



**Уральский
федеральный
университет**

имени первого Президента
России Б.Н.Ельцина

**Институт социальных
и политических наук**

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
УРАЛЬСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИМЕНИ ПЕРВОГО ПРЕЗИДЕНТА РОССИИ Б. Н. ЕЛЬЦИНА

ПРАКТИКУМ МЕЖДУНАРОДНИКА

Учебно-методическое пособие

Рекомендовано учебно-методической комиссией ИСПН УрФУ
в качестве учебно-методического пособия для студентов,
обучающихся по программам магистратуры
по направлению подготовки «Международные отношения» (41.04.05)

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В учебно-методическом пособии представлены материалы, необходимые для изучения англоязычного модуля «Практикум международника», включая программы дисциплин модуля, методические рекомендации и разработки к ним. Особое внимание уделено интерактивным методам работы на семинарских занятиях.

Для магистрантов университета, обучающихся по направлению «Международные отношения».

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ВВЕДЕНИЕ

Настоящее методическое пособие содержит целостный и взаимосвязанный комплекс современных подходов к преподаванию ряда тем в контексте глобальной и региональной безопасности. Дисциплины объединены в модуль «Практикум международника», который включает пять англоязычных учебно-методических разработок для дисциплин магистерской программы «Глобальная и региональная безопасность и урегулирование конфликтов».

Основная цель пособия — дать понимание того, что представляет собой глобальная безопасность и каково ее влияние на регионы мира сегодня, опираясь на новую методологическую и теоретическую модель преподавания. Кроме того, обеспечить студентов информацией об основных требованиях к освоению предлагаемых дисциплин; совершенствовать навыки аналитической, экспертной и самостоятельной исследовательской работы со специальной научной литературой.

Англоязычный модуль отражает новейшие тенденции в методике, содержании и новой форме взаимодействия преподавателей высшей школы со студентами, что позволяет обеспечить качественное профессиональное обучение и удовлетворить потребности обучающихся в получении необходимых профессиональных навыков. Актуализация материала выражена в представлении самой новой литературы и источников по изучаемым темам с необходимым отбором самого существенного и необходимого. В структуре каждой дисциплины присутствуют все необходимые элементы: краткая информация о курсе, краткая концепция курса, темы курса с календарной разбивкой, формы промежуточной и итоговой аттестации, критерии оценки и пропорции «веса» каждой из форм работы в итоговой оценке.

Предлагаемая методика работы позволяет выработать следующие общекультурные и общепрофессиональные компетенции:

способность свободно пользоваться иностранными языками как средством делового общения, вести диалог, переписку, переговоры на иностранном языке в рамках уровня поставленных задач для решения профессиональных вопросов; владение профессиональной терминологией и понятийным аппаратом сферы международной деятельности на русском и иностранных языках; владение техниками установления профессиональных контактов и развития профессионального общения, в том числе на иностранных языках.

Все дисциплины оригинальны, поскольку представляют авторское видение их содержания, объемов и форм работы, различные формы получения аттестации и критерии оценки. Во всех разделах представлено не только содержание курса, но и сценарии элементов аудиторной и самостоятельной учебной работы.

В процессе обучения в магистратуре предусмотрен вариант применения методов дистанционного и инклюзивного обучения. При обучении лиц с ограниченными возможностями здоровья электронный формат модуля предусматривает возможность приема-передачи информации в доступных для них формах.

Пособие включает пять разделов, которые содержат учебно-методические разработки по дисциплинам модуля «Практикум международного права» на английском языке:

- Мегатренды и глобальная безопасность (шесть зачетных единиц).
- Внешнеполитический процесс и формирование внешней политики РФ (шесть зачетных единиц).
- Региональные организации на постсоветском пространстве (три зачетных единицы).
- Международные договоры: особенности терминологии и специфика оформления (три зачетных единицы).
- Региональные аспекты ядерного нераспространения (три зачетных единицы).

Каждый раздел включает краткую аннотацию на русском языке, представляющую место англоязычных материалов в рамках читаемого курса, и описание авторской методики.

Раздел 1

МЕГАТРЕНДЫ И ГЛОБАЛЬНАЯ БЕЗОПАСНОСТЬ

Megatrends and Global Problems

Пояснительная записка

Дисциплина «Мегатренды и глобальная безопасность» изучается в рамках профессионального цикла магистерской программы «Глобальная и региональная безопасность и урегулирование конфликтов». Настоящая программа курса предусматривает изучение сложных и противоречивых тенденций в международных отношениях XX века.

Результатом освоения дисциплины является способность анализировать глобальные процессы всемирной политической системы международных отношений в их исторической, экономической и правовой обусловленности, оценивать динамику основных характеристик среды международной безопасности.

В процессе обучения студент, помимо общекультурных и общепрофессиональных навыков, должен приобрести следующие профессиональные компетенции:

- способность построения стратегии аналитического исследования, долгосрочных и среднесрочных планов международной деятельности, оценки рисков;
- навыки работы с материалами СМИ, составления обзоров прессы по заданным темам;
- умение ориентироваться в современных тенденциях мирового политического развития, глобальных политических процессов, понимание их перспектив и возможных последствий для России;

- владение навыками отслеживания динамики основных характеристик среды международной безопасности и понимание их влияния на национальную безопасность России.

Дисциплина «Мегатренды и глобальная безопасность» запланирована в первом семестре первого года обучения и составляет шесть зачетных единиц. Аудиторные занятия составляют 72 часа, в рамках которых на лекционный материал отводится 18 часов. Оставшиеся 54 аудиторных часа предусмотрены для семинарских занятий.

По своей структуре дисциплина состоит из двух больших содержательных модулей: «Современные глобальные тенденции (мегатренды)» и «Вопросы глобальной безопасности». Предлагаемый англоязычный материал преимущественно является учебно-методическим сопровождением второй части и посвящен вопросам глобальной безопасности.

Учебно-методический материал данного раздела включает программу дисциплины «Мегатренды и глобальная безопасность» на английском языке и методические разработки к семинарским занятиям по модулю дисциплины «Глобальная безопасность».

Электронный вариант учебно-методических разработок представлен на корпоративном сайте УрФУ: <http://media.ls.urfu.ru/335>.

Программа дисциплины

Course Syllabus

Overview. The course is an interdisciplinary overview covering some of the most pressing international security problems facing the world today. This course is designed to cover the main principles, approaches and theories within international relations, including global trends in economics and politics, as well as discuss attempts for global governance. Students are prompted to recognize both key social, economic and political problems, as well as their influence onto global governance perspectives and international actors' relations.

The course also addresses such issues as what Security Studies means, what it means to be secure, and how something actually

becomes a security issue. The course combines several theories of Security Studies, each supplemented with case studies describing actual challenges and threats towards global security. The course has four main **objectives**:

- 1) to teach students traditional and alternative social science theories in order to understand contemporary international trends and security problems;
- 2) to provide the basic technical and scientific information necessary to understand the entirety of such problems;
- 3) to explore the policy options that are available to decision-makers in the R. F. and other states; and
- 4) to inspire students and provide them with the intellectual tools needed in order to continue to study international and global security issues after the course is over.

In order to successfully pass the course, all students are expected to 1) attend the lectures; 2) know the reading materials; 3) participate in the seminars; 4) complete the weekly assignments; and 5) pass the midterm and final exams.

Lectures and Reading Materials. Participating in the lectures and reading the assigned papers is the most essential part of the course. All enrolled students are therefore expected to participate in all lectures and read all assigned papers.

Seminars. The seminars are organized and conducted by the Instructor. The student performance at the seminars will be assessed based on three criteria: attendance, preparedness, and activity.

Assignments. For each part of the course there will be an individual assignment to write a short paper addressing a specific question. The assignments will be graded and commented on by the Instructor with one paragraph of comments.

Exams. There will be a midterm exam after the first half of the course. The final exam will be given after the entire course is completed. Both the midterm and the final exams consist of in-class short, test questions. In addition to an in-class exam, the final exam consists of a take-home assignment.

Plagiarism and Cheating. Plagiarism is the use of somebody's work as one's own without quotation marks and references to the original source. Cheating is the use of materials that are not allowed at the exam. *Neither plagiarism nor cheating is allowed under any circumstances whatsoever.*

Grading. The course grade will be determined by four factors: weekly assignments (30 %), seminar participation (20 %), mid-term exam (20 %), and final exam (30 %). All weekly assignments, mid-terms, and finals will be graded with points ranging from 40 to 100. The points will be converted into the final grade according to the following rule:

Points	ECTS	Russian Grade
100–90	A	5
89–80	B	4
79–70	C	3
69–59	D	2
58–0	F (Fail)	1 (Fail)?

Introduction

WEEK 1

Lecture 1. Course Introduction.

Part 1. Globalization and Contemporary International Relations: Theoretical Discourse

Lecture 2. Globalization.

WEEK 2

Lecture 3. Globalization, Localization, Isolationism.

Lecture 4. Antiglobalism: Causes and Contemporary Perspectives.

WEEK 3

Lecture 5. Institutions of Global Governance.

Part 2. Approaches to Security

WEEK 4

Lecture 9. Traditional Approaches to Security: Realism and Liberalism.

Lecture 10. Critical Security Approaches: Social Constructivism, Gender and Security, Human Security.

WEEK 5

Lecture 11. Copenhagen School of Thought.

Lecture 12. Theorizing Global Security: Russian Schools of Thought.

WEEK 6

Seminar 1. Critical Thinking Towards Global Security Issues.

Mid-term Exam

Part 3. Traditional and Non-traditional Aspects of Global Security

Lecture 13. Broadening and Deepening a Security Agenda: “Old” and “New” challenges towards Global Security.

WEEK 7

Seminar 2. Weapons of Mass Destruction: Nuclear Weapon Non-proliferation and Disarmament.

Seminar 3. Weapons of Mass Destruction: Biological and Chemical Warfare.

WEEK 8

Seminar 4. Terrorism.

Seminar 5. Conflict and Humanitarian Intervention.

WEEK 9

Seminar 6. Energy Security.

Seminar 7. The Defense Trade.

WEEK 10

Seminar 8. Environmental Security.

Seminar 9. Human Security on the Contaminated Territories.

WEEK 11

Seminar 10. Transnational Crime.

Seminar 11. The Past, Present, and Future of Global Security Studies.

WEEK 12

Seminar 12. Course Wrap-up and Discussion.

Final Exam

Методические рекомендации

Seminar 1. Critical Thinking Towards Global Security Issues

Group Work: The Evolution of Global Security.

1. In your group, discuss the following questions:
 - Why and how did the conception of security change after 1991?
 - What is “Global Security” and why is the term “global” especially important?
 - What are consequences of critical approaches towards Security Studies?
2. Group task.

Design a visual model (common map) of your hypothesis ‘what is Global Security’. An excellent visual model will address the following criteria:

 - Represents concepts and relationships clearly and concisely.
 - Distinguishes between more important and less important relationships.
 - Reflects your understanding and thoughts.
3. Gallery of works.
4. Reflection & discussion.

Key Terms: security, globalization, securitization, threat, challenge, risk.

Readings

1. *Lawson T.* Feminism, Realism, And Universalism / T. Lawson // *Feminist Economics*. 1999. № 5/2. P. 25–59.
2. *Robinson W. S.* Mild realism, causation, and folk psychology / W. S. Robinson // *Philos. Psychology*. 1995. № 8/2. P. 167–187.
3. *Masataka K.* A realist theory of peace / K. Masataka // *Japan Forum*. 2012. № 24/4. P. 397–411.

Seminar 2. Weapons of Mass Destruction: Nuclear Weapon Non-proliferation and Disarmament.

“Round Robin” method¹:

Why Do States Go Nuclear?

You will work in a group, up to 4 people. Each person has their own colored marker to contribute to the group presentation.

1. In your group, discuss the following questions:

Group A: Why do states go nuclear: security motivation.

- According to the reading, please, point out the main security arguments that push states to go nuclear.
- Why does security motivation matter?
- Give examples of such cases.

Group B: Why do states go nuclear: ideas, norms, and status.

- According to the reading, please, point out the main ideological arguments that push states to go nuclear.
- Can we change how we think about WMD?
- Give examples when status does matter

Group C: Why do states go nuclear: domestic politics.

- According to the reading, please, point out the main domestic arguments that push states to go nuclear.
- Why are domestic issues interconnected with the possession of WDM?
- Give examples when domestic politics matters in the choice to be nuclear

2. Group presentation.

3. Class discussion:

- Do severe security threats trump other factors?
- Can ideas be changed, and how?
- Are institutions relatively central or marginal?
- If domestic politics matter, how important are they?

¹ Class is divided into groups. 4 people per group. Each group analyzes and “recomposes” a situation / issue / problem / domain of common interest, i. e. generate and consolidate an aggregated picture of it. Each person in a group has their own color marker to make their own contribution into group work.

- Can any determined state obtain the technology?
- What can we do to make proliferation less likely?

4. Reflection & questions.

Key Terms: Weapons of Mass Destruction; Nuclear Bomb; NPT; Nuclear States; Non-Nuclear States; Nuclear Proliferation; IAEA; NWFZ; Dirty Bomb; Khan Network.

R e a d i n g s

1. *Hymans J. E. C. Theories Of Nuclear Proliferation / J. E. C. Hymans // The Nonproliferation Rev. 2006. № 13/3. P. 455–465.*
2. *Potter W. C. Diving Nuclear Intentions : A Rev. Essay / W. C. Potter, G. Mukhatzhanova // Intern. Security. 2008. Vol. 33. No. 1. Summer. P. 139–169.*
3. *Squassoni Sh. Grading Progress on 13 Steps Toward Disarmament / Sh. Squassoni // Carnegie Endowment [site]. URL: http://www.carnegieendowment.org/files/13_steps.pdf (mode of access: 20.05.2015).*
4. *Arbatov A. International Security and the role of the Russian Federation / A. Arbatov // Valdai Discussion Club [site]. URL: <http://valdaiclub.com/defense/55180.html> (mode of access: 20.05.2015).*

Seminar 3. Weapons of Mass Destruction: Biological and Chemical Warfare

Compare and contrast:

Are BW and CW just the “Poor Man’s Nuclear Weapon”?

You will work in a group, up to 4 people. Each group is divided into 2 sub-groups. Each sub-group prepares contrasting arguments.

1. In your group, discuss the following questions:

Sub-group A: What are advantages of Biological and Chemical weapons?

- According to the reading, please, point out the arguments in favor of these types of weapons.
- Why do states start to develop biological and chemical programs?
- Give examples of such cases

Sub-group B: What are the disadvantages of biological and chemical weapons?

