? Assess Turkey’s precarious collocation in the Atlantic construct

In the early 1990s Kenneth Waltz predicted: “NATO’s days might not be numbered, but its years are”. Discuss the relevance of this statement in light of the alliance’s post-Cold War trajectory

Obama’s new “pivot to Asia”: the end of Europe’s privileged partnership with the United States?

Assessing the legacy of NATO’s intervention in Libya: success or failure?

The Transatlantic Trade and Investment Partnership: moving transatlantic relations to the next inevitable stage?

The transatlantic partnership and the rise of the BRICs: assess the West’s complex adjustment to a post-American international system

Still a partner or number one geopolitical threat? Russia and the transatlantic alliance from 9/11 to Ukraine

The instructor encourages and welcomes discussion of alternative essay titles with the students.

Course Plan

Introduction – The Meanings of “Transatlantic”

1. U.S. Isolationism and the Concert of Europe.

Smith M. The Myth of American Isolationism: Commerce, Diplomacy, and Military Affairs in the Early Republic. The Heritage Foundation. URL: <http://www.heritage.org/research/reports/2013/09/the-myth-of-american-isolationism-commerce-diplomacy-and-military-affairs-in-the-early-republic>

Mariano M. Isolationism, internationalism and the Monroe Doctrine // Journal of Transatlantic Studies. 2011. Vol. 9. No 1. URL: <http://www.tandfonline.com/doi/pdf/10.1080/14794012.2011.550776#.VeQXvkXQTGI>

What is established in Article 1, Section 8, of the US constitution?

What was established in the 1794 “Jay Treaty”?

What is the content of the 1794 “Neutrality Act”?

What conduct did Washington’s “Farewell Address” envisage for U.S. foreign relations? (http://avalon.law.yale.edu/18th_century/washing.asp)

Against which European state did the U.S. fight the war of 1812 and why?

What does the term “era of good feelings” refer to in U.S. history?

Which major European congress was convened in 1814–1815?

What decision was taken by the 1822 Congress of Verona which indirectly impacted on U.S.–European relations?

On which occasion was the “Monroe Doctrine” formulated?

Which European country reclaimed control of the Falklands Islands in 1833?

Which ideas were conveyed in the “Manifest Destiny”?

2. Conflicting paths: U.S. Continentalism vs European Imperialism.

Johnstone A. Isolationism and Internationalism in American Foreign Relations // *Journal of Transatlantic Studies*. 2011. Vol. 9. No. 1. URL: <http://www.tandfonline.com/doi/pdf/10.1080/14794012.2011.550772#.VeQX50XQTGI>

Paterson T. G. U.S. Intervention in Cuba, 1898: Interpreting the Spanish-American-Cuban-Filipino War // *Organization of American Historians Magazine of History*. 1998. Vol. 12. No. 3. URL: <http://chnm.gmu.edu/courses/omalley/gilded/paterson.pdf>

Which were the key principles of the “Polk” memorandum?

Which country tried to establish colonial rule in Mexico at the time of the U.S. civil war?

What was established in the 1875 so-called Reciprocity Treaty?

How did the “Roosevelt corollary” update the “Monroe Doctrine”?

What does the sentence “speak softly and carry a big stick” refer to in US foreign affairs?

What did the 1798 “Newlands” resolution establish?

Which city hosted the first international conference of American states and when was it convened?

What was established in the 1898 U.S. Congress “Teller” amendment?

Which was the content of the so-called “Platt” amendment to the Cuban constitution?

Which European countries implemented in 1903 a naval blockade against Venezuela?

What was established in the 1903 Hay–Herran Treaty?

Which U.S. president adopted a “dollar” diplomacy towards Latin America?

What did the so-called “Calvo” and “Drago” doctrines claim?

What does the expression “ABC” countries refer to?

Towards which Asian state did the U.S. invoke an “open door” policy in the early 1990’s?

3. Wilson’s “Internationalism” and U.S. involvement in Europe.

Wertheim S. The League That Wasn’t: American Designs for a Legalist-Sanctionist League of Nations and the Intellectual Origins of International Organization, 1914–1920 // *Diplomatic History*. 2011. Vol. 35. No. 5. URL: http://www.columbia.edu/~saw2156/The_League_That_Wasn't.pdf

Which was the official diplomatic position of the United States at the eruption of World War I?

What did the so-called “preparedness movement” advocate?

What did the Armed Ship Bill of 1917 try to establish?

Which was the content of the “Zimmerman” telegram?

What are the so-called 14 points and what does point 14 explicitly refer to? (http://avalon.law.yale.edu/20th_century/wilson14.asp)

What did Article 231 of the Versailles Treaty establish?

Who were the so-called “Irreconcilables” in the U.S. Congress?

What does the term “14 reservations” refer to?

What was the amount of reparations imposed by the interallied commission upon Germany in 1921?

When did the U.S. sign a peace treaty with Germany after World War I?

What was the meaning of “back to normalcy” in U.S. foreign relations in the 1920s?

What was established in the so-called 4,5 and 9 power treaties on East Asia?

What was established respectively in the “Dawes” and “Young” economic plans?

What was the content of the 1928 “Briand–Kellogg” pact and which was its legal nature?

4. “Neo-isolationism”: the U.S. and Europe between the two world wars.

Braumoeller B. F. The Myth of American Isolationism // Foreign Policy Analysis. 2010. Vol. 6. No. 4. URL: <http://onlinelibrary.wiley.com/doi/10.1111/j.1743-8594.2010.00117.x/abstract>

What did the 1932 “Stimson Doctrine” establish?

Which conclusions were reached by the so-called 1934 Nye Committee?

What did the 1935 “Ludlow Amendment” demand?

What were the “Neutrality Acts” and why were they adopted?

What did F.D. Roosevelt’s “Quarantine” speech call for in October 1937?

What does the expression Anschluss refer to?

What was established in the 1938 Munich Security Conference?

What did the expression “Cash and Carry” refer to?

5. The U.S. and Europe at the eruption of World War II (WWII).

Kimball W. F. Franklin D. Roosevelt and World War II // Presidential Studies Quarterly. 2004. Vol. 34. No. 1. URL: <http://onlinelibrary.wiley.com/doi/10.1111/j.1741-5705.2004.00036.x/full>

Which countries were members of the 1939 Steel Pact and of the 1940 Three Power Pact?

What do the terms operation “Sea Lion” and “Battle of Britain” refer to?

Which country signed with the U.S. a “Destroyer for Bases” agreement in 1940?

What was the “America First Committee” and who was its most cherished leader?

What did F.D.R.'s 1940 "Fire Extinguisher" and "Arsenal of Democracy" metaphors advocate?

What countries fought in the so-called "Winter War"?

What is the "Lend and Lease Act" and which countries benefited from it?

What were the "Free French Forces" and who was their charismatic leader?

What happened at Mers-el-Kébir accident in July 1940?

When did operation "Barbarossa" begin and what was its aim?

6. The origins of the "Atlantic Community": the "Atlantic Charter" (1941) and the Bretton Woods agreements (1944).

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 27–37.

Which were the key points of the 1941 "Atlantic Charter"?

(<http://avalon.law.yale.edu/wwii/atlantic.asp>)

Which armed forces pursued during WWII "peripheral diversion" and "mass concentration" in Europe?

Which European country signed an alliance with the USSR in 1942?

What was the content of the 1943 "Casablanca" declaration?

Which decisions were taken at a 1943 tripartite conference in Tehran?

Which Three Power Pact member signed a separate armistice with the allies in September 1943?

Which countries were given the status of "allied co-belligerents" between 1943 and 1945?

What was established in the "percentages" or "naughty" agreement of October 1944?

What was the content of the tripartite Yalta declaration on "liberated Europe"?

(<http://avalon.law.yale.edu/wwii/yalta.asp>)

Which were the "5ds" that were agreed at the 1945 Potsdam conference for Germany?

What did the so-called "Morgenthau Plan" for Germany envision?

7. "Good-bye isolationism, hello multilateralism": Containment and Europe's integration.

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 37–48.

What was established in the 1944 Dumbarton Oaks conferences?

What do the expressions "gold-U.S. dollar standard" or "gold-exchange standard" refer to?

What do the acronyms "IMF", "IBRD", and "GATT" stand for?

What does the term "Long Telegram" refer to?

(<http://www2.gwu.edu/~nsarchiv/coldwar/documents/episode-1/kennan.htm>)

What is the meaning of the German expression "Stunde Null"?

What does the acronym "ERP" refer to?

What was the so-called “Bizone” and when was it established?
 Which West European country was officially excluded from the “ERP”?
 Which East European states initially welcomed the “ERP”?
 What was the content of the so-called “Zhdanov Doctrine”?
 What were the so-called “Molotov Plan”, COMINFORM, and COMECON?
 What does the acronym “OEEC” refer to?

8. “Containment” and the birth of the “Atlantic Community”: The “Truman Doctrine”, the “Vandenberg” resolution, and NATO’s formation (1947–1949).

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 48–55.

Which was the aim of the 1947 “Rio Treaty”?
 Which were the signatories of the 1947 Dunkirk Treaty?
 Which two countries were the immediate recipient of the 1947 “Truman Doctrine”?
 What was the content of a “Vandenberg Resolution” and when did the U.S. Congress adopt it?
 Which European countries became members of the 1948 “Brussels Pact”?
 Which countries participated in the so-called “Pentagon talks”?
 Which countries were expected to form in 1948 a U.S. sponsored “Balkan Pact”?
 What is the content of articles 2, 4, 5, and 10 of the 1949 Washington Treaty? (http://www.nato.int/cps/en/natolive/official_texts_17120.htm)
 Who was NATO’s first secretary general?
 Who was Italy’s first prime minister?
 Which was the aim of the so-called “Stay Behind” or “Gladio” network?
 Which countries were involved in the first “south-eastern” enlargement of NATO in 1952?

9. Transatlantic “burden-sharing”? The U.S. and Germany’s rehabilitation (1949–1954).

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 63–110.

What prompted in 1948 the so-called first “Berlin Blockade”?
 Which countries participated in the 1948 “Berlin Airlift”?
 When were the FRG and the GDR respectively established?
 What did the preamble to the German “Basic Law” call for?
 Who was the first West German chancellor?
 What do the acronyms “CDU”, “CSU”, “SPD”, and “FDP”, “KPD” stand for?
 What was the objective of the “Acheson” and “Spofford” plans?
 What country proposed the “Pleven Plan” in 1950?
 What does the acronym “EDC” stand for?
 What did Joseph Stalin’s 1952 “peace note” for Germany advocate?

Which East European capital was theatre of a first anti-Soviet uprising in 1953?

What does the acronym “WEU” stand for?

What was established in the so-called “Bonn-Paris Conventions” or “Deutschland-vertrag”?

(http://www.cvce.eu/obj/convention_relations_powers_frg_bonn_26_1952-en-b1885d93-c91a-4fa7-80bd-e1d3b3171b87)

When did the Federal Republic of Germany gain NATO membership?

What was envisaged by NATO’s “rollback” strategy?

What was the content of article 11 of the 1955 Warsaw Pact?

Which East European country was theatre of a major anti-Soviet uprising in 1956?

10. The U.S. and the twilight of European colonialism: the Suez Canal Crisis (1948–1956).

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 150–154.

What was the content of the 1916 Anglo-French “Sykes–Picot” agreement?

What was established in the United Nations resolution 181 (II)?

What did the Franco-American-British tripartite declaration of 1950 call for?

(http://avalon.law.yale.edu/20th_century/mid001.asp)

What does the codename “Operation Ajax” refer to?

What do the acronyms “METO”, “CENTO”, “SEATO”, and “ANZUS” stand for?

Who was the leader of the so-called Egyptian “Free Officers”?

Which Middle Eastern monarchy was overthrown in 1958 by the “14 July” revolution?

Which countries withdrew from “METO”/“CENTO” in 1959 and 1979 respectively?

What was the content of the 1946 “McMahon” Act and how was it modified in 1954–1958?

Which European NATO member suffered in 1954 a military setback at Dien-Bien-Phu?

What was established in the 1956 secret treaty of Sevres and who were its signatories?

What does the term “NAM” refer to and who were the recognized leaders of this movement?

What was the content of the 1957 “Eisenhower” doctrine?

Which Middle Eastern country was theatre of operation “Blue Bat” in 1958?

What was the content of the 1962 “ÉvianAccords”?

11. Europe from the Atlantic to the Urals? De Gaulle’s challenge to the “Atlantic Community”.

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 111–137.

Which event triggered the so-called 1957 “Sputnik” crisis?

What do the expressions Europe of the “Six” and of “Seven” refer to?

What does the codename “Project Emily” stand for?

Which event shocked West German public opinion on 13 August 1961?

From which NATO members did the U.S. promise to withdraw nuclear capabilities at the height of the Cuban missile crisis?

What was agreed at the 1962 Anglo-American summit of Nassau?

What did the acronym “MLF” stand for in intra-NATO debates?

Which capital cities were permanently connected in 1963 by the so-called “hotline”?

What do the acronyms “LTBT” and “NPT” stand for?

Which countries signed up to the 1963 “Élysée Treaty”?

What is meant by the French expressions “Europe Puissance” and “Force de Frappe”?

What was the message behind President Kennedy’s July 1962 “Atlantic Community” speech?

Which country withdrew from NATO’s integrated military structure in 1967?

What was the content of the 1968 “Ailleret-Lemnitzer” agreement?

12. Transatlantic relations during détente: Europe’s “Finlandization”?

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 168–175, 189–197.

What was Willy Brandt’s job in 1961?

What does the expression “Change through Rapprochement” refer to in German politics?

Which famous statement was made by President Kennedy during a 1963 visit to West Berlin?

What was the content of West Germany’s “Hallstein Doctrine”?

Which does the expression “Prague Spring” refer to?

What was the content of the Brezhnev Doctrine of “limited sovereignty”?

What was the content of NATO’s “Harmel” report and when was this document adopted?

(http://www.nato.int/cps/en/natolive/official_texts_26700.htm)

Which European country signed a bilateral treaty with the USSR in 1970?

What was established in the US, UK, USSR, and France quadripartite treaty of Berlin of 1971?

When did the FRG and the GDR become members of the United Nations?

What did the acronyms “CSCE” and “MBFR” stand for in East-West relations?

13. Transatlantic relations and the crisis of global containment: Vietnam, the Middle East, and the thorny on burden-sharing debate (1956–1979).

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 143–150, 161–163.