- According to the reading, please, point out the arguments that demonstrate the weakness of these types of weapons.
- Why do some states abolish their biological and chemical programs?
- Give examples of such cases.

2. Group work: compare and contrast

3. Class discussion:

- Why do states decide to develop biological and chemical warfare? Ideas / norms / status? Domestic politics? Supply-side factors? Idiosyncratic factors?
- What factors should leaders promoting abolition focus on?
- What risks do these types of weapons pose to Global Security?

4. Reflection & questions

Key Terms: Chemical Weapon; Biological Weapon; Biological Agents; Chemical Agents; BWC; CWC; Pathogen; Dispersal Device; Point Source; Multiple Point Source; Line Source; Al Hussein Missile.

Readings

1. *Zanders J. P.* Ensuring The Future Of The Biological Weapons Convention / J. P. Zanders, A. E. Smithson // *The Nonproliferation Rev.* 2011. № 18/3. P. 479–487.
2. *Tucker J. B.* Biological Weapons In The Former Soviet Union : An Interview With Dr. Kenneth Alibek / J. B. Tucker, K. Alibek // *The Nonproliferation Rev.* 1999. Spring-Summer. P. 1–10.
3. *Kerr P. K.* Nuclear, Biological, and Chemical Weapons and Missiles: Status and Trends / P. K. Kerr // CRS Report for Congress [site]. URL: <https://www.fas.org/sgp/crs/nuke/RL30699.pdf> (mode of access: 20.05.2015).

Seminar 4. Terrorism

Case study:

Is International Terrorism a Real Danger or a Type of Simulacrum?

We will work in 5 groups of 5–6 people. The task is to make an analysis of five types of terrorist attacks:

- Mumbai (2008)
- Domodedovo (2011)
- Belarus (2011)
- Madrid (2004)
- Norway (2011)

1. In your group, discuss the following questions:

Analyze the materials viewed at home, and please identify the answers to the following questions:

- Actors of terror — who are they?
- What was the reason for this act of terror? Purpose or goal?
- Objects: who was the reference object of terror? Who is the real target?
- What were the channels of intimidation? What were the methods of intimidation?
- What kind of reaction or response was there to this act of terrorism?
- What lessons have been learned?

2. Fix a tendency. On a sheet of drawing paper fix your assumptions schematically.

3. Presentation of your case study.

4. Reflection & questions:

- What is terrorism?
- What is the difference between international and transnational terrorism?
- At whom is transnational terrorism aimed?
- What might be the answer to transnational terror?
- Maybe we are mistaken in our judgment?

Key Terms: International Terrorism; Simulacrum; Transnational Terrorism; Al Qaeda; State Terrorism; Islamic Terrorism; Nuclear Terrorism; Liberation Movement; Intelligence Analysis; Counter-Terrorism Policy.

Readings

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Seminar 5. Conflict and Humanitarian Intervention

Jigsaw²: Rwanda & Kosovo: the Problem of Intervention

1. In your groups, discuss the following questions, and then regroup to share your findings:

Group A: Rwanda.

- What role did the colonial powers play in shaping the roots of the conflict?
- How did hostility of Hutus towards Tutsis develop?
- How did the decolonization of Africa affect the balance of power in Rwanda?
- Was Habyirimana’s regime conducive to ethnic peace?
- What role did the PRF play in stirring the conflict?

² Jigsaw method is a cooperative learning approach that makes students dependent on each other to succeed. Just as in a jigsaw puzzle, each piece — each student’s part — is essential for the completion and full understanding of the final product.

- What were the flaws of the Arusha Peace Process? What kind of spoilers to the peace process can you identify?
- Discuss the reasons for non-involvement by the international community.
- What lessons must be learned from Rwanda in order to prevent future instances of genocide?

Group B: Kosovo.

- Do you think it was legitimate for NATO to carry out strikes without the UN Security Council approval? Would you rather have complex legal procedures delay military action on the part of the international community?
 - In what way could the interaction between the NATO command in Europe, the Pentagon, the UN and the Russian military have improved? Would it be feasible?
 - How would you comment on the fact that the international community overlooked some breaches of international law on the part of Kosovar Albanians, such as using refugee camps to regroup? In view of the gravity of their situation and the heinous nature of the crimes committed by Serbs, would you support the stance of the international community?
 - Assuming that the international community could indeed put a limitation on prioritizing interventions along strategic interests of great powers, i. e. on more recent or less severe humanitarian crises “jumping the queue”, should it do so?
 - What if great powers, which are the most significant sources of aid and military force, still would not pay attention to cases considered less strategically important to them?
2. Work in a new group: compare contrasts.
- What is the similarity of these two conflicts (actors, historical background, part of peacekeeping forces, other)?
 - What is the fundamental difference between these two conflicts?
 - How do you assess the role of peacekeeping and other forces that govern the situation in the regions?
 - Would you have this conflict regulated? Why?
3. Reflection

Key Terms: Military Coup; Decolonization; Democratization; Guerilla Warfare; Peacekeeping Forces; Mediation; Spoiler; Ethnic Identity; Religious Identity; Ethnic Cleansing; Massacre; Demilitarization; Humanitarian Catastrophe; Humanitarian Intervention; Blue Helmets.

Readings

1. *Suter K.* Globalism and humanitarian intervention / K. Suter // *Peace Rev. : J. of Social Justice.* 1996. № 8/4. P. 515–520.
2. *Kernot S.* Humanitarian intervention: Human rights versus humanitarian assistance / S. Kernot // *Global Change, Peace & Security: formerly Pacifica Rev. : Peace, Security & Global Change.* 2006. № 18/1. P. 41–55.
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Seminar 6. Energy Security

Socratic Seminar: Why Does Energy Security Matter?

Questions for discussion

- What is meant by ‘energy security’?
- How might the problem of energy security impact wider aspects of Global Security?
- How can one ensure energy security at a national level?
- How should Russia keep up with the latest technological breakthroughs in this sphere?
- How can one predict the level of demand and energy prices?
- What do you think about the future of global energy security?

Key Terms: Resource War; Energy Security; ‘Peak of the Moment’; Oil-rich Countries; Energy Security Threats; Petroleum; Natural Gas; Nuclear Power; Renewable Energy; Long Term Security; Short Term Security; Shale Revolution.

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1. *Rt Hon Peter-Hain*. Energy security / Rt Hon Peter-Hain MP // The RUSI J., № 147/6. P. 34–36.
2. *Pasqualetti M. J.* The importance of scale to energy security / M. J. Pasqualetti, B. K. Sovacool // J. of Integrative Environmental Sciences. 2012. № 9/3. P. 167–180.
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4. *Salikhov M.* The shale gas economy / M. Salikhov // Valdai Discussion Club [site]. URL: <http://valdaiclub.com/economy/51940.html> (mode of access: 20.05.2015).

Seminar 7. Environmental Security

Constructive Controversy: Environmental Security: Have We Reached the Point of No Return?

1. Think about this:

The famous ecologist and scientist Nikita Moiseev wrote in his article “if one species has become a monopolist in his ecological niche he begins to exploit its resources without restraint. The balance is destroyed, the natural cycle of matter is destroyed and the ecological niche, which served as a source of development and prosperity of the species, is destroyed. Monopolist is waiting for an inevitable crisis. And the monopolist is either degraded in the future or simply disappears spontaneously, or as a result of restructuring or mutation change the ecological niche, with the inevitable change of the species that has to adapt to the new conditions of life”³.

2. In your group, discuss the following questions:

Group A: Proponents of world has already passed the point of no return.

- What climatic changes have occurred over the last 50 years? What does it imply?

³ *Moiseev N.* Ecological phone of the contemporary policy. URL: http://ecsocman.hse.ru/data/386/873/1231/014_STRATEGIYa_VYZhIVANIYa.pdf (mode of access:08.04.2015).

- How do you assess the efforts of the international community in addressing these issues: environmental advocate or selfishness? Why?
- What scenarios can you predict for the development of our ecosystem?
- Is all lost?

Group B: Supporters of the fact that there is still time to correct something.

- What climatic changes have occurred over the last 50 years? What does it signal us?
- How do you assess the efforts of the international community in addressing these issues: environmental condoning or selfishness? Why?
- What scenarios can you predict for the development of our ecosystem?
- We can change the world and ourselves!

3. Questions for discussion:

- Why did you choose this or that side?
- What do you think: Are we close to the point of no return?
- How can we change this trend?
- What is the future of the planet and the whole ecosystem?
- What can we do?

Key Terms: Environmental Security; Environmental Change; Climate Change; Human Security; Contamination; Global Warming; Securitization; Water Wars; Green Peace; Ecosystem; Green Defense.

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magazine/archive/1994/02/the-coming-anarchy/4670/ (mode of access: 20.05.2015).

4. *Pami A.* Major environmental challenges for Russia / A. Pami // Valdaic Discussion Club [сайт]. URL: <http://valdaicclub.com/economy/50820.html> (mode of access: 20.05.2015).

Seminar 8. Health and Security

Peer Review: Please, read the assignments of your colleagues and make a short presentation of what you think on it

Assignments topics:

- What is the relationship between health and human security?
- To what extent are infectious diseases a threat to national and international security?
- What lessons can be learned from the securitization of health for securitization theory?
- What lessons can be learned from the SARS outbreak of 2003?
- Does the health security matter in the framework of the RF national security strategy?

Key Terms: Human Development Report; HIV/AIDS; Food Security; Human Security; SARS; Influenza Pandemic; Bio-Security.

Guidelines For Peer Review

Topic / Thesis

- Is topic in the paper an interesting problem or question?
- Does the problem seem actual? Narrow or broad?
- Has the author answered the question “So what?”

Structure

- Does the structure have a clear organization (thesis, argument, conclusion)?
- Does the argument seem logical? Why or why not?

Content

- Does the author apply accurate use of facts?
- Are arguments concise?

Use of Evidence

- Does the author have enough evidence to support the paper’s idea?
- Does the author use consistent and persuasive evidence?

Use of References

- Does the author have enough references to support the paper’s idea?

Does the author accurate quote of sources?

Readings

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2. *Chow J. C.* Health and international security / J. C. Chow // The Washington Quarterly. 1996. № 19/2. P. 63–77.
3. *Inozemtsev V.* Russia and global humanitarian challenges / V. Inozemtsev // Valdai Discussion Club [site]. URL: http://valdaiclub.com/russia_and_the_world/55600.html (mode of access: 20.05.2015).

Practical Recommendations for Students

Instructions for Assignments

Word limit: Not to exceed 600 words (2 pages, regular font, double-spaced). Submission method: post the assignment answer on the course website’s bulletin board and e-mail copy to your local instructor.

Guidelines for Written Assignments and Take-Home Exams

Dear Students:

One of the most important goals of this course is to develop your critical thinking skills. When the Instructor grades your written work, he (she) will focus especially on your ability to formulate a clear argument and explain your position with supporting evidence. Of course, the Instructor will also look at how accurately and thoroughly you have understood the lectures and readings. But you must demonstrate your mastery of the material by selecting key points and organizing what you have learned into an argumentative essay.

Many of the assignment questions have no straightforward right or wrong answer. Rather, the idea is for you to take a position on an issue

after analyzing information from the lectures and readings. Your goal is to convince your reader of your opinion; the more you support your argument with evidence and present your ideas logically, the more persuasive your paper will be.

The following is intended to help you develop an argument and organize your thoughts into a written essay:

Building an Argument

- Try asking yourself: What do I want my reader to learn from my essay? A direct and concise answer to this question will be the main argument, or thesis statement, of your paper.
- Your argument must be based on solid evidence. Ask yourself: What have I learned from the lectures and readings that support my position?
- In order for your argument to be convincing, it must be thorough and logical. Ask yourself: What are the possible critiques of my argument and how can I defend against them?

Writing the Essay — Sample Essay

The following are the main parts to an argumentative essay:

1. *Title*

- Does your paper have a relevant title?

2. *Introduction*

- Is your argument stated clearly and formalized as a thesis statement?

3. *Body:*

- Is your argument developed carefully and logically throughout the paper? Does each paragraph build and strengthen the argument?
- Is each paragraph unified around one main topic? Are the sentences in each paragraph organized logically? Does each paragraph have a topic sentence, body, and end?
- Are the ideas in each paragraph developed carefully and supported with information from your sources?

- Do the quotations flow smoothly within the body of your paper or are they left hanging? How do your quotations support your paper? Remember, quotations do not speak for themselves. You should not quote sources just to insert other people’s remarks. Rather, your purpose is to elucidate your points by making use of the opinions from other sources.
 - Do the ideas of your paper flow smoothly from paragraph to paragraph? For example, you might begin a new paragraph with a phrase that makes a connection to the previous paragraph such as “In addition”, “Contrary to the previous idea,” or “Similarly...” Can your reader follow your train of thought?
 - Are your sentences simple and clear?
4. Conclusion:
- Does the conclusion simply reiterate your already-stated argument, or does it push your argument further for its larger significance? Does your conclusion reinforce the importance of your main idea?

Guidelines & Suggestions for Final Assignment

1. When choosing a research topic for final assignment, think of something specific. It should not be too broad (such as “Counter-Terrorism Strategy in the Russian Federation” — that’s a topic best left for a PhD dissertation), nor too narrow. If possible, consider the prescribed length of the assigned paper. Is your proposed topic compatible with the prescribed length?

2. Its often helpful if the subject of the paper has a central question. This helps establish the boundaries of the research project. It tells us what information and analysis is relevant for the paper and what is not. Try to frame the topic in terms of a “why”, “how”, or “what” question.

3. Think of a topic that is relatively understudied, and needs further explaining. An initial review of the literature can inform you of some interesting questions that remain relatively unanswered and can be explored. Looking for a “puzzle” would be an appropriate approach. So if a topic interests you (such as India’s position on missile defense

or Pakistan's nuclear security), then you must ask if there are there any issues or questions within these topics which you consider need more explanation. Maybe there's some aspect of the debate that makes us think — “well, this makes no sense at all”. That can be a good starting point toward an interesting topic.

4. The introduction of the paper is crucial. Tell the reader in the first paragraph what the paper is about (refer back to point 2 above). Explain to us why the subject of the paper is important and relevant. The reader has to be convinced that this is a crucial issue which has wide-ranging implications. Perhaps tell us also of the key argument(s) or conclusion(s) that you make, which might distinguish your research from other literature on the subject. Also, spell out the scope of the paper — what it covers and what it does not. Also, include a brief 1–2 line description of the organization of the paper; i. e. the different sections of the paper.

5. For each discussion brought to light within your paper, you should be asking yourself the “so what” question. You have to ask yourself how that particular section relates to the central question. This prevents us from getting bogged down in details and ensures that we stick to the basic arguments of the paper and not go off on a tangent.

6. Organization of the paper: The paper should also be organized coherently into appropriate sections. Think of the different sections as corresponding to questions and issues that need to be analyzed in order to address the central question / topic of the paper. Each section should be seen as a piece of a jigsaw puzzle.

7. The conclusion section of the paper should not be ignored. This is where you summarize the arguments you make in the paper; discuss the implications; talk about other issues and areas of research that arise from this paper. You can also talk about some of the limitations of the research, if applicable.

8. Citations / References: It is crucial to include references and sources for information that you are using to back up your arguments. This is absolutely essential. Whenever you use a quote or information or analysis from another source, acknowledge the source in footnotes or end notes.

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Раздел 2

**ВНЕШНЕПОЛИТИЧЕСКИЙ ПРОЦЕСС
И ФОРМИРОВАНИЕ ВНЕШНЕЙ ПОЛИТИКИ РФ**

*The Foreign Policy Process
and Russian Foreign Policy-Making*

Пояснительная записка

Дисциплина «Внешнеполитический процесс и формирование внешней политики РФ» (на английском языке) относится к вариативной части профессионального цикла магистерской программы «Глобальная и региональная безопасность и урегулирование конфликтов». Курс является междисциплинарным и направлен, с одной стороны, на повышение общего уровня осведомленности об основных теоретико-методологических концепциях и подходах в исследовании внешнеполитических процессов, с другой — на приобретение магистрантами практических навыков прикладного анализа факторов и особенностей, определяющих процесс формирования современной внешней политики России.

Цель дисциплины — ознакомить магистрантов с теорией и практикой внешнеполитической стратегии государства, сформировать навыки и умения независимого анализа внешнеполитической деятельности России в контексте системного видения современных мирополитических процессов.

В результате освоения курса магистранты должны научиться применять методы анализа экспертной оценки международных ситуаций и международных проблем для ведения информационно-аналитической и экспертной деятельности и приобрести следующие компетенции, предусмотренные ФГОС ВПО:

- умение системно мыслить, выявлять международно-политические и дипломатические смысловые нагрузки

- и значения проблем, попадающих в фокус профессиональной деятельности;
- владение профессиональной терминологией и понятийным аппаратом сферы международной деятельности на русском и иностранных языках;
 - способность к самостоятельному обучению новым методам исследования, использованию в профессиональной деятельности методов прикладного политического анализа современных международных процессов;
 - способность построения стратегии аналитического исследования, долгосрочных и среднесрочных планов международной деятельности, оценки рисков;
 - владение навыками построения реферативного письменного текста и устного представления экспертных мнений по международно-политической проблематике;
 - способность анализировать процесс принятия решений по вопросам международной политики как объекта управления;
 - способность проводить комплексную оценку конкретной международной ситуации и определять исходные данные для выполнения задания руководителей по линии работы над международным проектом;
 - способность понимать логику глобальных процессов и развития всемирной политической системы международных отношений в их обусловленности экономикой, историей, правом;
 - владение навыками отслеживания динамики основных характеристик среды международной безопасности и понимание их влияния на национальную безопасность России;
 - владение основами и базовыми навыками прикладного анализа международных ситуаций;
 - способность профессионально грамотно анализировать и прояснять позиции Российской Федерации по основным международным проблемам.

Общая трудоемкость дисциплины составляет 3 зачетных единицы, 108 часов. Аудиторная работа — 36 часов, из них лекции — 12 часов, семинары — 24 часа. Самостоятельная работа — 72 часа.

В организации учебной деятельности используются лекционные и семинарские занятия в формате интерактивного общения, исследовательских проектов, деловых игр и симуляций в сочетании с самостоятельной работой слушателей, которая предполагает детальное изучение конкретных ситуаций с последующей письменной отчетностью в форме информационно-аналитических справок.

Электронный вариант учебно-методических разработок представлен на корпоративном сайте УрФУ: <http://media.ls.urfu.ru/333/>.

Программа дисциплины

Course Syllabus

Course Description. The course is designed to expand and systematize the knowledge of students in the sphere of theoretical and practical understanding of the Russian foreign policy-making process through the 20th and 21st century. The Russian foreign policy-making experience is utilized as an introduction to various concepts, models, and tools of foreign policy-making process. The course particularly concentrates on the internal and external factors which influence Russian foreign policy-making, the instruments available to foreign policy decision makers and the effect of changes in the international system on Russian foreign policy-formation. It is also intended to help students acquire a sound conceptual and practical understanding of the foreign policy challenges that foreign policy-makers face. Considerable attention is given to analyzing different paradigm's vision of Russian national interests, national identity and security in regard to the formation of foreign policy doctrines.

This three-credit course is intended to help prepare students for the professional world of international relations and to provide the university's graduates with the new techniques of applied analysis in various fields of an international career.

Recommended background. While there are no prerequisites towards enrollment, this course is primarily intended for individuals with some academic background or preparation in political science or the social sciences. Knowledge of the Russian language is desirable.

Course Objectives. The aims of this course are to:

- broaden and deepen students’ knowledge of the systematic study of foreign policy process (foreign policy making) from three perspectives: (1) individual-level analysis — the impact of people as individuals or as a species on policy; (2) state-level analysis — how the organization and operation of a government affect policy; and (3) system-level analysis — the external realities and pressures that influence a country’s policy;
- examine change and continuity in Russia’s foreign policy since the fall of the Soviet Union through studying Russian schools of foreign policy thinking and original contexts of Foreign Policy Concepts of the Russian Federation (1993, 2000, 2008, 2013);
- analyze the current state of international processes and highlight key trends in major Russian foreign policy areas;
- equip students with the most advanced techniques of applied analysis to understand and interpret the foreign policy-making process.

Learning Outcomes. By the end of this course, and having completed the required readings and activities, students will be able to:

- appreciate the complex interaction of factors, contexts, pressures and constraints that shape the foreign policy-making process;
- understand the evolution of modern Russia’s foreign policy and its prospects in the context of the country’s historical experience;
- command the ability of identifying prospects and implications of global political trends as well as of coming up with feasible policy options related to interactions with other nations;
- demonstrate active learning and engagement through critical questioning, active discussion, and analytical writing articulating students’ own perspectives on important issues in the field of foreign policy process.

Teaching and learning are organized in a series of six lectures and twelve tutorials (related to the lecture topics) with normally 2 or 3 meetings each week, enhanced by independent reading and research. The course uses several complementary methods to accommodate different learning styles and provide a well-rounded education. Lectures are intended to provide key conceptual and analytical frameworks essential for meeting the course objectives.

Tutorials will focus on the assignments prepared by students. Collaborative teaching, class discussions, case studies, simulations, and individual exercises are meant to enable students to apply the concepts and their own ideas towards the analysis of foreign policy-making process. Student-led discussion, argument and individual contribution is encouraged, expected, and counted toward final evaluation.

Written individual and group assignments in cooperative learning (Jigsaw Technique, Structured Academic Controversy), team project works (Case-study), and communication via electronic media are meant to aid students obtain an in-depth understanding of foreign policy-making issues and enhance students' analytical and communication skills.

Assignments. In order to effectively participate in classroom discussion, one should be able to demonstrate his/her understanding of the class materials or case study by showing how to analyze and evaluate the problems assigned as homework; present original solutions or alternatives during class discussion; present additional material not contained in the case or class material; and assist in clarifying the concepts covered in discussion.

There will be pre-lecture (pre-seminar) activities and several assignments spread out over the course. All of them are important, as they will serve as a basis for in-class discussions. The tutor will regularly advise students about relevant and stimulating reading (in addition to the formal reading list) arising from contemporary sources. Each student is expected to complete:

- five shorter papers (essays, summaries) one page in length (each will be worth 2 points toward your final grade, 10 points total);
- two longer papers, up to 3 pages in length. The former will be written as an academic essay and the latter will revolve around

- a case-study (each will be worth 15 points toward your final grade, 30 points total);
- one group project at the end of the semester, worth 30 points total toward your final grade. The project will require more sources of information and more critical thinking on your part than the weekly homework assignments. Each project is to consist of a group presentation (you can earn up to 15 points) and a 3-page paper in which everyone plays the role of a diplomat in the foreign policy making process (15 points).

Detailed instructions for the assignments will be given in due (short) time. The deadline for the homework is one week from the day the lecture on that topic was given.

Class Participation. Participation is mandatory; you are expected to not only attend all classes, but to actively contribute in class discussions. Class participation is worth 10 points toward your final grade. Poor attendance will result in a significant lowering of the participation component of your grade.

Exam. In addition to attendance and participation, required readings, home assignments and the final project, students will be evaluated through a final examination. The final exam is cumulative, covering all the material discussed in class throughout the semester. It is required to answer 3 questions in two hours from an examination paper. The examination will bring out the student's insight into the course material and his/her ability to analyze, interpret and understand Russia's foreign policy process. The final exam is worth 20 points toward your final grade.

Grading. The course grade is comprised of the following components:

- Homework Assignments (7) — 40 %
- Projects (1) — 30 %
- Class Participation — 10 %
- Final exam — 20 %
- Total — 100 %

All weekly assignments and the final exam will be graded with scores ranging from 40 to 100. The points will be converted into the final grade according to the following rule:

Points	ECTS	Russian Grade
100–90	A	5
89–80	B	4
79–70	C	3
69–59	D	2
Below 58	F (Fail)	1 (Fail)

Academic Ethics. The use of laptops, iPads, smartphones, or any other electronic device and its software should be only to take class notes or to support class discussion. Therefore, it is strictly prohibited to use such equipment for any use other than the above stated.

If a student is to arrive late to class, she or he should advise the professor in advance.

All of the homework and project assignments are expected to be your own. Avoid plagiarism at all cost! You must write papers in your own words, referring to all the used sources of information. Plagiarism is nothing other than the attribution of authorship. More specifically, plagiarism is:

- a) the inclusion of excerpts from other authors' works without any reference or accreditation through proper citation;
- b) rewording or paraphrasing someone else's work without reference to it;
- c) the usage of other people's ideas without giving the source.

Методические рекомендации

Course Outline

WEEK 1

Lecture 1. Course Introduction: Objectives, Reading Requirements, Criteria for Assessment. Foreign Policy Analysis as a Field of Studies. The Nature of the Foreign Policy Process.

Key points. Comprehensive introduction to the study and development of Foreign policy analysis, and its place in the overall system of

international relations. Foreign policy process as an increasingly complex and sophisticated area of international politics. The international political environment in which foreign policy systems must be seen.

Pre-lecture activity. The class is breaking into groups comprised of a mixture of self-designated “needing help” and “willing to help”. The groups work through activities asking and answering the questions without any preparation (the task is aimed to stimulate the prior knowledge and increase student’s understanding of a topic).

- What is foreign policy? What are the elements of foreign policy strategy?
- “Foreign Policy Begins at Home” (Richard N. Haass, US Council on Foreign Relations President). *Discuss.*
- In what ways does the foreign policy-making process resemble the domestic policy-making process?
- What are foreign policy instruments?

Seminar 1. Theoretical Basis of Foreign Policy Analysis. A Brief Review of Theories on International Relations and Foreign Policy.

Pre-seminar activity. Be prepared to discuss conceptions of foreign policy from must-reads by:

Discussion topics

An overview of the theories in classic texts in order to get a sense of the field from a broader historical perspective (Realism, Liberalism, Constructivism / Postpositivism, political psychology / Cognitivism, decision-making approaches, Rational choice approaches).

Evaluate theories and concepts in light of historical and contemporary facts.

Discussion of core problems in Foreign policy theory (theory and history of foreign policy, structure and agency, foreign policy change, theory vs. practice of foreign policy, ethics and foreign policy).

R e a d i n g s

1. *Allison G.* Essence of Decision : Explaining the Cuban Missile Crisis / G. Allison, P. Zelikow. N. Y., 1999.
2. *Aron R.* Peace and War : A Theory of International Relations / R. Aron. N. Y., 1966.

3. *Bull H. The Anarchical Society : A Study of Order in World Politics / H. Bull. L., 1977.*
4. *Morgenthau H. Politics among Nations : The Struggle for Power and Peace / H. Morgenthau. N. Y., 1948.*
5. *Rosenau J. Pre-theories and Theories of Foreign Policy : In Approaches to Comparative and International Politics / ed. by R. B. Farrell, 27–92. Evanston, 1966.*
6. *Snyder R. C. Foreign Policy Decision-Making (Revisited) / R. C. Snyder, H. W. Bruck, B. Sapin. N. Y., 2002.*
7. *Waltz K. H. Man, the State, and War : A Theoretical Analysis / K. H. Waltz. N. Y., 1959.*

WEEK 2

Seminar 2. The Change and Continuity of Russian Foreign Policy: Historical and Conceptual Grounds. Searching for the National Interests. The Russian Schools of Foreign Policy Thinking.

Pre-seminar activity. Revise the notion of “national interest”.

Identify the key Russian schools of foreign policy thinking. Be prepared to discuss each theory’s emergence and perspective, major limitations, disadvantages, or failures regarding foreign policy during the subsequent lectures and seminars. This activity can be done on one’s own or with a group.

Assignment 1: Write a short analytical paper on the topic “New Thinking: representatives, origin, sources, general principles, institutionalization, final phase, bibliography” (2 points). See Practical Advice for how to write an academic essay.

Discussion topics

- Three intellectual traditions in Russia: Westernizers, Statists, Civilizationists.
- Realism, Liberalism, Constructivism.
- The strengths and weaknesses of traditional approaches.
- How do different theoretical approaches contribute to our understanding of foreign policy-making process? How are they used to discuss foreign policy?
- Gorbachev’s New Political Thinking (presentation of analytical papers) and its impact on Russia’s foreign policy.

WEEK 3

Lecture 2. The Review of Basic Approaches to the Applied Analysis of Foreign Policy Process.

Key points: The fundamentals of the analysis: historical and scientific approaches. The basic concepts and key problems of the system approach. The circuit of systems analysis of foreign policy process. Normative and empirical approaches to political analysis. The basics of normative political analysis.

Pre-lecture activity. There are three main elements that portray the state of the art and the intellectual progress of an academic field. The first element is the set of empirical phenomena and questions being studied; the second criterion is the development of theory, and the third is the ways in which methodology is used to evaluate theoretical claims and their empirical implications¹. Focus on how methodology affects both empirical debates and theoretical issues.