- What institution replaced the OEEC in 1961?
 What was established in the 1964 “Gulf of Tonkin” resolution?
 Did any European NATO members participated in the U.S.–Vietnamese war?
 What was the content of the 1969 “Nixon Doctrine”?
 What did the “1971 Mansfield Resolution” call for?
 What was envisaged in the “Nixon–Connally economic measures” of August 1971?
 What does the expression “Nixon shock” refer to?
 What does the acronym “EFTA” refer to?
 Which countries were admitted to the European Communities in 1973?
 What was the content of the 1973 “War Powers” Resolution?
 What do the acronyms “SALT” and “ABM” stand for?
 Which year was proclaimed by U.S. Secretary of State Henry Kissinger as the “Year of Europe”?
 Who proposed in the early 1970s the signing of a new “New Atlantic Charter”?
 What was the content of the “Jackson–Nunn” 1974 amendment?
 Who was U.S. defense secretary between 1975 and 1977?
 Which was the only European country to support Israel in the 1973 “Yom Kipur” war?
 With which country did the U.S. formally re-establish diplomatic relations in 1978?
 What does the expression “compromesso storico” refer to in Italian politics?
14. Transatlantic relations during the second Cold War: from the “dual track” to SDI.
- Lundestad G.* The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 201–223.
- What are the so-called “Four Baskets” of the 1975 Helsinki Final Act?
 In which countries did the movements “Charta 77” and “Solidarność” emerge in late 1970s?
 What was the content of the 1974 “Jackson–Vanik” amendment?
 What does the term “Euromissile crisis” refer to?
 Who was West Germany’s chancellor in the late 1970s?
 What was established in NATO’s “dual-track” decision of 1979?
 Which European countries agreed to host in the early 1980s Pershing II and Cruise missiles?
 Which NATO members boycotted the 1980 Moscow Olympics?
 Which West European country became a NATO member in 1982?
 When did German pop-star Nena first published her famous “99 Luftballon” album?
 Which East European countries did not boycott the 1984 Los Angeles Olympics?
 What conflict triggered the so-called “Carter Doctrine”?
 What does the acronym “SALT II” refer to?
 What are the “SDI” and “Eureka” projects?

15. Transatlantic relations at the Cold War's end: unifying Germany and the "out of area" debate.

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 233–254.

Which decisions were taken at a 1986 Reykjavik summit and in the 1987 "INF agreement"?

What was established by the so-called "Sinatra" doctrine?

What was agreed at the 1989 U.S.–Soviet summit in Malta?

What question was finally settled by the 1990 "Two-Plus-Four Treaty"?

Which was the content of the 1990 Atlantic Alliance's "London Declaration"?

What was established in the 1990 "CFE" treaty?

What did the term "out-of-area" refer to in NATO's 1991 Rome summit? (http://www.nato.int/cps/en/natolive/official_texts_23847.htm)

Which European NATO member did not participate in the 1991 operation "Desert Storm"?

To which event does the term "August Coup" refer to in Russian politics?

16. The Transatlantic Alliance and Yugoslavia's wars of succession.

Daalder I. H. Decision to Intervene: How the War in Bosnia Ended // Foreign Service Journal. 1998. Vol. 75. No. 12. URL: <http://www.brookings.edu/research/articles/1998/12/balkans-daalder>

What does the term S-H-S refer to?

Which Balkan leader was born with the name of Josip Broz?

Which six republics and two autonomous regions composed the FSRY?

Who was elected to the presidency of the Socialist Republic of Serbia in 1989?

Which two Yugoslav republics declared their independence in 1991?

When did Macedonia and Bosnia-Herzegovina respectively declare independence?

What was the content of the so-called "Vance–Owen" Peace Plan?

What does the acronym UNPROFOR stand for and which was the motivation for establishing it?

What did the so-called "Tarnoff Doctrine" argue for?

What does the acronym "CFSP" stand for?

What is the "OSCE" and when was this institution established?

Which country vetoed in 1995 a UN resolution describing the 1995 Srebrenica massacre as genocide?

What does the term operation "Guca Gora" refer to?

What does the term "Operation Deliberate Force" refer to?

Which was established at the 1995 "Dayton" peace agreement?

What does the acronym "PFP" refer to in NATO's post-Cold War policy?

17. The transatlantic community's eastern enlargement and its relationship with Russia.

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005. Pp. 254–268.

Kay S. The Logic of U.S. Engagement: Talking to Russia – and European Allies in the Lead // Beyond Ukraine. EU and Russia in Search of a New Relation / Ed. by A. Ferrari. Milano: IPSI, 2015.

Ratti L. After Maidan: Re-Starting NATO-Russia Relations // Beyond Ukraine. EU and Russia in Search of a New Relation / Ed. by A. Ferrari. Milano: IPSI, 2015. URL: <http://www.ispionline.it/it/EBook/BeyondUkraine.EUandRussiain-SearchofaNewRelation.pdf>

What did Kohl allegedly promise to Gorbachev at a July 1990 meeting in Stavropol in return for his consent to German unification?

When did Russia join the “PFM” agreement?

What is the so-called “NATO–Russia Founding Act” and when was this agreement signed?

Which East European states were invited to join NATO in 1997?

What countries issued the 1998 “St. Malo Declaration”?

What did the acronym “ESDP” stand for?

What did Madeleine Albright’s “three-Ds” towards the “ESDP” demand?

Which were the participants of the 1999 Rambouillet conference?

What do the acronyms “KLA” or “UÇK” refer?

Which capital city hosted NATO’s 1999 summit?

(http://www.nato.int/cps/en/natolive/official_texts_27433.htm)

Which prospective NATO members refused to sign the 1999 “CFE adaptation” treaty?

18. Transatlantic relations after 9/11: the end of Atlanticism?

Daalder I. H. The End of Atlanticism // Survival. 2003. Vol. 45. No. 2. Pp. 147–166.

Moravcsik A. Striking a New Transatlantic Bargain // Foreign Affairs. 2003. Vol. 82. No. 4. URL: <https://www.princeton.edu/~amoravcs/library/bargain.pdf>

Kelley J. R. Keep Calm and Carry on: Appraising the Transatlantic Relationship from Iraq to Obama // European Political Science. 2011. Vol. 10. No. 1. URL: <http://connection.ebscohost.com/c/articles/58578176/keep-calm-carry-on-appraising-transatlantic-relationship-from-iraq-obama>

When was the first and only time NATO’s Article 5 first invoked?

Which countries were invited to join NATO at the Alliance’s 2002 Prague summit?

What does the acronym “ISAF” stand for and when did NATO assume its command?

- What were the national “caveats” in relation to ISAF’s combat role?
- Which non-NATO countries assumed a major combat role within ISAF?
- What countries have received the status of major non-NATO ally?
- Which NATO members opposed an armed invasion of Iraq in 2003?
- Which U.S. decision-maker coined the expressions “Old” and “New” Europe?
- Who defined the transatlantic dispute over Iraq as “NATO’s death”?
- Which European leader complained in 2005 that NATO “no longer coordinates transatlantic strategies”?
- What do the expressions “Global NATO” and “League of Democracies” refer to?
- When did the U.S. formally declare the termination of operation “Iraqi Freedom”?
- Which country rejoined NATO’s integrated military command in 2009?
- Which new members were admitted to NATO in 2009?
- Which European NATO member was involved in the 2009 “Kunduz air strike scandal”?
- Which NATO states continue to have a military presence in Afghanistan?

19. NATO–Russia relations after 9/11: from the NRC to the Ukrainian crisis.

Tsygankov A. Vladimir Putin’s last stand: the sources of Russia’s Ukraine policy // *Post-Soviet Affairs*. 2015. Vol. 31. No. 4. URL: <http://www.tandfonline.com/doi/pdf/10.1080/1060586X.2015.1005903>

Ratti L. “Resetting” NATO–Russia Relations: A Realist Appraisal Two Decades after the USSR // *Journal of Slavic Military Studies*. 2013. Vol. 26. No. 2. URL: <http://www.tandfonline.com/doi/pdf/10.1080/13518046.2013.779845#.Vd-QgVBYduL8>

- What is the NATO–Russia Partnership Council and when was it established?
- What does the acronym “NRC” stand for?
- Which event occurred in the Russian city of Beslan in 2004?
- Where did the Rose, Orange, and Tulip revolutions occur between 2003 and 2005?
- Which East European states agreed in 2007 to host a U.S. operated missile defense system?
- What does the acronym “MAP” stand for and which countries were denied it in 2008?
- Which country suffered a short-lived Russian invasion in 2008 and why?
- When did Russia become a member of the WTO?
- What is the Eurasian Economic Union and which are its current members?
- What do the terms “Magnitsky Bill” and “Foreign Agents Law” refer to?
- On which imports from EU and NATO members did Russia impose in August 2014 a one year ban?
- What is the content of the so-called Minsk II protocol?

20. Transatlantic relations from the new international order to the new regional disorder.

Nuruzzaman M. The challenge of the Islamic State // *Global Affairs*. 2015. Vol. 1. No. 3. URL: <http://www.tandfonline.com/doi/pdf/10.1080/23340460.2015.1055153#.VeQtQ0XQRN1>

Kfir I. NATO's Paradigm Shift: Searching for a Traditional Security–Human Security Nexus // *Contemporary Security Policy*. 2015. Vol. 36. No. 2. URL: <http://www.tandfonline.com/doi/abs/10.1080/13523260.2015.1061766?journalCode=fcsp20#.Vdg9zRYdvc>

Hemmer N., Switzer T. Why Republicans reject the Iran deal – and All diplomacy. *The International New York Times*. 2015.08.25. URL: http://www.nytimes.com/2015/08/26/opinion/why-republicans-reject-the-iran-deal-and-all-diplomacy.html?_r=0

When did the Lockerbie air disaster occur and which country was allegedly behind it?

When was Libya taken off the infamous list of “rogue states”?

What is the so-called “NATO-Med” dialogue?

What is the meaning of Thomas Kuhn's notion of “paradigm shift”?

What are the main objectives of the “Istanbul Cooperation Initiative”?

Which NATO member signed in 2008 a treaty of friendship and cooperation with Libya?

Which head of state proposed in 2008 the establishment of a “Union for the Mediterranean”?

What do the acronyms “ENP” and “MEFTA” refer to?

What does the term Operation “Unified Protector” refer to and which two European countries played a driving role within it?

Which European NATO members did not participate in operation “Unified Protector”?

What are the main objectives of NATO's Operation “Ocean Shield”?

To which parts of Libya do the areas of Tripolitania, Cyrenaica, and Fezzan correspond?

What is the site of the officially recognized government of Libya?

What does the term Operation “Inherent Resolve” refer to?

Which Arab countries have participated in air strikes against the Islamic state in Syria and Libya?

21. Transatlantic economic relations: from the 2008 financial crisis to the TTIP?

Smith M. Transatlantic Economic Relations in a changing global political economy: achieving togetherness or missing the bus? // *The British Journal of Politics and International Relations*. 2009. Vol. 11. No. 1. URL: <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-856X.2008.00351.x/full>

Kupchan C.A. The Geopolitical Implications of the Transatlantic Trade and Investment Partnership. Transatlantic Academy, 2014. URL: http://www.transatlanticacademy.org/sites/default/files/publications/Kupchan_TTIPsGeopoliticalImplications_Jun14.pdf

Fontagné L., Gourdon J., Jean S. Transatlantic Trade: Whither Partnership, Which Economic Consequences? Paris: CEPII, 2013. URL: http://www.cepii.fr/PDF_PUB/pb/2013/pb2013-01.pdf

What is the percentage of imports from EU member states on the total amount of U.S. trade?

What percentage of EU exports is absorbed by the U.S. market?

What is the percentage of imports from the U.S. on EU foreign trade?

With which EU member state does the U.S. trade most?

What are the “Kennedy”, “Tokyo”, “Uruguay”, and “Doha” rounds and when did they occur?

What are the Transatlantic Economic Council and the Transatlantic Business Dialogue?

What did the 2007 “EU–US Open-Skies” agreement establish?

What do the acronyms “TAFTA” and “TTIP” stand for?

What was the content of Title VII of the 1916 Revenue Act?

What is the content of the EU Regulation 2081/92?

What does the expression “Great Recession” refer to?

When was the ECB established and when did the euro first come into circulation?

Which EU member experienced a threefold increase in exports between 2000 and 2007?

What does the expression “Arc of depression” refer to?

What do the acronyms “EFSF” and “EFSM” refer to?

What is the 2011 “Budget Control Act”?

What is the content of the “Dodd–Frank Wall Street Reform and Consumer Protection Act”?

What does the expression “European Fiscal Compact” refer to?

Which country threatened to block “TTIP” negotiations to protect Europe’s cultural heritage?

What does the expression “G-2” refer to?

22. The Future of the Transatlantic Alliance.

Calleo D. American Views of Europe // *The International Spectator*. 2013. Vol. 48. No. 4.

Alcaro R. Managing Disorder. A stronger Transatlantic Bond for more sustainable governance. July 2015. URL: http://www.transworld-fp7.eu/wp-content/uploads/2015/07/tw_wp_46_0.pdf

Sieg E. The Irony of the Post-Cold War generation and transatlantic relations. Washington, DC; New York: BMW Foundation Herbert Quandt, 2015. URL:

http://www.bmw-stiftung.de/fileadmin/user_upload/Dateien/3.Publikationen/The_Irony_of_the_Post-Cold_War_Generation_and_Transatlantic_Relations.pdf

What was the topic of Obama's address to the Australian Parliament in November 2011?

What was the main focus of a June 2011 speech by then U.S. Defense Secretary Robert Gates?

Which alliance member invoked NATO's Article 4 in the spring of 2014?

What was the content of Obama's address to the United States Military Academy commencement ceremony in May 2014?

Which is NATO's benchmark for defense expenditures?

What is the level of defense expenditures in the U.S., Britain, France, Germany, and Italy?

Readings Required

Course textbook

Lundestad G. The United States and Western Europe since 1945. Oxford: OUP, 2005.

Books

Hanhimaki J. M., Schoenborn B., Zanchetta B. Transatlantic Relations since 1945. An Introduction. London: Routledge, 2012.

Hallams E., Ratti L., Zyla B. NATO beyond 9/11: The Transformation of the Atlantic Alliance. London & New York: Palgrave/MacMillan, 2013.

Journals

International Affairs,
 International Security,
 International Organization,
 Journal of Cold War Studies,
 European Journal of International Relations,
 Journal of Transatlantic Studies,
 Diplomacy & Statecraft,
 Foreign Affairs,
 Foreign Policy,
 The International Spectator,
 NATO Review,
 International Organization,
 Security Studies,
 Diplomacy & Statecraft,
 Journal of Slavic Military Studies.