Accumulate your knowledge of different methods in the study of international relations (case study, quantitative analysis, and formal methods). Be ready to lead the discussion.

Seminar 3. Methods and Techniques of Applied Political Analysis: Operationalization of Skills. Matrix Analysis of Foreign Policy Process. Simulation Workshop.

Pre-seminar activity. Think about any theory, from a serious theory to a funny theory (you may even imagine one) and then design a test that will either support or falsify your theory. Be specific about both your theory and the measurement. The task is to explain exactly under what set of circumstances you will be willing to concede that your theory has been falsified. This activity can be done on one's own or with a group.

Discussion topics

- Choose one specific process (problem, phenomena) in the area of Russia's foreign policy, create subgroups based on research perspective (historical, theoretical, analytical), exercise in exploration and evaluation of the topic according to your

¹ Cases, Numbers, Models: International Relations Research Methods / ed. by F. Detlef // Sprinz and Yael Wolinsky REVISED. Nov. 2002.

perspective. Offer a unique interpretation of the issue without a predetermined stance.

- Be prepared to investigate and discuss the same process in groups based on specific methods and techniques of Applied Political Analysis. Provide a short presentation.

WEEK 4

Seminar 4. The Worldview of Russia's Westernizers (1991–1994) vs. Great-Power Balancing Policy Against the West (1994–2000).

Pre-seminar activity.

A) Make a list of the representatives of Russia's liberal Westernism (politicians and scientists) and create an on-line bibliography of their publications.

B) Make a list of the representatives of Statism (politicians and scientists) and create an on-line bibliography of their publications. Appeal to the historical notion of Russia as a *Derzhava*. This activity can be done individually or with a group.

Discussion topics

The key concept of Russia's liberal Westernism and the impact of the school in defining the tasks of foreign policy: the establishment of Russia's foreign policy as a sovereign state, integration with the West, policy of isolationism from the former Soviet states. The end of Russia's Westernism (practical outcomes, the opposition's criticism, its impact on Russia's foreign policy).

General principles of Statism and the influence of Statists on Russia's foreign policy-formation. Recovering Russia's status as a great power ("derzhava") in a multipolar world and the balance of international power. The Statists (gosudarstvenniki) vision of Russia's identity and national interest. Russia's adamant resistance to NATO and EU enlargement and outreach. Attempts to push the CIS states toward integration. Russia's opposition toward American military action against Iraq and to NATO's intervention in Yugoslavia.

Main documents on foreign policy strategy

Assignment 2. Write a short argumentative research paper on the topic "The liberal identity coalition vs. the Statist identity coalition

(Kozyrev's foreign policy agenda vs. Primakov's foreign political strategy" (2 points).

WEEK 5

Lecture 3. Pragmatic Westernism Coalition: a New Vision of Russia's National Interest. New Tendencies in Putin's Foreign Political Strategies of 2001–2004.

Pre-lecture activity. Study President Vladimir Putin's speech and the following discussion at the Munich Conference on Security Policy (February 10, 2007) and Russian Minister of Foreign Affairs Sergey Lavrov's speech about the competition of development models as a mandatory condition for world progress (June, 2008).

Key points: Great power pragmatism: the new security challenges after September 11 (2001–2004). The revival of the US — Russia "strategic partnership". Russia — Europe relations. The post-Soviet space in the era of pragmatism (multi-speed and multilevel integration). Trans-Eurasian Security System. Foreign Policy Concept of the Russian Federation, 2003.

Assignment 3. Choose a research topic, investigate and present the analytical research paper in the form of policy memo at the next seminar (2 points). Topics:

- What is similar and different in Putin's and Primakov's approach to international relations?
- What is similar and different in Putin's and Yeltsin's approach to foreign policy? Analyze whether changes in Putin's foreign policy have been qualitative, or cosmetic.
- Consider whether there was a strategic shift in the mentality and conduct of such Russia's foreign policy.

Seminar 5. Great Power Assertiveness: Key Features of Putin's Foreign Policy in 2004–2008.

Pre-seminar activity. Study the Russian Energy Strategy. Energy deliveries and oil, gas and electricity companies as a foreign-policy instrument. The key energy projects (provide illustrations to one of them). This activity should be done individually. Within the concept of accelerated and multiform integration in the post-Soviet space assess political, security, economic and cultural aspects of integration.

Discussions topics

- Oil-and gas-related policy. Russia’s energy strategy.
- The concept of “great energy power” and “sovereign democracy”.
- Main documents on foreign policy strategy of the period.
- The phenomena of multi-speed and multi-level integration in the post-Soviet space.
- Involvement of post-Soviet states in regional and global processes through energy projects.
- U. S. strategy for regime change in the post-Soviet area. Destabilization of Central Asia.
- Be ready to assess the great-power assertive policy. Work out your own criteria for evaluation (brainstorm all the suggestions and choose the best ones).

Assignment 4. Case-study “The August 2008 war in Georgia”. Investigate the origins and conflicts developments in their historical, political, legal and humanitarian aspects (15 points).

WEEK 6

Seminar 6. Analysis of International Situation: The Russia — Georgia War of 2008.

Pre-seminar activity. Read “The EU Investigation Report on the August 2008 War and the Reactions from Georgia and Russia”² critically and thoroughly, generate your ideas in a Respond paper (1,000–1,200 words; do not simply summarize the reading, react to it, i. e. highlight points that you think are of particular interest, discuss arguments with which you agree or disagree, compare the readings, link them to other materials, or current events).

Discussion topics

Presentation of case-studies and Respond papers:

- Historical, political, legal and humanitarian aspects of the August 2008 War.

² The EU Investigation Report on the August 2008 War and the Reactions from Georgia and Russia. URL: <http://www.laender-analysen.de/cad/pdf/CaucasusAnalyticalDigest10.pdf> (mode of access: 15.04.2015).

- The military and legal assessments of the conflict.
- Opinions of the population of the South Caucasus States on the August War.
- The influence of the conflict on Russian foreign policy.
- Russian conflict strategy in its foreign political activities after the War.

WEEK 7

Lecture 4. Foreign Policy “Resource” in the Course of Russia’s Modernization (2008–2013).

Key points: Domestic debates about Russia’s national interest and national security. The impact of the global economic crisis of 2008 on Russian foreign policy. Correlation between Russian foreign policy and modernization agenda. Medvedev’s modernization program: «modernization alliances». The formulation of a new foreign policy doctrine, 2008. The Medvedev — Putin tandem.

Pre-lecture activity. Study Medvedev’s modernization program in foreign policy. Did he change Russia’s foreign policy model? If so, how? If not, why? Be ready to discuss the issue.

Seminar 7. The “Reset” in US-Russian Relations. Respond Discussions Based on Readings of the Books by T. A. Shakleina.

Pre-seminar activity. Read the books by T. A. Shakleina “Russia and the United States in the New World Order : Debates in Russian and American Political and Academic Communities” (2002). [In Russian = «Россия и США в новом мировом порядке. Дискуссии в политико-академических сообществах России и США (1991–2002)»]³ and (2012) “Russia and the United States in World Politics” [In Russian = «Россия и США в мировой политике»]. Be ready to discuss.

Discussion topics

- Obama global strategy and interest in Russia.
- The “reset” in US-Russian relations.
- European vector in Russian foreign policy.
- Missile defense and Strategic Arms Reduction Treaty (START).

³ Научно-образовательный форум по международным отношениям. URL: http://www.obraforum.ru/russia_us.htm (дата обращения: 20.01.2014).

- Weapons of mass destruction control (WMD) and disarmament.
- Russia's strategic interest in the post-Soviet space

Assignment 5. Write a Respond paper on the topic “Russia’s foreign policy from New Thinking to Great Power Pragmatism: Continuity or discontinuity?” (2 points).

WEEK 8

Lecture 5. Foreign Policy of the Russian Federation and the Modern World. Russia’s Relations with the CIS countries.

Key points: New Challenges for Putin’s Foreign Policy. Russia’s Foreign Policy Concept 2013: general provisions. Russian foreign policy toward the CIS Member States: integration issues. Matrix of contradictions and overlapping interests of the Russian Federation and the CIS Member States. Russia’s role in the political and diplomatic conflict settlement in the CIS space. Russia’s Relations with the CIS countries: Outlook for 2020 (D. Trenin).

Pre-lecture activity. Study the Concept of the Foreign Policy of the Russian Federation, 2013. Follow the evolution of Russia’s foreign policy in the post-Soviet Space comparing Foreign Policy Concepts of the Russian Federation (1993, 2000, 2008, 2013).

Seminar 8. Russian Conflict Strategy in its Foreign Political Activities.

Pre-seminar activity. Single group case study: The position of Russia in Syrian *conflict*. *Russia’s stance* on the Arab-Israeli and Israeli-Palestinian *conflicts* regulation. Russia’s policy on the North Korean nuclear crisis. Russia’s position on the Afghan issue.

Discussion topics

- Russia’s participation in successful conclusion of the process of chemical demilitarization in Syria.
- Moscow’s participation in reaching agreements on an international conference on Syrian settlement in Geneva.
- Russia’s initiatives aimed at finding a solution to the situation surrounding Iran’s nuclear program.
- The case of Russia’s Ukraine policy.
- Conflicts on the African continent and Russia’s position.

WEEK 9

Seminar 9. The Euro-Atlantic Dimension of the Russian Foreign Policy.

Pre-seminar activity. Refereethe article “Chaos and Play without Rules: On the Current Crisis of Confidence in Trust in Relations between Russia and the West” by Elena Alekseenkova. Summarize the contributions of the paper, discuss their importance, provide a discussion/critique, compose an argument, if any, and outline alternative approaches to the issue.

Discussion topics

- Russian-American relations: crisis of confidence in trust? The main issues and sore points of the bilateral cooperation.
- Outlook: Prospects for the Development of Russian-American relations (A. Fenenko).
- Russia-EU: dynamics of relations.
- Outlook: Europe 2020: What’s in Store for Integration? (A. Gromyko). Formulate your thoughts about current status and development prospects of Russia-European Union relations.

WEEK 10

Lecture 6. Forecasting Methodology. Alternative Scenarios for Russia’s Foreign Policy Through 2020: Simulation Workshop.

Key points: Forecasting classification (Gordon) and the role of prognostic research. Forecasting methods and techniques: Genius forecasting, Trend extrapolation, Consensus methods, Simulation methods, Cross-impact matrix method, Scenario, Decision trees. Difficulties in Forecasting Technology. Defining a Useful Forecast. The Ethics of Forecasting. Samples of outlooks: International Security and the role of the Russian Federation (A. Arbatov). Russia and Global Humanitarian Challenges (V. Inozemtsev).

Pre-lecture activity. Read the outlooks: International Security and the role of the Russian Federation (A. Arbatov). Russia and Global Humanitarian Challenges (V. Inozemtsev). Explore these samples in light of their research design.

Seminar 10. Alternative scenarios for Russia’s foreign policy through 2020: regional priorities (simulation workshop).

Pre-seminar activity. Familiarize yourself with the forecasts and advice of top Russian experts on essential issues of Russia’s foreign policy up to 2020 (RIAC). Analyze and decompose the research design of the outlooks.

Discussion topics

- Russian engagement in *Latin America* and the *Caribbean* (current relations). Latin America and the Caribbean Development Forecast until 2020 (outlook) (V. Davydov).
- Russia’s role and interests in the Middle East. Outlook for the Situation in the Middle East in the Period up until 2020 (V. Naumkin).

Assignment 6. (2 points). Analyze main trends of Russia’s foreign policy in South Asia. Make suggestions about possible scenario of Russia’s opportunities and risks in South Asia. The report should be completed on your own without any assistance from others.

WEEK 11

Seminar 11. Alternative Scenarios for Russia’s Foreign Policy through 2020: Regional Priorities. Presentation of Assignment 6.

Pre-seminar activity. Assignment 6.

Discussion topics

Referee reports:

- Main trends of Russia’s foreign policy in South Asia (individual presentations).
- South Asia 2013–2020: Russia’s Opportunities and Risks (V. Belokrenitskiy).

Assignment 7. Group outlooks “Russia’s foreign policy: Scenarios 2020” (report 15 points, presentation 15 points). Explain the urgency of the issue, its relevance for the customer, specify analytic objectives, think of the report structure, outline methods and resources to be used for the effective analytical paper. See Practical advice on how to prepare for group projects.

Topics for collective outlooks:

- Education as a soft power instrument of Russia’s Foreign Policy.
- Integration of Russia into the Asia-Pacific region.
- Russian-African relations in ten years.
- Russia and China: interests compatibility.
- Russia and China: a new partnership in the changing world.
- The future of Russian-Ukrainian relations.
- A systemic review of Russian foreign policy resources in Central and Eastern Europe.

WEEK 12

Seminar 12. Presentations of Project Work: “Russia’s Foreign Policy: Scenarios 2020”.

Examination questions

Part I

1. Name actors of the world politics.
2. Factors in fluencing the development and implementation of the foreign policy.
3. How are decision-and foreign policy-making mechanisms-formed and how do they operate in Russia?
4. The basis of the “Westphalian system” and the Erosion of the Westphalian Order.
5. How does the foreign-policy ideology influence the formation of the foreign policy concept (doctrine)?
6. Continuity and change of foreign policy: from the USSR’s to contemporary Russia.
7. The Russian schools of foreign policy thinking.
8. From new thinking to great power pragmatism.
9. Why did the US — Russia strategic partnership fail in 1991–1994?
10. US — Russia rivalry in the former Soviet region: Russia’s foreign policy goals in the region, inner and external threats in the post-Soviet area.

11. What caused the turn to a great power agenda (derzhavnichestvo)? The Statists vision of Russia's identity and national interest. The main results of Primakov's foreign policy.
12. Pragmatic Westernism in Russia's foreign policy in 2004–2004. Assessments of active pragmatic multi-vector foreign policy.
13. The influence of the concept of “great energy power” and “sovereign democracy” on the formulation of a new foreign policy doctrine (2008). Evaluation of great power assertiveness.
14. The impact of the global economic crisis 2008 on Russian foreign policy. Formulation of “modernization alliances”.
15. The “reset” in US — Russian relations. Missile defense issues and START. WMD and disarmament.
16. European vector in Russia's foreign policy.
17. Russian foreign policy toward Asia-Pacific region.
18. Establishment of new multi-vector foreign policy.
19. Analysis of official foreign policy documents.
20. Leading experts from Russia, the United States, and Europe about Scenarios 2020.