Most of these journals can be consulted electronically through the College of Staten Islands archive.

Useful websites

Atlantic Community – <http://www.atlantic-community.org>

SAIS Center for Transatlantic Relations – <http://transatlanticrelations.org/content/about>

Transatlantic Studies Association – <http://www.transatlanticstudies.com/>

Woodrow Wilson International Center for Scholars – <http://www.wilsoncenter.org/>

Parallel History Project on NATO and the Warsaw Pact – <http://www.php.isn.ethz.ch/>

European Navigator – <http://www.ena.lu/>

Historical Archives of the European Communities – www.arc.iue.it

Western European Union – www.weu.int

Assembly of Western European Union – www.assembly-weu.org

NATO – www.nato.int

Munich Security Conferences – <http://www.securityconference.de>

The National Security Archive, George Washington University – <http://www.gwu.edu/~nsarchiv>

NATO Defense College – <http://www.ndc.nato.int/>

European Union Institute for Security Studies – <http://www.iss.europa.eu/>

10.5

THE INTERNATIONAL SYSTEM AFTER THE END OF THE COLD WAR

Leopoldo Nuti

University:	Roma Tre University
Title:	The International System after the End of the Cold War
Instructor:	Leopoldo Nuti, Professor of History of International Relations and Coordinator of the Ph.D. Program in Politics
Time and Location:	2015/2016, Department of Political Studies, Master's Degree "International Relations"
The Valence/Credits:	8 credits ECTS

Prerequisites

The course wants to introduce the students to an analytical understanding of the key issues in the evolution of the international system from a historical perspective. While occasionally engaging with the most relevant theoretical work on IR, students will be strongly encouraged to familiarize themselves with the main historical literature on the topics discussed as well as with using what primary sources might be available. By the end of the course, this approach should enable them to develop a better grasp of historical research methods and of how to use them for a critical assessment of current events

Overview (Course Description)

The course intends to offer a general survey of the evolution of the international system since the end of the Cold War. After discussing the main historical interpretations of the causes of the Soviet collapse, the first part of the course will focus

on the crises of the 1990s (Iraq, Yugoslavia, Somalia and Rwanda), the repeated failures of the UN, and the US and European search for a new international security paradigm. The second part of the course will look at the impact of 9/11 and at the war on terror, considering their long-term impact on the hegemonic position of the US. It will also discuss the growing role of such emerging powers as China and India. Finally, the third part of the course looks at such recent events as the negotiations on the Iranian nuclear program, the Arab Springs and their consequences, the paralysis in the EU, and the crises in Ukraine and Syria.

Requirements and Grading

Attendance and participation to class discussions (20%); mid-term written test (25%); in class oral presentation (30%); in class final (25%).

The mid-term and the final consist of IDs and short essays based on the lectures and the two books indicated in the required readings section. The class discussions concentrate on the essays indicated in the required readings section. Access to journals can be obtained through the online subscriptions of our university. For the presentation each student will be asked to analyze either an advanced research monograph or a set of primary sources. (for an excellent primer on the availability of primary sources, check David Gibbs' page at the University of Arizona: http://dgibbs.faculty.arizona.edu/guide_using_declassified_documents) In the first week of class, the professor will explain how to prepare for the presentations, which will take place toward the end of the course. In order to approach the methodological discussion in the best way possible, the class will also take a field-study in the library of the Department.

Learning Objectives (Course Objectives)

The course wants to introduce the students to an analytical understanding of the key issues in the evolution of the international system from a historical perspective. While occasionally engaging with the most relevant theoretical work on IR, students will be strongly encouraged to familiarize themselves with the main historical literature on the topics discussed as well as with using what primary sources might be available. By the end of the course, this approach should enable them to develop a better grasp of historical research methods and of how to use them for a critical assessment of current events.

Methods of Instruction

Lectures, projections, library and primary sources work, research hands on, critical in class discussion of the assigned readings, book presentation.

Course Plan

PART I – Introduction, Historical Controversies and the Major Features of the Early Post-Cold War Era

Week 1

Introduction and description of the course. The search for new interpretive paradigms: the end of the Cold War or the triumph of globalization?

Week 2

The rise of US hegemony and the search for a new Europe: the Kuwait war and the Maastricht negotiations

Weeks 3–4

The crises of the early 1990s: Yugoslavia, Somalia and Ruanda. The failure of assertive multilateralism and the search for alternatives. Contending US and EU security models

PART II – The War on Terror and the Rise of a Multipolar System

Week 5

The drift towards US unilateralism: the Kosovo war and its implications for NATO and European security. The evolution of Russian foreign policy

Week 6

Nuclear proliferation and arms control after the end of the Cold War: the North Korean crisis, containing Iraq, and the AQ Khan network

Week 7

The impact of 9/11, the war in Afghanistan and the 2003 Iraq crisis

Week 8

The rise of China and India and its impact on the international system. Will Asia return to the center of the international system?

PART III – What Next?

Week 9

The erosion of US hegemony? The crisis in the Greater Middle East, 2003-2010 and the Obama administration's pivot to Asia.

Week 10

The consolidation of the EU – and its stalemate

Week 11

The Arab Springs and their aftermath. The Negotiations on the Iranian nuclear program

Week 12

2014–2015: the unraveling of the post-cold war order?

Attendance Policy

Attendance is mandatory for all classes. If a student misses more than three classes, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies.

Readings Required

William Keylor. *The Twentieth-Century World and Beyond: An International History since 1900*. Oxford: Oxford University Press, 2012 – paperback edition. – Part Three, *From Cold War to New World Disorder, 1985–2010*, chapter 16–22.

John Young and John Kent. *International Relations Since 1945*. Oxford: Oxford University Press, 2013. – Part VI, *The Post-Cold War World 1990–2000*, and Part VII, *The Age of Terror, 2001–2012*. Pp. 437–624.

For the in class discussions, students will have to read the following essays:

Cox, Michael. *Another Transatlantic Split? American and European Narratives and the End of the Cold War // Cold War History*. 2007. No. 1. Pp. 121–146.

Glaudić, Josip. *Response to Ingrao and Emmert // East European Politics & Societies*. 2010. Vol. 24. No. 2. Pp. 316–320.

Glaudić, Josip. *Review Essay: Charles Ingrao and Thomas A. Emmert, Eds. Confronting the Yugoslav Controversies: A Scholars' Initiative*. West Lafayette // *East European Politics & Societies*. Vol. 24. No. 2. Pp. 294–309.

Ikenberry, G. John. *The Illusion of Geopolitics // Foreign Affairs*. 2014. Vol. 93. No. 3. Pp. 80–90.

Ingrao, Charles, and Thomas A. Emmert. *Response to Josip Glaudić's Review // East European Politics & Societies*. 2010. Vol. 24. No. 2. Pp. 310–315.

Leffler, Melvyn P. *The Foreign Policies of the George W. Bush Administration: Memoirs, History, Legacy // Diplomatic History*. 2013. Vol. 37. No. 2. Pp. 190–216.

Mead, Walter Russell. *The Return of Geopolitics // Foreign Affairs*. 2014. Vol. 93. No. 3. Pp. 69–79.

Rehman, Iskander. *Keeping the Dragon at Bay: India's Counter-Containment of China in Asia // Asian Security*. 2009. Vol. 5. No. 2. Pp. 114–143.