Part II

21. Systems approach in researching and analyzing foreign policy.
22. Provide a holistic view of current foreign policy of the Russian Federation, its role in the development of state and society.
23. Show the evolution of modern Russia's foreign policy and its impact on the development of international relations.
24. Consider the main priorities of Russian foreign policy in the modern world.
25. Evaluate the role of Russia in the new world order.
26. Examine the Russian foreign policy doctrine, its aims and objectives.
27. Consider the most important events of modern foreign policy of the Russian Federation.
28. Analyze the problem of Russia's security in the modern world.
29. Reveal the essence of the relationship of the Russian Federation and the CIS.

30. Reveal the essence of the relationship of the Russian Federation and EU.
31. Consider the relationship between Russia and international organizations.
32. Analyze Russia's relations with the major powers of the present.
33. Assess the role of Russia in the settlement of current conflicts.
34. Create understanding of the development of contemporary Russian foreign policy.
35. Describe the prospects of Russia's foreign policy in the context of its historical experience.
36. Follow the evolution of Russia's foreign policy in the Post-Soviet Space comparing Foreign Policy Concepts of the Russian Federation (1993, 2000, 2003, 2008).

Practical Advice for Students

Academic essay writing is a critical reflection of a particular topic with a well thought-out argument and properly cited supporting evidence. It should be logically set out and contain a clear and well-reasoned hypothesis. An essay you write should answer a precise question. It should not simply summarize your notes but be highly analytical in nature (for example, "Modern ramifications of North Korea's nuclear policy"). It is not acceptable to write an essay on a common theme like the "Caribbean Crisis" or "The Cold War". Plan is necessary. Prioritize your argument and choose the best way to present it to your reader with concrete evidence and proper support. Your opening sentence and first paragraph should define the problem you are tackling. Do not be afraid to argue against popular opinion when considering your thesis. State your own case. You may structure your arguments in the following order: offer a proposition, provide supporting evidence, consider an opposing argument, provide supporting evidence, and conclude with a reasoned choice or synthesis. Your essay should have the following sections: Preliminaries (Title page, proper notation), Main text (Introduction, Main body, Conclusion), Work Cited (References).

Cite all of your sources; distinguish your own ideas, arguments, and knowledge from information derived from other sources. All footnotes mentioned (if that is how you should choose to cite your paper) should be provided with accurate web references. Although the Internet has become a primary way to conduct research, that doesn't mean that it is always accurate, and properly cited. To avoid misinformation try to find published material on the Internet, or stick to scholarly approved indices, including hyperlinks with '.edu'.

The essay text should not contain excerpts from other people on the Internet, including published material, without proper citation. All quotations are subject to strict citation. Direct quotation should be kept to a minimum and should not exceed 15–50 words. At the end of the essay it is necessary to list all used sources.

The essay length should not exceed 5 pages. Font — Times New Roman; margins: right — 2 cm, left — 2 cm, top — 2 cm, bottom — 2 cm, size — 14, spacing — 1.5. Indentation — 1.25. Justification — Left (in English), Centered (in Russian); without hyphenation.

You should demonstrate knowledge and implementation of proper referencing and bibliographical skills through the essay. List of sources and references belongs after the main text, in alphabetical order: first sources in Russian, then in foreign languages. Give full references in a correct form. Nothing fundamentally new here — you just need to specify the full address of the site(s). Follow up the footnotes and bibliographies of the book and articles used in the essay (Библиографическая ссылка : Общие требования и правила составления. ГОСТР 7.0.5. — 2008. URL: http://www.sanse.ru/text/GOST_2008.pdf).

Be creative in writing your essay! (Read more: <http://www.nus.edu.sg/celc/resources/cwtuc/chapter01.pdf>, <http://www.uefap.com/writing/genre/essay.htm>).

An effective argumentative research paper focuses on making a *thesis statement* of argumentative nature and proving it with substantial evidence. It requires an in-depth research into the topic and the related aspects. Take a clear position and build a convincing argument keeping in mind that using a professional, reasonable tone is a key to success. Show your persuasive writing skills and become an expert in the field!

Respond paper summarizes what you read or gives your reaction to the text. Samples of reaction: agreement/disagreement with the ideas in the article; reaction to how the ideas in the text relate to your own experience; reaction to how ideas in the text relate to other things you've read; your analysis of the author and audience; your evaluation of how this text tries to convince the reader and whether it is effective. Follow the structure of any essay: introduction, body and conclusion. In the *introduction* briefly describe the subject and explain the main points of the article that you want to talk about. Then add your thesis statement (e. g.: I agree with..., I disagree with...). Then **reflect on author's experience** and **expand on an assertion made in the essay**. How can you respond to an essay? You can agree or disagree with the article and explain why you agree/disagree. You can analyze the occasion, purpose, and context of this article and explain why the author's personal experience causes them to write this piece. You can take one part of the essay, agreeing or disagreeing with it, and expand on that idea, giving reasons for your reader to agree with you. You can explain your reaction to the article and then analyze how the writer's style, tone, word choice, and examples made you feel that way. In the *Body* of paper argue your thesis and give support for your ideas from your personal experience and reading. Use evidence from the article you read but don't just repeat the ideas in the article. Use reasoning to prove your points. Explain why you think this way. Do not repeat or summarize your arguments in the conclusion. You need to actually conclude your arguments!

Peerreview (referee report) is a critical review of a paper that has been submitted for publications and is written at the request of the editor of the journal or the volume to which paper was submitted. Peer reviewers are scholars in relevant fields who referee a manuscript for a press and judge whether it merits publication. (See Guidelines on Writing Referee Reports by William Thompson. URL: <https://aiccm.org.au/sites/default/files/docs/AICCMBusinessDocs/RCER451.pdf>).

Policy memo⁴ provides analysis and/or recommendations regarding a certain issue, and they are written for a specific audience. Memos

⁴ Policy Memo. URL: http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf (mode of access: 18.05.2015).

accomplish their goals by informing the reader about new information like policy changes, price increases, or by persuading the reader to take an action, such as attend a meeting, or change a current production procedure. Hence, readers get quick, accurate information in the policy world, and can efficiently access fact-based information in order to make an informed decision. Memos should, therefore, try to inform the audience in a concise, organized, and professional manner, while still including the most relevant content. Memos are most effective when they connect the purpose of the writer with the interests and needs of the reader.

Writing criteria for a good policy memo: (1) content, (2) structure, (3) organization, (4) word choice, and (5) clarity.

Content should provide both accurate and relevant information and state your main ideas and any recommendations clearly. Opinions should be presented as opinions and NOT as fact, they also should also be substantiated. Use logic and facts to support each of your main points and/or to contradict opposing points. Be accurate when citing.

Structure includes the header (to whom the writer is writing), executive summary (a paragraph that summarizes the entire memo) and subheading (several sections elaborating on the points indicated in the executive summary). Executive summary serves as a road map of your policy paper. It answers following questions: who? (the target audience), what? (intended uses for the paper), why? (states the problem, offers reasons for changes to the situation, defines key policy options, pros and cons of key options, reference the methodology used to examine data), how/when/where? (recommends primary course of action, offers supporting reasons for selecting that course).

Policy memos must be *well organized*. The most important information should be placed at the top and the less significant details should follow in order of importance. Note: in an academic paper, you would mix up the order, usually having the most important point come last. But in a memo, the most important fact should always come first.

Word choice plays help to make a memo clear and concise. Eliminate vague theoretical words and replace them with more concrete,

specific terms (E. g.: *help/assist* instead of *facilitate*, *idea* instead of *concept*).

Clarity of the memo helps readers understand the main points quickly. While academic papers focus more on gradually building a solid argument, a memo delivers the important facts in order of priority as concisely as possible (for detailed info see *Peter J. Wilcoxon*⁵).

The term **research design** takes on different meanings in different studies. For example, it may reflect the entire research process, from conceptualizing a problem to the literature review, research questions, methods, and conclusions. Or it may refer only to the methodology of a study (e. g., data collection and analysis). Anyway, research design communicates information about key features of the study, which can differ for qualitative, quantitative, and mixed methods. However, one common feature across research designs is that at one or more points in the research process, data are collected (numbers, words, gestures, etc.), albeit in different ways and for different purposes. Thus, qualitative studies are, among other things, studies that collect and analyze qualitative data; quantitative studies are, among other things, studies that collect and analyze quantitative data; and so on. Four key features are considered in research design: the epistemology that informs the research, the philosophical stance underlying the methodology in question (e. g., post-positivism, constructivism, pragmatism, advocacy/participatory), the methodology itself, and the techniques and procedures used in the research design to collect data⁶.

Case study is defined as a research strategy, an empirical inquiry that investigates a phenomenon within a real-life context. Students are encouraged to reflect on a real life situation, a description which reflects not just any practical problem, but brings a certain body of knowledge to light and provides a feasible solution. In this case, the problem itself does not have to have a unique solution. Students are required to analyze

⁵ Tips on Writing a Policy Memo. URL: <http://wilcoxon.maxwell.insightworks.com/pages/275.html> (mode of access: 18.05.2015).

⁶ *Mr Harwell*. Opportunities and Challenges in Designing and Conducting Inquiry. URL: http://www.sagepub.com/sites/default/files/upm-binaries/41165_10.pdf (mode of access: 18.05.2015).

the prescribed cases and present their interpretations or solutions, supported by the line of reasoning employed and assumptions made.

Cases typical structure:

- situation — the case, the problem, the real-life story
- The context of the situation — chronological, historical, location, characteristics of the participants or the situation.
- Author’s commentary on the situation
- Questions or assignments to work with a case
- Evaluation and analysis

The result of the case should be described within the analytical report.

Project Work:

To prepare a group project *follow the rules:*

1. Group — a team of no more than 5 people.
2. Distribute the roles and responsibilities in the group:
 - Team Leader (responsible for the formulation of project goals, objectives and the balance of the overall coordination of the group).
 - Speech-writer (responsible for writing the report and providing an outline for the audience).
 - Specialist training presentation.
 - Time project manager (develops a work plan and a schedule, makes sure that everyone follows the schedule once it is implemented).
 - Resource Manager (selects material that matches the theme of the project, is responsible for the presentation quality).

Stages of the project:

- Define the purpose of the project.
- Develop project tasks for each team member.
- Establish milestones (the expected results).
- Agree on a plan of action (What are the single steps? Who does what? What kind of material do we need? What are the information resources? What is the theme? What is the timeframe?).

- Enact the activity (collection and primary processing of the material, arrangement, analysis).
- The final stage of the project (preparation of presentation and abstract).
- Present the result (The result of the project should be a presentation (slides 15–20) and provide a brief overview including an abstract for your colleagues in different groups (3 pages)).

Presentation

Steps in preparing a presentation (by Ragnar Mueller):

- Step 1: Define the group target, interests, needs, desires and background.
- Step 2: Define objectives (content, key message).
- Step 3: Presentation structure.
- Step 4: Create the presentation (text, graphical visualization).

There are a couple of *basic principles to keep in mind*:

- Be short! Reduce complex content down to the necessities!
- Make everything easy to understand!
- Visualize! Graphical visualization must contain essential information and be clear without conflicting information. The script should be easily readable.
- Diversify the presentation to make it interesting and eventful!
- Provide hand-outs for the participants with the most important information to take back home!

The presentation structure:

Introduction:

- Welcome note
- Order of speaker presentation
- Reason, subject and purpose of the presentation
- Agenda with main structure
- Subject transition (i. e. mention the core questions, awake interest, show benefit etc.)

Main part:

- Set up a logical structure
- Summarize and include into wider context from time to time

- Underline crucial elements through visualization or using rhetorical elements
- Diversify media elements

Conclusion:

- Summarize core information
- Thank the participants and provide proper salutations
- Transition into discussion if necessary

Remember that by combining spoken text and graphics, the audience remembers 30 % more information than if compared to a strictly oral presentation. The most important principles for visualization:

- Brief outlines instead of long texts
- Point out the relevant information
- Readable script
- Clear content
- Modest and logical use of colors

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Recommended Websites

Center for strategic & international studies (<http://csis.org/publication/twq-russian-foreign-policy-continuity-change>) — conducts research and analysis and develop policy initiatives that look into the future and anticipate change.

Foreign Affairs (<http://www.foreignaffairs.com/>) — covers a broad range of topics related to American foreign policy and international affairs.

Foreign Policy Magazine (<http://www.foreignpolicy.com/>) — a leading quarterly of international affairs.

International trends (http://www.intertrends.ru/index_e.htm) — journal of international relations theory and world politics..

International Affairs (<http://interaffairs.ru/>) — an academic journal of international relations.

JSTOR (<http://www.jstor.org>) — an enormous collection of scholarly journals.

KIOSKO.NET (<http://en.kiosko.net>) — daily newspapers from around the Globe.

Le Monde Diplomatique (<http://mondediplo.com/>) — offers analysis and opinion on politics, culture, and current affairs (English Edition)

President of Russia (<http://eng.kremlin.ru/>) — official site of the President of Russia.

Russia in global affairs (<http://www.globalaffairs.ru>) — expert resources.

Russian International Affairs Council (<http://russiancouncil.ru/en/>) — RIAC facilitates the prospering of Russia through its integration in the global world. RIAC is a link between the state, expert community, business and civil society in an effort to find foreign policy solutions.

Russia Today (<http://rt.com/politics/>) — an international multilingual Russian-based television network.

The Economist (<http://www.economist.com/>) — an English-language weekly news and international affairs publication.

Academic Educational Forum on International Relations (http://www.obraforum.ru/pubs_e.htm).

Levada Center (<http://www.levada.ru/>) — conducts sociological research.

Pro et Contra (<http://www.carnegie.ru/proetcontra/>).

The Ministry of Foreign Affairs of the Russian Federation (http://www.mid.ru/bdomp/brp_4.nsf/main_eng) — official site of The Ministry of Foreign Affairs of the Russian Federation.

The Moscow Carnegie Center (<http://www.carnegie.ru/publications/?lang=ru>) — produces expert research and nonpartisan analysis independent of government or commercial interests.

The Security Council of the Russian Federation (<http://www.scrf.gov.ru/>).

The WWW Virtual Library: International Affairs Resources (<http://www2.etown.edu/vl/>) — the Internet directory of over 2000 annotated links to high-quality (English-language) sources of information and analysis in a wide range of international affairs, international relations, international studies, global studies, and global education topics.

WorldPress.org (<http://www.worldpress.org/>) — news and views from around the Globe.

World Newspapers.com (<http://www.world-newspapers.com/>) — world newspapers, magazines, and news sites in English, sorted by country and region.

World Policy Institute (<http://www.worldpolicy.org/>) — a non-partisan source of global policy analysis and thought leadership.

World Policy Journal (<http://www.worldpolicy.org/journal/>) — comprehensive source for the understanding of current international affairs published by the World Policy Institute.

Аналитические записки (<http://analyticismz.ru/?p=60>)— appendix to International Affairs, an academic journal of international relations.

Раздел 3

**РЕГИОНАЛЬНЫЕ ОРГАНИЗАЦИИ
НА ПОСТСОВЕТСКОМ ПРОСТРАНСТВЕ**

Regional Organizations on the Post-Soviet Area

Пояснительная записка

Предмет «Региональные организации на постсоветском пространстве» является дисциплиной по выбору профессионального цикла магистерской программы «Глобальная и региональная безопасность и урегулирование конфликтов». Данный предмет предполагает изучение особенностей многовекторного и разноскоростного характера международных отношений на постсоветском пространстве рубежа XX–XXI вв. Распад Советского Союза существенным образом изменил соотношение глобальных и региональных сил в республиках, составлявших недавно единое целое. В современной системе международных отношений бывшие советские республики ищут свое место и собственные ориентиры. Этим обусловлено дробление на политические и экономические блоки и межгосударственные объединения, которые рассматриваются в данном курсе.

Результатом освоения дисциплины является способность анализировать глобальные процессы всемирной политической системы международных отношений в их исторической, экономической и правовой обусловленности, а также динамику основных характеристик среды международной безопасности.

Результатами обучения студента должно стать приобретение не только общекультурных компетенций, но и профессиональных. Среди них можно выделить следующие:

- способность построения стратегии аналитического исследования, долгосрочных и среднесрочных планов международной деятельности, оценки рисков;

- способность работать с материалами СМИ, составлять обзоры прессы по заданным темам;
- умение ориентироваться в современных тенденциях мирового политического развития, глобальных политических процессов с пониманием их перспектив и возможных последствий для России;
- понимание политической и правовой специфики положения регионов России и зарубежных стран в отношениях между государствами, а также возможностей и ограничений трансграничных и иных международных связей регионов.

Изучение предлагаемого курса планируется в первом семестре учебного плана и в своем «весовом выражении» составляет две зачетные единицы. Аудиторные занятия составляют 26 часов, в рамках которых предполагается 14 часов лекций и 12 часов семинаров.

Структура дисциплины выглядит достаточно однородной. Одна лекция и один семинар посвящены отдельному блоку или интеграционному объединению, сформировавшемуся на постсоветском пространстве.

Учебно-методический материал данного раздела включает программу дисциплины «Региональные организации на постсоветском пространстве» и методические разработки к семинарским занятиям по модулю дисциплины «Глобальная безопасность».

Электронный вариант учебного пособия представлен на корпоративном сайте УрФУ: <http://media.ls.urfu.ru/381/>.

Программа дисциплины

Course Syllabus

Overview. The course focuses on the study of regional organizations that have emerged after the collapse of the USSR. The course has three main objectives: 1) provide information on the struggle between main international actors and the differences in development strategies in the post-soviet area; 2) give specific information about the structure

of regional organizations and their areas; 3) and to give students the intellectual tools and inspiration to continue studying the post-soviet area.

Lectures and Reading Materials. Attending and comprehending the required lectures and reading papers is the most essential part of the course. All students therefore are expected to view all lectures and read all assigned papers.

Seminars. The seminars are organized and conducted by the course instructor. Student work will be assessed according to their attendance, preparation, and activity throughout the course.

Assignments. For each week, with exception to the first and last, every student is required to write a short paper devoted to a specific question assigned by the instructor.

Exams. There will be a final exam once the entire course is completed.

Grading. The course grade will be determined by three factors: weekly papers (30 %), seminar participation (30 %), and final exam (40 %).

Course Outline

WEEK 1

Lecture 1. Course Introduction.

Subject, purpose, objectives, chronological framework of the course. Regions of post-soviet area. The development of post-Soviet states after the collapse of the Soviet Union. Russia's foreign policy toward neighboring post-Soviet countries and its stages.

Key Terms: Post-soviet area, CIS.

WEEK 2

Lecture 2. Commonwealth of Independent States (CIS).

Institutional frameworks of the CIS: Creation Agreement, the Alma-Ata Protocol, the CIS Charter. Purposes and principles of the Commonwealth. Legal nature of the CIS, the absence of supranational authority. The organizational structure of the CIS.

Seminar 1. Commonwealth of Independent States (CIS).

Method of work — debate. Participants are divided into three groups to prove their own point of view on each question in the list.

Discussion topics

1. Institutional frameworks of the CIS.
2. Purposes and principles of the Commonwealth.
3. Legal nature of the CIS.
4. The organizational structure of the CIS.
5. Perspectives of the CIS.

Key Terms: CIS, supranational authority.

WEEK 3

Lecture 3. The Shanghai Cooperation Organisation (SCO).

Regional integration processes: registration of the “Shanghai Five”. Joining of Uzbekistan and the formation of the SCO. The institutional structure of the organization. Two stages of the SCO formation. China’s interests in Central Asia. Russia’s interests in Central Asia. Asian CIS countries and their interests in the SCO. SCO observer countries, their interests and problems of joining the organization. SCO as a bastion of global multipolarity.

Seminar 2. The Shanghai Cooperation Organisation (SCO).

Method of work — Socratic seminar. Instructor ask everybody to check their knowledge on the topics for discussion.

Discussion topics

1. Regional integration processes: registration of the “Shanghai Five”.
2. China’s interests in Central Asia.
3. Russia’s interests in Central Asia.
4. Asian CIS countries and their interests in the SCO.
5. SCO observer countries, their interests and problems of joining the organization.
6. SCO as a bastion of global multipolarity.

Key Terms: Shanghai Five, SCO, RATS.

WEEK 4

Lecture 4. Collective Security Treaty Organization (CSTO).

The reasons for the signing of the Treaty on Collective Security in 1992. Its creation and evolution. Extension of the agreement in 1999, the transformation in the CSTO Treaty (2002). Structure and functioning of the Organization. CSTO fight against international terrorism and drug trafficking. Plans and programs of action.

Seminar 3. Collective Security Treaty Organization (CSTO)

Method of work — Socratic seminar. Instructor asks everybody to check their knowledge on the topics for discussion.

Discussion topics

1. The reasons for the signing of the Treaty on Collective Security in 1992.
2. Structure and functioning of the Organization.
3. CSTO fight against international terrorism and drug trafficking.
4. Plans and programs of action.

Key Terms: CSTO, drug trafficking.

WEEK 5

Lecture 5. GUAM Organization for Democracy and Economic Development.

The emergence of the Organization for Democracy and Economic Development — GUAM in 1997, its sponsors, goals and objectives. The structure, composition and evolution of development stages.

Seminar 4. GUAM Organization for Democracy and Economic Development.

Method of work — Socratic seminar. Instructor ask everybody to check their acknowledge on the topics for discussion.

Discussion topics

1. The emergence of the Organization for Democracy and Economic Development — GUAM in 1997, its sponsors, goals and objectives.
2. The structure, composition and evolution of development stages.
3. Perspectives of the Organization development.

Key Terms: GUAM, TRACECA.

WEEK 6

Lecture 6. Union State of Russia and Belarus (US).

Political and economic conditions of rapprochement between Russia and Belarus. Stages of association. Creation of the Union State in the 1999 constitution. The problems of having a single currency and central bank for unification. Obstacles preventing further convergence.

Seminar 5. Union State of Russia and Belarus (US).

Method of work — debate. Participants are divided into three groups to prove their own point of view on each question in the list.

Discussion topics

1. Political and economic conditions of rapprochement between Russia and Belarus.
2. Stages of association.
3. Obstacles preventing further convergence.

Key terms: Union State, Common wealth of Belarus and Russia, common currency, tax controversy.

WEEK 7

Lecture 7. Eurasian Economic Union (EEU).

The emergence of the Customs Union (CU) in 1995, the membership, its positive and negative features. Convert CU to EAEC in 2000, Structure and stages of development of the organization. The signing of a Customs Union in 2010.

Seminar 6. Eurasian Economic Union (EEU).

Method of work — Socratic seminar. Instructor asks everybody to check their knowledge on the topics for discussion.

Discussion topics

1. The emergence of the Customs Union (CU) in 1995, its positive and negative features.
2. Structure and stages of development of the organization.
3. The signing of a Customs Union in 2010 (problems and perspectives).

Key terms:

EAEC, EEU, Eurasian Union, Customs Union.

Final Exam

Questions

1. The origins of the Soviet Union collapse.
2. The collapse of the Soviet Union during perestroika.
3. Russia and the CIS countries in the post-perestroika period (economic problems).
4. Problems of the Caspian Sea.
5. Conflicts in the former Soviet Union.
6. The political problems of integration and weakening of Russian influence in the south.
7. The institutions of the CIS.
8. Economic Union within the framework of the CIS.
9. Features of economic integration in the CIS.
10. The labor market in the CIS.
11. The Transnistrian conflict.
12. The Armenian-Azerbaijani conflict.
13. The civil war in Tajikistan.
14. The conflict between Georgia and South Ossetia and Abkhazia.

Test example

1. The gas pipeline “Blue Stream” conducted...
 - a) from Kazakhstan to Russia;
 - b) from Azerbaijan to Georgia;
 - c) from Russia to Turkey.
2. What country is now not included in the GUAM?
 - a) Ukraine;
 - b) Azerbaijan;
 - c) Uzbekistan.
3. Align the event and the date of...

a) signing CST	1991;
b) forcing Georgia to peace in	1992;
c) the collapse of the Soviet Union in	2008.

4. Georgia's rearmament program, implemented by the United States, called...
 - a) Sword;
 - b) Caspian Guard;
 - c) Train-and-Equip.
5. The Russian 201st Motorized Infantry Division helped end the conflict in...
 - a) Abkhazia;
 - b) Tajikistan;
 - c) Transnistria.

Методические рекомендации

Teaching Methods

There are three kinds of work used during this course: lectures, seminars and written work. Each form is intended to use the features of human perception and allow a better absorption of the material due to the fact that some people are receptive to the lecture material, some people better remember information using the Reader in preparation for the seminar. And almost all people can make information structured for clear understanding of the topic when preparing written paper.

Lectures are important because the problems of the post-Soviet area, in present, are not deeply investigated. There is a lack of textbooks that give a clear and unified factology and strict periodization. Therefore, the aim of the lectures is to give the listener the basic facts of the problem under study, as well as to highlight the main areas of discussion around it.

The seminars are aimed at exploring more controversial aspects of an issue. Their discussion can be done in different ways.

As part of the Socratic seminar instructor asks different questions to encourage students in different ways to look at the problem, to withdraw from the scheme outlined in a lecture or textbook. It is necessary to read articles and publications that contain different interpretations of the same events to prepare for classes.

The debate can be used when the issue of investigation is very serious and the position of the observer and the actors are clearly defined.

Students can prepare in advance and take a particular position in the discussion of issues that will help to more deeply immerse yourself in it.

Weekly writing assignments are designed not only to assess the degree of the studied material. The most important idea of using written works is the transformation of passive into an active form of knowledge, as well as academic writing skills training and development of the scientific text writing experience.

The final exam is an important part of the educational process. It not only evaluates the final knowledge, but also stimulates the study of the basic background knowledge on the subject. In the course of the seminar and the preparation of written work more attention is paid to the analysis of approaches and points of view on the problem. The final test assesses the basic knowledge of economics, domestic and foreign policies, demographics, geography of the countries and regions studied.

Debate

Debate is a form of structured discussion on an issue that generates controversy and allows for the formation of opposing sides. Debates can provide a good structure for a discussion class. They help minimize or partially hide the bias of the teacher and forces students to confront their own bias. They are very useful in promoting logical thinking and communication skills (students' confidence in their speaking/argumentation ability) and motivating students.

Socratic Seminar

Socratic seminars continue the tradition of Socrates, the classical Greek philosopher who taught his followers by asking questions. Today, Socratic dialogue can transform students' learning experience in classrooms from elementary through high school and beyond. First, reading activities ask students to observe and analyze the seminar text.

Then, the teacher offers instruction on strategies for effective communication, and participants set speaking and listening goals. During the seminar, the teacher's Socratic questioning provokes more complex thinking and articulate self-expression.

After the seminar, participants assess their progress toward speaking and listening goals. Finally, writing assignments develop ideas that students began to explore during seminar, requiring more thorough analysis and clearer expression.

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Раздел 4

МЕЖДУНАРОДНЫЕ ДОГОВОРЫ: ОСОБЕННОСТИ ТЕРМИНОЛОГИИ И СПЕЦИФИКА ОФОРМЛЕНИЯ

English in International Treaties: Peculiarities of the Text of Official Documents and Specifics of Terminology

Пояснительная записка

Дисциплина «Международные договоры: особенности терминологии и специфика оформления» (на английском языке) входит в профессиональный цикл магистерской программы «Глобальная и региональная безопасность и урегулирование конфликтов». Она имеет целью ознакомить слушателей с международными обычаями и договорами, а также с особенностями используемых в мировой правовой практике международных правовых документов, оформленных на английском и русском языках. Во время изучения данного курса рассматриваются виды международных договоров, представленные в письменной форме, а именно договор, соглашение, конвенция, заключительный акт, протокол, пакт, конкордат, договоренность, меморандум, устав, совместное коммюнике, заявление, декларация и другие; стороны договоров; структура международных договоров; стадии заключения договоров и регистрация международных правовых документов; устанавливаемый ими международно-правовой режим.

Практический аспект дисциплины заключается в привитии следующих навыков и умений: грамотного, четкого, краткого и правильного изложения смысла при переводе международных правовых документов, исключающего возможность наличия малейших неточностей, ошибок или двусмысленности; составления и оформления международных правовых документов; в ознакомлении

с лексическими и фразеологическими особенностями (терминологией, архаизмами и латинскими выражениями; аббревиатурами, условными сокращениями и символами), грамматическими и стилистическими тонкостями международных правовых документов на основе письменного и устного перевода различных их образцов, к которым предъявляются единые требования в процессе их обработки.

Образцы, представленные на двух языках (языковая пара: английский — русский языки), тщательно разработанные упражнения и исчерпывающий дополнительный справочный материал позволят ознакомиться с отличиями, которые существуют в структуре, форме и стиле языка международных правовых документов Российской Федерации, ООН и других международных организаций с учетом реалий современного многополярного и взаимозависимого мира, а также будут способствовать углублению знаний культурологического характера.