Richardson, Paul. *'Blue National Soil' and the Unwelcome Return of 'Classical' Geopolitics // Global Change, Peace & Security*. 2015. Vol. 27. No. 2. Pp. 229–236.

Schake, Kori. *Nato after the Cold War, 1991–1995: Institutional Competition and the Collapse of the French Alternative // Contemporary European History*. 1998. Vol. 7. No. 3. Pp. 379–407.

Primary Sources

1. The Road to Dayton. US Diplomacy and the Bosnian Peace Process, May–December 1995. URL: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB171/index.htm>
2. The US and the Genocide in Rwanda.
URL: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB119/index.htm>;
<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB117/index.htm>;
<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/press.html>;
<http://nsarchive.gwu.edu/NSAEBB/NSAEBB500/>
3. The Brahimi Report and the Future of UN Peace Operations.
URL: http://www.un.org/en/events/pastevents/brahimi_report.shtml
4. The Iraq War. – Part I: The U.S. Prepares for Conflict // National Security Archive Electronic Briefing book. 2001. No. 326.
URL: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB326/index.htm>
The Iraq War. – Part II: Was There Even a Decision? // National Security Archive Electronic Briefing Book. No. 328. URL: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB328/index.htm>
The Iraq War. – Part III: Shaping the Debate // National Security Archive Electronic Briefing Book. No. 330.
URL: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB330/index.htm>;
<http://nsarchive.gwu.edu/NSAEBB/NSAEBB418/>

Readings Recommended

Derek Chollet and James Goldgeier. *America between the Wars: from 11/9 to 9/11*. New York: Public Affairs, 2008.

Warren I. Cohen. *America's Falling Empire. U.S. Foreign Relations since the End of the Cold War*. Oxford: Blackwell, 2006.

Philip H. Gordon, and Jeremy Shapiro. *Allies at War: America, Europe and the Crisis Over Iraq*. New York: McGraw-Hill, 2004.

Jolyon Howorth. *Security and Defence Policy in the European Union*. London: Palgrave/Macmillan, 2014.

Marc Lynch. *The Arab Uprising: The Unfinished Revolutions of the New Middle East*. New York: Public Affairs, 2013.

Richard Rhodes. *The Twilight of the Bombs – Recent Challenges, New Dangers, and the Prospects for a World Without Nuclear Weapons*. New York: Knopf, 2010.

William Shawcross. *Deliver us from Evil. Warlords and Peacekeepers in a World of Endless Conflict*. London: Bloomsbury, 2001.

Robert G. Sutter. *Chinese Foreign Relations: Power and Policy since the Cold War*. New York, Rowman and Littlefield, 2009.

Ashley J. Tellis, Travis Tanner and Jessica Keough (eds.), *Asia Responds to its Rising Powers. China and India. Strategic Asia 2011–2012*. Seattle and Washington: NBR, 2011.

David S. Yost. *NATO's Balancing Act*. Washington, DC: United States Institute of Peace Press, 2014.

11

ABOUT UNIVERSITIES

IMMANUEL KANT BALTIC FEDERAL UNIVERSITY (IKBFU)

Immanuel Kant Baltic Federal University (IKBFU) was established on 13 October 2010. But the history of the University began in 1947, when Kaliningrad State Pedagogical Institute was created. In 1966 it was transformed into Kaliningrad State University, and in 2005 it was renamed as the Immanuel Kant State University of Russia according to the decree of the Government of the Russian Federation.

IKBFU is one of the innovative institutions of higher education in the Russian Federation, which tends to save and multiply academic traditions of its predecessor – Königsberg University “Albertina”.

Albertina (one of the oldest European Universities) can boast more than 460 years’ history. In different periods of time I. Kant, I. Gaman, I. Gerder, F. Bessel, K. Jacobi, F. Linderman, A. Hurwitz, D. Gilber and G. Helmholtz taught and delivered lectures there. Pioneer of the Lithuanian literature Kristijonas Donelaitis studied theology, the writer and composer Ernst T.W. Hoffmann attended lectures in philosophy at Immanuel Kant Baltic Federal University.

The most influential person in the history of Albertina is Immanuel Kant, the great thinker, who took Russian citizenship in 1761. His name has linked forever with Königsberg and the University, as well as cultural history of the mankind and has become a trademark of the region.

The mission of the Immanuel Kant Baltic Federal University is to ensure long-term competitiveness of the Kaliningrad region, an exclave of Russia in the EU, by becoming an acknowledged European-level research and education centre in the Baltic Sea region.

IKBFU strategic objective is to become a recognized and acknowledged leading Russian university, a benchmark for higher education institutions of the region, that trains highly qualified specialists capable of pursuing a career in any part of the world.

By 2020, the University will have become one of the 20 leading Russian universities in medical biotechnology, information technology, mathematical modeling, and functional materials. IKBFU will be internationally recognized within the European higher education area.

LOBACHEVSKY STATE UNIVERSITY OF NIZHNIY NOVGOROD (UNN)

Lobachevsky State University of Nizhniy Novgorod (UNN) was founded in 1916 as People's University of Russia. After the merger with Polytechnic Institute evacuated from Warsaw, the University was given a status of 'State University'. In 1930, six institutes resulted from the transformation of some faculties of State University of Nizhniy Novgorod. They were Institute of Mechanical Engineering, Chemical Institute, Teachers Training Institute ("Pedagogical Institute"), Agricultural Institute, Construction Institute and Medical Institute. In 1932, UNN comprised faculties of Physics, Mechanics, Zoology, Botany, Chemistry and Mathematics. It is a UNN tradition to give priority to innovation and pioneer research. In 1945, it set up the Faculty of Radio physics, the first one in the USSR. In 1963, UNN was also the first in the country to establish the Faculty of Computational Mathematics and Cybernetics. Thus the university was used as a base for electronic and information technology industries.

By mid-20th century, Lobachevsky State University was a research and educational hub, consisting of world-renowned scientific schools of the Theory of Oscillations, Crystallography, Radio physics, Metal-Organic Chemistry, Chemistry of High-Purity Substances, Theory of Functions, Theory of Dynamic Systems, and Population Genetics.

UNN established large research institutes: Research Institute for Physics and Technology, Research Institute for Chemistry, Research Institute for Radio physics, Research Institute for Mechanics, Research Institute for Applied Mathematics and Cybernetics, Research Institute for Molecular Biology and Regional Ecology, Research Institute of Living Systems, Research Botanical Garden, and Research Institute for Strategic Studies.

The University of Nizhniy Novgorod sees its mission as maintaining and strengthening the role of UNN as one of the leading institutes of Russian higher education which is engaged in:

- research-based training of highly skilled graduates capable of making an effective contribution to Russia's development;
- the development of fundamental and applied research as essentials for the provision of high quality education and as sources of new knowledge and technologies that provide solutions to pressing social and economic problems ;
- the development of a knowledge and technology transfer culture common to all universities;
- making a significant contribution to the development of Russian education and participation in the efforts of Russia's universities to form an integrated system of higher education in Europe;
- active influence on socio-economic, cultural and ethic development of the Nizhni Novgorod region and the Volga Federal District.