Результатом освоения дисциплины является использование иностранного языка (иностранных языков) как инструмента успешного ведения профессиональной деятельности; использование требований дипломатического протокола и этикета в профессиональной деятельности; разработка дипломатических документов, проектов международных соглашений, программ мероприятий для федеральных и региональных структур; разработка исполнительной и отчетной документации в рамках поставленных задач на русском и иностранных языках.

В результате обучения студент, помимо общекультурных и общепрофессиональных навыков, должен обладать следующими профессиональными компетенциями: свободно пользоваться иностранными языками как средством делового общения; владеть политически корректной устной и письменной речью в рамках профессиональной тематики на русском и иностранных языках; вести диалог, переписку, переговоры на иностранном языке в рамках уровня поставленных задач для решения профессиональных вопросов; владеть профессиональной терминологией и понятийным аппаратом сферы международной деятельности на русском

и иностранных языках; составлять дипломатические документы, проекты соглашений, контрактов, программ мероприятий; ориентироваться в сложных механизмах многосторонней и интеграционной дипломатии.

Дисциплина «Международные договоры: особенности терминологии и специфика оформления» планируется во втором семестре учебного плана и в своем «весовом» выражении составляет три зачетных единицы. Аудиторные занятия составляют 72 часа, в рамках которых на лекционный материал выделяется 14 часов. Оставшиеся 58 аудиторных часа предусмотрены для семинарских занятий.

Структура дисциплины включает два модуля:

1. Теоретическая часть: право международных договоров; особенности перевода и оформления международных договорных документов.

2. Практическая часть: выполнение перевода и оформление международных договорных документов.

Предлагаемые материалы для языковой пары «английский — русский» являются учебно-методическим сопровождением практической части данного курса и имеют целью выработку и закрепление навыков перевода международных правовых документов.

Электронный вариант учебно-методических разработок представлен на корпоративном сайте УрФУ: <http://media.ls.urfu.ru/380>.

Программа дисциплины

Course Syllabus

Course Description. Deep knowledge and effective practical skills are essential in the formation and development of dynamic and active international relations, being based on bilateral and multilateral cooperation, as well.

The Law of Treaties defines and establishes the format of international relations and essentially contributes to the protection of national

interests of sovereign states in the framework of system of bilateral and multilateral legal instruments. Therefore, the expertise, abilities and wide range of professional skills will play a key role in future activities of experts at international relations.

This course gives students an introduction to the sources of Law of Treaties, namely, international customs and international treaties, and familiarizes the trainees with the peculiarities of scope, forms, language and style of international legal instruments written in English and Russian. Also the course will provide students with various types, models and conceptual frameworks of international legal instruments such as Treaty, Agreement, Convention, Final Act, Protocol, Pact, Concordat, Accord, Memorandum, Charter, Statute, Joint Communiqué, Declaration and other types of official international documents.

The course provides the students with such phenomena as the Parties Of Treaty; Structure Of The Treaty; Key Events Of International Treaties; Signature And Registration Procedure Of The Treaty; Legal Regime To Be Established By The International Instruments, too. Importantly, the course will connect theory to practice through application of models, specimens, exhibits and samples of various international legal instruments. Being based on analysis and case study of original legal documents, the aim of course is to explain, train, form and develop the abilities and improve the skills of participants of the course in representing in decent, clear and precise way their ideas, sense, style and spirit of international instruments.

Moreover, the trainees are to obtain practical skills and modern techniques of how to avoid misunderstanding, misinterpretation, ambiguity and minimal errors while translating and/or performing interpretation of international legal instruments. Idioms, Latinisms, Abbreviations, Conventional Symbols and Contractions will be widely used while translating and compiling the texts of the official documents by the students.

In the framework of the course it is intended to enrich and improve the students' knowledge of grammar and specifics of style of international legal documents in English and Russian, and make perfect the

practical skills of trainees', bearing in mind the unique requirements to be met while preparing international legal instruments.

Various additional didactic materials, wide range of practical exercises and different training techniques are intended to stimulate the trainees to enlarge their knowledge of factual material about the activities of the Treaty Section of the United Nations and the diplomatic practice of the Ministry of Foreign Affairs of the Russian Federation taking into consideration the realities of today's multipolar and interdependent world.

Required and Optional Materials. No textbook is required. All required reading materials are provided with the course materials.

An *optional, recommended* textbook is Anthony Aust, *Modern Treaty Law and Practice*, Second Edition, Cambridge University Press, 2007. This textbook also requires additional materials on the subject matter mentioned in the READERS SECTION of the Course and the Lecturer will recommend it **for every practical session or seminar, accordingly.**

Instructional Methodology. The course will be based on giving the theory lecture to students and providing them with printed materials that include samples, exhibits and specimens of various international instruments widely used in Law of Treaty practices. Hence, it is expected that each student will have read the assigned materials, performed the assigned work on the examples, and be prepared to discuss them and answer related questions in class and propose his/her options of texts of the required international instruments.

Since a large part of the class will be the discussion of class material and cases, everyone is expected to have read the assigned materials and be ready to discuss them in class. Discussions and individual contributions are encouraged, expected, and, indeed, count toward Lecturer final evaluation. Part of theory materials will be represented with audiovisual blocks prepared by the Treaty Section of the United Nations available at: <http://untreaty.un.org>.

Poor attendance will result in a significant lowering of the participation component of the trainee's grade. To effectively participate

in a case assignment or classroom discussion, the students should be able to accomplish of the following:

- Demonstrate understanding of class materials or a case by showing how to analyze and evaluate a given international instrument.
- Present creative options, solutions or alternatives during class discussion, translation or interpretation.
- Present written material not contained in the case or class material.
- Assist in clarifying the specifics of the proposed written materials.

To successfully pass the course all students are expected to:

- Attend the lectures and seminars.
- Know the reading materials, and **learn by heart** the materials to be determined by Lecturer, specifically.
- Actively participate at the seminars.
- Complete the weekly assignments.
- Pass the Mid-Term Test and Final Exam.

Course Objectives. Upon completion of this course, the students will be able to:

- Understand the role, place, effectiveness and importance of the international legal instruments in solving contemporary international security problems.
- Improve their knowledge of English and Russian, and their practical skills of international communication.
- To be trained in defining the motives, aims and purposes of international legal instruments.
- Define the specifics of scope, grammar and style and status of the international legal instruments.
- To explore the policy options that are available to decision makers in the diplomatic intercourse.
- Effectively use knowledge and practical experience at drafting international legal instruments in their future professional activities.

Lectures and Reading Materials. Attending the lectures, seminars and having read (*Learnt By Heart*) the assigned papers is the most essential part of the course. Therefore, all enrolled students are expected to attend all lectures, seminars and read (*Learn By Heart*) all assigned papers.

Seminars and Assignments. The seminars are organized with the aim to widen and improve knowledge, the practical skills and abilities of students. The student performance at the seminars will be assessed based on three criteria: *attendance*, *preparedness*, and *activity*.

For each seminar, except the midterm and the final, there will be an individual assignment to do the written exercises addressing a specific issue. The assignments will be graded and commented by the Lecturer.

Note: See the Rules for submitting the assignments.

Students grade consists of the following elements. The Lecturer will provide detailed instructions for each major assignment.

Deliverable	Brief Description	Points	Due Date
Words and Expressions Used in the Operative Part of International Documents	To be learned by heart	10	Week 8
Glossary Commonly Used Terms in International Treaties	To be learned by heart	10	Week 8
Latin Words and Phrases Used in International Documents	To be learned by heart	10	Week 8
Participial and Adjectival Phrases Used in Preamble of International Documents	To be learned by heart	10	Week 8
Mid-Term Test	Written Assignment	20	Week 8
Final Test	Written Assignment	20	Week 12
Total	—	80	Week 12

Exams

There will be a Mid-Term Test after the first half of the course. The Final Exam will be given after the entire course is completed. Both the midterm test and the final exams consist of:

- In-class written assignment — Russian text of 2 500 symbols;
- Timing — 90 min.;
- No dictionary is allowed.

Note: See the Rules for Submitting the Midterm Test and the Final Exam.

Plagiarism and Cheating. Plagiarism is the use of somebody's work as one's own without quotation marks and references to the original source. Cheating is the use of materials that are not allowed at the exam.

No plagiarism or cheating is allowed under any circumstances whatsoever.

Grading. The course grade will be determined by four factors: Lectures and Seminar Participation (20 %), Materials to be learned by heart (40 %), Mid-Term test (20 %) and Final Exam — 20 %.

All weekly assignments, midterms, and finals will be graded with points ranging from 60 to 100. The points will be converted into the final grade according to the following rule:

Points	ECTS	Russian Grade
100–90	A	5
90–80	B	4
80–70	C	3
70–60	D	2
Below 60	F (Fail)	1 (Fail)

Методические разработки

Course Outline

WEEK 1

Part I. The Law of Treaties

Lecture 1. International Treaty and the Law of Treaties.

Generic Sense of a Treaty. Generic Sense of an International Treaty. Parties of a Treaty. Multilateral and Bilateral Treaties. Subjects and Types of International. Forms of International Treaties.

Lecture 2. Conclusion of the Treaties. Sequence of Events as a Treaty Enters into Force and States Become Parties to It.

Key Events in an International Treaty. Negotiating Text of Treaty and Adopting the Treaty. Consent of the State to Be Bound by the Treaty. Signature of the Treaty without Proper Full Powers. Full Powers for Signature of the Treaty. Form of Instrument of Full Powers.

Appointment with the Depositary for Affixing Signature. Ratification. Acceptance or Approval. Accession. Provisional Application of the Treaty. Reservations. Reservations to Multilateral Treaties. Objection by the Depositary to Reservations. Withdrawal of Reservations. Modification of Reservations. Objections to Reservations.

WEEK 2

Lecture 3. Conclusion of the Treaties. Sequence of Events as a Treaty Enters into Force and States Become Parties to It.

Vienna Convention 1969. Vienna Convention 1986. Form and Time for Formulating Reservations. Notification of Reservations by the Depositary. Interpretative Declarations. Forms of Declarations. Optional and Mandatory Declarations. Time for Formulating Declarations. Notification of Declarations by the Depositary. Depositary Functions of the Secretary-General of the United Nations. Designation of Depositary Participating in Multilateral Treaties. Signature of the Treaty. Opening of the Treaty for Signature. Simple Signature. Definite Signature. Registration and Publication. Treaty Entry into Force. Definite Entry into Force. Application of the Treaty. Interpretation of the Treaty.

Lecture 4. Registration, Filing and Recording of the Treaty. The Secretariat of the United Nations.

Types of Registration, Filing and Recording. Registration with the Secretariat Filing and Recording by the Secretariat. *Ex officio* Registration by the United Nations. Types of Agreements Registered or Filed and Recorded. Multilateral Treaties. Bilateral Treaties. Unilateral Declarations. Subsequent Actions, Modifications and Agreements. Requirements for Registration.

WEEK 3

Lecture 5. Registration, Filing and Recording of the Treaty. The Secretariat of the United Nations.

Outcome of Registration or Filing and Recording. Database and Record. Date of Effect of Registration. Certificate of Registration. Publication.

Hours. Audiovisual resources

UN Audiovisual Library of International Law. Lecture Series. Law of Treaties.

Depositary Functions Practical Aspects of Treaty Law:

- The Depositary Functions of the Secretary-General. URL: <http://untreaty.un.org>.
- Treaty Registration. URL: <http://untreaty.un.org>.
- Treaty Conflict. URL: <http://untreaty.un.org>.

These presentations will give an overview of the work of the Treaty Section of the Office of Legal Affairs in the Secretariat of the United Nations related to the depositary functions of the Secretary-General of the United Nations with respect to the more than 530 multilateral treaties deposited with him. This makes the United Nations by far the largest depositary of treaties in the world.

Lecture 6. Validity of International Treaties. Suspension and Cancellation of International Treaties.

International Treaties and the Third Parties. Entry into Force for the Respective State. Provisional Entry into Force Disputes. Amendments to the Treaty. Interpretation of the Treaty. Secretariat of the United Nations. Form and Scope of the Treaty. Parties of the Treaty. Commitments of the Treaty. Cancellation of the Treaty. Suspension of the Treaty.

WEEK 4

Part II. Scope, Frames, Forms and Translation of International Legal Documents

Lecture 7. Specifics of Compilation and Translation of International Legal Documents.

Grammatical and Lexical Aspects of International Legal Instruments. Phraseology of International Legal Instruments and Diplomatic Correspondence. Terminology. Archaisms. Latinisms. Contractions, Abbreviations, Symbols Used in International Legal Documents. Peculiarities of Style of International Legal Instruments.

Lecture 8. Specifics of Compilation and Translation of International Legal Documents.

Scope and Format. Title. Specifics of Date of the Treaty. Language. Composition. Preamble. General Clauses. Final Clauses. Rule of Alternate.

WEEK 5

Seminar 1. Treaties and Conventions.

Pre-seminar activity. Be prepared to discuss concepts and notions of: UN Secretary-General as depositary. Article 98 of the Charter of the United Nations; Provisions of the treaties themselves; General Assembly Resolution 24(1) of 12 February 1946; and League of Nations Resolution of 18 April 1946. Provisions of the relevant treaty; Resolutions of the General Assembly and other United Nations organs; Customary international law; Article 77 of the Vienna Convention 1969. In practice, the Treaty Section of the United Nations Office of Legal Affairs carries out depositary functions on behalf of the Secretary-General. Designation of Depositary.

Discussion topics and practical assignments

- Words and Expressions Used the Operative Part of International Documents (To be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

WEEK 6

Seminar 2. Agreements and Exchange of Notes.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Signature. Open for Signature. Simple Signature. Definitive Signature. Full Powers. Signature of a treaty without an instrument of full powers. Form of Instrument of Full Powers. Appointment with the Depositary for Affixing Signature.

Discussion topics and practical assignments

- Words and Expressions Used the Operative Part of International Documents (To be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

WEEK 7

Seminar 3. Declarations.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Consent to Be Bound. Ratification. Acceptance or Approval. Accession. Practical Considerations. Provisional Application. Reservations. What are Reservations? Vienna Convention 1969. Time for Formulating Reservations. Form of Reservations. Notification of Reservations by the Depositary. Objections to Reservations. Withdrawal of Reservations. Modifications to Reservations.