MOSCOW STATE INSTITUTE OF INTERNATIONAL RELATIONS OF THE MINISTRY OF FOREIGN AFFAIRS OF THE RUSSIAN FEDERATION (MGIMO)

MGIMO, which, in Russian, stands for Moscow State Institute of International Relations, was founded on October 14, 1944 when the USSR Council of People's Commissars reorganized the recently created School of International Relations of the Moscow State University into an independent institute. Initially called the Institute of International Relations (IMO) its first 200 students were veterans who had survived the ordeals of the Second World War and were determined to build international peace and stability.

Originally MGIMO comprised three schools: School of International Relations, School of International Economic Relations and School of International Law. International students began coming to MGIMO from 1946. Since then MGIMO alumni have become national business, diplomatic and legal leaders in many countries, with several becoming Foreign Ministers, heads of government, and even Presidents.

From the outset MGIMO was intended to become a unique academic research and education center. It quickly became Russia's leading diplomatic training institution, with MGIMO academics making a major contribution across the fields of international relations, country and regional studies, international law and international economic relations.

NORTHERN (ARCTIC) FEDERAL UNIVERSITY NAMED AFTER M.V. LOMONOSOV (NArFU)

Set up on the basis of Arkhangelsk State Technical University (ASTU), the Northern (Arctic) Federal University named after M.V. Lomonosov (NArFU) is a higher educational institution established by RF President Dmitry Medvedev's Decree dd. 8 June 2010.

Mission of the Northern (Arctic) Federal University named after M.V. Lomonosov consists in creating innovative scientific and human resources for the purposes of intellectual exploration of the Russian North and Arctic.

NArFU's strategic tasks are closely linked with implementation of the national geopolitical interests in the Arctic. Russia lacks experts and technologies for the development of its Arctic area, its continental shelf and infrastructure. The University creates conditions necessary to support the industrial projects being launched in the polar region with personnel and technologies. Apart from skill development, it offers education in social and humanitarian field of studies.

RUSSIAN STATE UNIVERSITY FOR THE HUMANITIES (RSUH)

Moscow Public University, founded in 1908 through the initiative of Alfons L. Shanyavsky, an eminent Russian patron of arts, played a special role in Russian education. Up to 1918, it was Russia's first "free" university center unfettered by formal limitations and open to everyone "truly thirsting for knowledge". It implemented the progressive principles of alternative education in conjunction with a sound academic foundation available to all.

In 2012, Russian State University for the Humanities (RSUH) celebrates the 100th anniversary of its main building, which belonged to Moscow Public University before the Russian Revolution of 1917. Moscow State Institute for History and Archives was founded in 1930 for training archive studies specialists.

Over the years it became a center of academic research. In its archival pursuits in the areas of history and such auxiliary realms as the study of primary sources, archaeology and palaeontology, it managed to preserve the very best of the Russian research tradition.

By the beginning of the 1990s this institution achieved the level of "university", which naturally enabled it to become the structural heart of RSUH, which was founded in 1991.

RSUH mission is to maintain and develop the status of a leading scientific and educational institution in the humanities, social and informational studies in Russia and beyond.

RSUH strives to deliver its contribution to the processes of internationalization and humanitarisation of the higher education and scholarship in Russia, to perceive the functions of a socially oriented institution promoting social and humanitarian values of the modern society.

SAINT PETERSBURG STATE UNIVERSITY (SPSU)

The decree of Peter the Great on establishing a university in St. Petersburg was approved by the Senate of the Russian Empire on January 28, 1724. The basic document legalizing the University and Gymnasium practices were The Regulations of the Imperial Academy of Sciences and Arts in St. Petersburg adopted by the Empress Elizabeth of Russia in 1747. The first Rector of the University was appointed then, too: it was Gerhardt Friedrich Müller, a renowned historian and ethnologist (1705–1783). On the whole, 60 persons have ever held the post of the University head (Rector or Director).

In 1758–1765, St. Petersburg Academic University and Gymnasium were headed by Mikhail Vasilyevich Lomonosov (1711–1765). His multiple activities as Rector have resulted in student composition democratization and establishment of much closer relations with foreign universities and science academies, for example, with the universities of Germany and France and Paris Academy of Sciences.

Today, St. Petersburg University is a major center of the Russian science, education and culture enjoying a high international standing. During the 290 years of its existence University secured the right to be acknowledged as one of the best institutions of higher education in Russia: its rich history, modern large-scale research activities, development and innovations make University ahead of the curve in the field of Russian science. In November 2009, Russian President Dmitry Medvedev signed a law granting St. Petersburg State University (SPSU) “being of a great importance to the development of the Russian society”. The right of giving its own diplomas with the official symbols of the Russian Federation has also been granted to University.

SIBERIAN FEDERAL UNIVERSITY (SFU)

Siberian Federal University (SFU), as a response to regional developmental challenges, was established in 2006 to train highly qualified specialists capable of working in any region of Russia, including severe conditions of the Northern areas.

The University was founded by merging 5 major Krasnoyarsk institutions of higher education. Among the members of the University Board of Trustees there are representatives of large companies, politicians and scientists. The Chairman of the Board is Dmitry Medvedev, the Prime Minister of Russia.

The mission of Siberian Federal University is to serve the needs of the Region by providing high-quality practice-oriented higher education by means of close integration between education, business and research/innovation, enabling the graduates to successfully market themselves both locally and globally.

URAL FEDERAL UNIVERSITY NAMED AFTER THE FIRST PRESIDENT OF RUSSIA B.N. YELTSIN (UrFU)

Ural Federal University (UrFU) is the oldest higher educational institution in the Ural region. It was founded in Yekaterinburg in 1920 by the decree of Vladimir Lenin, the head of the Soviet Government. After some time the University split into two: Ural State University (USU), specializing in fundamental, natural and mathematical sciences, humanities and social studies, and Ural Polytechnic Institute (UPI, later – Ural State Technical University, USTU–UPI) which was essentially focused on training engineers for metallurgical, heavy engineering, construction, radio technology and power engineering industries. The merger process of USTU–UPI and USU to create Ural Federal University (UrFU) began in 2009 and was fully completed by the spring of 2011.

The Mission of Ural Federal University is increasing competitiveness, re-industrialization, formation of human, scientific and technological potential, sustainable modernization of traditional economy branches and development of post-industrial economy branches of the Ural Federal District.

Vision is to form the research, education and innovation cluster in the Ural Federal District, become the leader in the spheres of natural sciences, engineering and humanities and join the ranks of the global leading educational and competence centers.

The strategic aim for the University at the first stage of the Development plan is to become the leader among Russian federal universities and higher educational institutions of the Ural Federal District in the spheres of education, research and innovation.

11.2

ITALIAN UNIVERSITIES

CA' FOSCARI UNIVERSITY OF VENICE

Ca' Foscari University, established on August 6th, 1868 as a Business School (the first in Italy and the second in Europe), is a public university based in Venice. From the very beginning the Business School integrated theoretical exploration with practical activity and the study of western and eastern languages, so as to provide students with a complete education in economics and business.

During the twentieth century the School progressively increased its educational and cultural activity, thus becoming an important reference point in the area.

Today Ca' Foscari University of Venice teaches approximately 20,000 students and covers four large scientific and cultural areas (corresponding to the four Faculties in force until 2010): Economics, Foreign Languages and Literatures, Humanities and Sciences.

Ca' Foscari University of Venice also offers English-taught programmes and double/joint degrees, which along with numerous cooperation agreements with European and extra-European institutions and universities, enrich the international focus that has always been a feature of the university, increasing the mobility of students, researchers and professors.

Skills in the fields of teaching, research and innovation are integrated by a wide cultural programme, thanks to a busy calendar of conventions, exhibitions, film, theatre and radio dates, aimed both at Ca' Foscari community and the entire world.

ROMA TRE UNIVERSITY

The University of Roma Tre was founded in 1992, it is the university “youngest” of Roma and has forty thousand students.

There are 12 departments that offer degree courses / Master's degree, Master, specialization courses, Doctoral, Doctoral Schools and Schools of specialization.

Implementation of the new educational offer, defined according to the needs of a labor market that has European and international dimension, Roma Tre is fully committed to proposing training courses that achieve high levels of professional specialization and training for research.

A Roma Tre was introduced quality control services and monitoring the organization and management of teaching to ensure efficiency and foster the motivation of those who work and study at the university.

Roma Tre is a vital lever of urban development of the capital; It is an active center of cultural production with an international dimension; dedicating energy and resources to the design and organization of conferences and seminars, which are opportunities for reflection and meeting with leading figures in the field of culture, research and the social and political.

TOR VERGATA UNIVERSITY

The University of Rome Tor Vergata is a public university located in Rome, Italy. It is one of the largest research-based institutions in the country. The University is an international center for research and education and it is well known for scientific studies. In recent years the activity of technology transfer and cooperation with other public and private organizations in different fields has obtained an increasingly important role.

The University of Rome Tor Vergata was established in 1981 with the goal of providing high quality education for students preparing to meet the ever-evolving needs and opportunities of the 21st century workforce. Located in the South-Eastern suburb of Rome, the University is an academic establishment which combines a liberal arts tradition with emphasis on career orientation in the field of Economics, Engineering, Sciences and Medicine.

UNIVERSITY OF PADUA

The University of Padova was established in 1222, after a group of students and teachers decided to come here from Bologna. They set up a free body of scholars, who were grouped according to their place of origin into nations, in which students approved statutes, elected the rettore (rector, or chancellor) and chose their teachers, who were paid with money the students collected. Defending freedom of thought in study and teaching became a distinctive feature which today lives on in the University motto: *Universa Universis Patavina Libertas*.

The University of Padova is one of Europe's oldest and most prestigious seats of learning; it is a multi-disciplinary university that aims to provide its students with both professional training and a solid cultural background. A qualification from the University of Padova is a symbol of having achieved an ambitious objective, one that is recognized and coveted by both students and employers alike.

The University of Padova offers its potential students a wide range of first cycle, second cycle and single cycle degrees, as well as a vast array of Postgraduate courses-

es. Although Padova is where the vast majority of teaching takes place, a number of off-campus sites are located in the towns around Veneto.

Courses at the University of Padova are constantly updated in order to meet the ever-changing needs of the labour market. The University's traditional courses for professionals in Law, Economics, and Business Management are run alongside courses that analyse complex social systems, reflect today's needs to safeguard both the environment and consumers, carry on multi-disciplinary research in both scientific and humanistic fields.

UNIVERSITY OF TURIN

The University of Torino was founded in 1404 by a papal Bull issued by Pope Benedict XIII. It then developed on the initiative of Prince Ludovico of Savoia-Acaja, who was willing to establish a University on his own land, at a crossroads between the Alps, Liguria and Lombardy.

The early decades were marked by interruptions caused by epidemics and crises that plagued the region; moreover there were difficult relationships between the University and the local administrative authorities, in fact between the 1420s and the 1430s Piedmont territories were annexed to the Duchy of Savoia. After a series of disruptions to its activities, the University was moved to Chieri (between 1427 and 1434) and later, in 1434, to Savigliano. In 1436, when the Institution returned to Torino, Ludovico of Savoia introduced a new order of studies, under which the Government gained greater control over the University.

In 1506 Erasmus of Rotterdam obtained his degree here. Indeed, many scholars, especially French and English, regarded Torino Studio as a first step in Italy before going on to older and better-known Universities.

The University of Turin is today one of the largest Italian Universities, open to international research and training. It carries out scientific research and organizes courses in all disciplines, except for Engineering and Architecture. It is an integral part of the community, acting for reviving urban and suburban areas, promoting cultural interaction, social integration and development, encouraging dialogue and insight into current realities.

The University of Turin virtually covers every field of knowledge; its Medical Diagnostic, Biosensoristics and Nanotechnologies research centers are amongst the best ones in Italy.

Some of the degree courses offered are unique in Italy, such as Military Strategy, Biotechnology, Sport Sciences, Restoration and Conservation (in Venaria).

The University of Turin has a remarkable research tradition in traditional subjects such as history, philosophy, law, economics and medicine but it is currently branching out into important modern sectors, such as food science, social politics, IT, performing arts and communication sciences.

VENICE INTERNATIONAL UNIVERSITY (VIU)

Venice International University is something unique in the academic world: a group of Universities from all over the world sharing a common campus on the Island of San Servolo, in the Venice lagoon.

These Universities devise study programs collegially to prepare their students to face the global challenges of today: sustainable development; ageing; urban growth; global ethics; cultural heritage.

These global issues require a new kind of academic preparation.

Students who choose to spend a term studying at VIU are taught to move across disciplines and through cultures with a flexibility of approach, an open mind and creative thinking.

The Globalization Program brings together talented, motivated students from the 13 member universities in a truly multicultural, international and interdisciplinary environment. Each semester over 100 students participate in the program as part of their degree in their home university. The interdisciplinary courses are English-taught by professors from the member universities.

The program provides a powerful learning experience in which students develop their capacity for critical thinking and creative problem solving. Students of the Globalization Program are thus more prepared for graduate and professional study and for careers in new and emerging fields.

11.3

UNIVERSITY ACRONYMS

- IKBFU – Immanuel Kant Baltic Federal University
- MGIMO – Moscow State Institute of International Relations of The Ministry of Foreign Affairs of the Russian Federation
- NArFU – Northern (Arctic) Federal University named after M.V. Lomonosov
- RSUH – Russian State University for the Humanities
- SFU – Siberian Federal University
- SPSU – Saint Petersburg State University
- UNN – Lobachevsky State University of Nizhniy Novgorod
- UrFU – Ural Federal University named after the First President of Russia B.N. Yeltsin
- VIU – Venice International University

ABOUT RIAC

The Russian International Affairs Council (RIAC) is a non-profit international relations think-tank on a mission to provide policy recommendations for all of the Russian organisations involved in external affairs.

RIAC engages experts, statesmen and entrepreneurs in public discussions with an end to increase the efficiency of Russian foreign policy.

Along with research and analysis, the Russian Council is involved in educational activities to create a solid network of young global affairs and diplomacy experts. RIAC is a player on the second-track and public diplomacy arena, contributing the Russian view to international debate on the pending issues of global development.

Members of RIAC are the thought leaders of Russia's foreign affairs community – among them diplomats, businessmen, scholars, public leaders and journalists.

President of RIAC Igor Ivanov, Corresponding Member of the Russian Academy of Sciences, served as Minister of Foreign Affairs of the Russian Federation from 1998 to 2004 and Secretary of the Security Council from 2004 to 2007.

Director General of RIAC is Andrey Kortunov. From 1995 to 1997, Dr. Kortunov was Deputy Director of the Institute for US and Canadian Studies.

For more information on RIAC analytical activity and expertise, please, consult RIAC web-portal at *RussianCouncil.ru*.

For e-mails: *welcome@russiancouncil.ru*.