Discussion topics and practical assignments

- Glossary Commonly Used Terms in International Treaties (to be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

WEEK 8

Seminar 4. Final Acts.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Declarations. Interpretative Declarations. Optional or Mandatory Declarations. Time for Formulating Declarations. Firm of Declarations. Notification of Declarations by the Depositary. Objection to Declarations.

Discussion topics and practical assignments

- Glossary Commonly Used Terms in International Treaties (to be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

Mid-Tterm Test

WEEK 9

Seminar 5. Final Acts.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Key-events in a Multilateral Treaty. Entry into Force. Definitive Entry Into Force. Entry into Force for a State. Provisional Entry into Force.

Discussion topics and practical assignments

- Glossary Commonly Used Terms in International Treaties (to be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

WEEK 10

Seminar 6. Protocols.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Dispute Resolution and Compliance Mechanisms. Amendments. Amendments Treaties that Have Entered into Force. Amending Treaties that Have Not Entered into Force. Determining the Date on Which an Amendment Enters into Force. Withdrawal and Denunciation. Termination.

Discussion topics and practical assignments

- Participial and Adjectival Phrases Used in International Documents (to be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

WEEK 11

Seminar 7. Memoranda of Understanding. Agreed Minutes. Interim Agreements.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Registering or Filing and Recording Treaties. Article 102 of the Charter of the United Nations. Regulations to Give Effect to Article 102 of the Charter of the United Nations. Meaning of the Treaty and International Agreement under Article 102 of the Charter of the United Nations. Role of the UN Secretariat. Form. Parties. Intention to Create Legal Obligations under International Law. Type of Registration, Filing and Recording. Registration with the UN Secretariat. Filing and Recording by the Secretariat. *Ex officio* Registration by the UN. Types of Agreements Registered or Filed and Recorded. Multilateral and Bilateral Treaties. Unilateral Declarations. Subsequent actions, Modifications and Agreements. Requirements for Registration. Outcome for Registration. Database and Record. Date of Effect of Registration.

Certificate of Registration. Publication. Treaty Section: Procedural Information. Function of the UN Secretariat Treaty Section. Delivery of Documents. Translation.

Discussion topics and practical assignments

- Participial and Adjectival Prases Used in International Documents (to be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

WEEK 12

Seminar 8. Language. Signature. Entry into Force. Reservations. Notice of Termination.

Pre-seminar activity. Be prepared to discuss concepts and notions of: Translation of International Official Documents. Differences in Translating Official Documents and Literary Texts. Brief Outline of an Official International Document. A Frames, a Slot and a Slot Frame. Grammatical Aspects of Translation of International Official Documents. Official Substyles. Instruction in Translation of Certain English Constructions typical of Official Style. Infinitive. Gerund. Participle. Inversion. The English Constructions Which Cause Special Difficulties in Translation of International Official Documents.

Discussion topics and practical assignments

- Participial and Adjectival Prases Used in International Documents (to be learnt by heart).
- Latin Words and Phrases Used in International Documents (to be learnt by heart).

Final Exam

Questionnaire

1. What are treaties?
2. How does the Vienna Convention on the Law of Treaties define the treaties in terms of state?
3. What does the wider definition include?
4. What two points need to be mentioned with respect to the definition of treaties?

5. What are treaties in international relations?
6. What forms are treaties in the main conducted in?
7. What may the choice of the type of party depend on?
8. Does the choice of form affect the binding nature of obligations?
9. How can treaties be concluded in modern practice?
10. What has the designation “treaty” itself frequently been reserved for?
11. What does the range of issues requested by treaty include?
12. What instruments are the two most formal in the range of various mechanisms available to states and other subjects of international law?
13. What instruments are less formal but in more frequent use?
14. What instruments are generally given the designation “convention”?
15. How conventions are normally negotiated?
16. What subjects of international law are involved?
17. What are the examples of codification conventions?
18. What do law-making or regulatory conventions negotiated through conferences include?
19. What are examples of law-making or regulatory kind procedure by the specialized agencies of the United Nations?
20. How can the conventions be classified?
21. What have some of the so-called “law-making” conventions developed? Give examples, if any.
22. What is the designation of “convention” also used for?
23. How can conventions be concluded as with other forms of treaties?
24. What instruments are the two most formal in the range of various mechanisms available to states and other subjects of international law?
25. What instruments are less formal but in more frequent use?
26. What purposes are agreements used for?
27. How are agreements distinct from treaties and conventions in a strict sense?

28. What form do agreements normally take? Are there any exceptions?
29. How are agreements concluded?
30. What is the most common and frequently used treaty instrument for recording agreements between governments?
31. Since when have declarations been used by states? What do they reflect?
32. What is a declaration in fact?
33. Are there any difficulties in classification of declarations? What is another aspect of the difficulty? (Where does another aspect of the difficulty lie?)
34. What does state practice suggest? What two forms of declarations can be distinguished?
35. What does the term “final act” normally denote?
36. Does signature serve as an indication of being bound by the treaty?
37. What may the final act contain under some circumstances?
38. What does a final act record when it is produced by an international conference?
39. Are the resolutions contained in the Final Act incorporated in the main text in the Law of the Sea Convention?
40. How is the term “act” distinguished from “general” act?
41. What does the act usually contain?
42. What provisions will the initiating note set out?
43. What international instrument is widely used and extremely versatile?
44. How many main uses can be distinguished in modern practice? What are they?
45. What types of amendments can protocols be used for?
46. What may protocol often in fact be?
47. What may a supplementary protocol be provided for?
48. What type of instrument may a protocol be to a main agreement?
49. What type of instrument can a protocol be within a general agreement?
50. What does the financial protocol cover?

51. What is done in order to avoid the exchange becoming a correspondence through the passing of several notes?
52. What are memoranda of understanding used for? Do they constitute international agreements in a strict treaty sense?
53. What are the main reasons for using by states memoranda of understanding instead of treaties? Why are they often adopted? What is then avoided?
54. How can memoranda of understanding be brought into force? What are they also used to protect? What is the status of this instrument?
55. What is a subsidiary memorandum of understanding?
56. Do exchanges of notes require ratification?
57. What provisions will the initiating note set out?
58. What is done in order to avoid the exchange becoming a correspondence through the passing of several notes?
59. Do exchanges of notes require ratification?
60. How does British practice differ from that of the United States with regard to the language of an instrument?
61. Compare the principles of literary translation and those of official document translation.
62. What is peculiar about the text of official document?
63. What is the text frame? Define it. What are the frame slots and slot fillers? Give examples of text frame with slots.
64. What is the main approach to the translation of international official documents?
65. Give examples of grammar patterns and standard terms in the text of international official documents.

Tests

Take-home Test 1

Assignment 1. Write a) the preamble and b) the final provisions of a treaty using the information below. Replace the figures with words where appropriate. In the preamble add two more participial or adjectival phrases that are pertinent to the contents of the treaty in question:

- a) The High Contracting Parties: the Republic of... and the Republic of...

Subject Matter: Both Sides are desirous of regulating bilateral relations in the interests of further developing co-operation and strengthening the existing friendly relations between the two States. They decide to conclude a Treaty, which envisages the establishment of institutes of culture, appointment of respective officers and employees.

b) Ratification: Yes.

Entry into Force: 30th day following the exchange of instruments of ratification.

Place of ratification: _____

Denunciation: by written notification of either Contracting Party.

Place of Signature: _____

Date: 14 January 20...

Authentic texts: English and Spanish.

Midterm test 1

Assignment 1. Render the English for (10.0 points):

1. Договор вступает в силу с момента его подписания. Срок действия договора — 5 (пять) лет, по истечении которых он автоматически продлевается на следующий пятилетний период при условии, что за шесть месяцев до его окончания одна из сторон не уведомит другую (другие) сторону (стороны) о своем желании приостановить действие данного договора.
2. Стороны будут разрешать возможные недоразумения в связи с толкованием или применением настоящего договора путем использования процедуры мирного решения споров, предусмотренных статьей 33 Устава Организации Объединенных Наций.
3. Договор подлежит ратификации в соответствии с положениями национального законодательства каждой из сторон-участниц и вступает в силу после даты уведомления сторонами через соответствующие дипломатические каналы, посредством которых стороны уведомляют друг друга о завершении внутренних государственных процедур,

- соблюдение которых необходимо для вступления данного договора в силу.
4. Настоящий договор не направлен против какой-либо третьей стороны и не влияет на права и обязанности договаривающихся сторон, принятых ими в рамках существующих двусторонних и многосторонних соглашений и договоров, и подписанных ими с третьими странами.
 5. Данный договор заключается сроком на 10 лет. Его действие будет автоматически продолжено на следующие пятилетние периоды при условии, что ни одна из договаривающихся сторон не уведомила о своем намерении денонсировать настоящий договор посредством письменного уведомления не ранее чем за один год до завершения соответствующего срока.
 6. Настоящий договор подлежит ратификации в соответствии с конституционными процедурами договаривающихся сторон и вступает в силу в день обмена ратификационными грамотами.
 7. Место и время обмена ратификационными грамотами будут согласованы договаривающимися сторонами через дипломатические каналы.
 8. Данный договор подлежит регистрации в секретариате Организации Объединенных Наций согласно статье 102 Устава Организации Объединенных Наций.
 9. Совершено в г. апреля ... года в двух экземплярах, каждый на русском и испанском языках, причем оба текста равно аутентичны.
 10. Данный договор составлен в едином оригинале на датском, голландском, английском, французском, немецком, греческом, ирландском, итальянском, португальском и испанском языках с обеспечением полной аутентичности текстов и подлежит передаче для хранения в архиве Правительства Республики Италия, которое, в свою очередь, передаст заверенную копию данного договора каждому из правительств государств, его подписавших.

Список рекомендуемой литературы

Основная

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Раздел 5
**РЕГИОНАЛЬНЫЕ АСПЕКТЫ
ЯДЕРНОГО НЕРАСПРОСТРАНЕНИЯ**
Regional Aspects of Nuclear Non-Proliferation

Пояснительная записка

Дисциплина «Региональные аспекты ядерного нераспространения» (на английском языке) является частью профессионального цикла магистерской программы «Глобальная и региональная безопасность и урегулирование конфликтов». В рамках курса предполагается изучение глобальных и региональных проблем международной безопасности, связанных с распространением оружия массового уничтожения, расщепляющихся материалов, технологий двойного назначения. Задачи курса — создать у студентов понимание принципов функционирования режимов ядерного нераспространения, научить выявлять основные проблемы режима нераспространения в рассматриваемых регионах.

Результатом освоения дисциплины является способность анализировать глобальные процессы всемирной политической системы международных отношений в их исторической, экономической и правовой обусловленности; осознавать динамику основных характеристик среды международной безопасности, а также использовать основы специальных знаний для формирования мировоззренческой позиции.

Результатами обучения студента должны стать не только общекультурные компетенции, но и профессиональные. Среди них можно выделить следующие:

- способность к восприятию, обобщению и анализу информации, умение системно мыслить, ставить цели и выбирать пути их достижения, выявлять международно-политические и дипломатические смысловые нагрузки проблем и процессов;

- умение находить нестандартные интерпретации международной информации и проводить соответствующий анализ для решения задач профессиональной деятельности.

Дисциплина «Региональные аспекты ядерного нераспространения» планируется в первом семестре учебного плана и составляет три зачетные единицы. На аудиторные занятия отводится 42 часа, при этом все аудиторное время занимают практические занятия. На самостоятельную работу студентов, в том числе на все виды текущей аттестации, отводится 66 часов.

Структурно курс делится на пять частей. В первой части рассматриваются традиционные для реалистской парадигмы вопросы роли ядерного оружия как военно-политического инструмента, проблемы ядерного сдерживания и устрашения, место ядерного оружия в национальных доктринах. Во второй части рассматриваются международные договоры и организации в сфере ядерного разоружения и нераспространения. Третья часть посвящена рассмотрению роли идентичности и культуры в вопросах, связанных с ядерным нераспространением. В четвертой части проводится анализ вопросов ядерного нераспространения на трех уровнях: личностном, государственном и международном, рассматривается проблематика негосударственных акторов, виртуальных сообществ и сетевых структур, представляющих опасность с точки зрения распространения ядерного оружия. В пятой части рассматриваются вопросы обеспечения ядерной и радиационной безопасности, а также отдельные аспекты физической защиты расщепляющихся материалов, связанные с безопасным развитием ядерной энергетики, а также с предупреждением случаев ядерного терроризма.

Учебно-методический материал данного раздела включает программу дисциплины, конспекты для презентаций преподавателя на семинарских занятиях, методические рекомендации по организации групповой работы и вопросы для самопроверки.

Электронный вариант учебного пособия представлен на корпоративном сайте УрФУ: <http://media.ls.urfu.ru/367/>.

Программа дисциплины

Course Syllabus

Course description. The objective of the course is to provide the students with a broad overview of some most pressing challenges to nuclear nonproliferation in different regions, as well as with major analytical concepts and tools that we use to analyze, parse, and interpret those challenges.

The course will be presented in direct interactive instructions supplemented with PowerPoint presentations. Short questions, comments, and remarks from the students are welcome during the lecture. By the end of every lecture, there will be a 10–12 minute period for questions and answers. In some cases, there will be a 10–12 minute role-play when students will be encouraged to speak on behalf of either a historical/political personality or a consistent follower of a certain theoretical perspective.

Course requirements:

Participation in role-plays and discussions — 10 points or percent of the final grade.

Mid-term exam — 30 per cent.

Group presentation — 30 per cent.

Final exam — 30 per cent.

Grading:

– A: 100–91 points.

– B: 90–81.

– C: 80–71.

– D: 70–6.

Points for participation in role-plays and discussions are awarded if the students use additional information from supplementary readings and make explicit reference to the author and to the book/article they have used.

Mid-term exam consists of a multiple choice test of 20 questions that deal with terms, ideas, and facts covered during the previous weeks and a short (not exceeding 250 words) written answer to one of two questions based on material covered within the previous weeks.

Group presentation. A PowerPoint (or Prezi, or OpenOffice) presentation of 20–25 slides prepared by a working group (depending on the number of students in the class but not more than four students in a group) on one of the issues covered in the course. The presentation will be followed by a Q and A session. Presenters are expected to demonstrate their use of theoretical and methodological tools discussed during the course for analysis of the subject of their presentation.

Final Exam consists of an open-ended test that requires short (1–3 sentences) responses to 20 questions based on the material covered within the course and a short academic essay (2,500 words) on one of three suggested topics.

Course outline

WEEK 1

Lecture 1. Introduction of the Course.

Overview of the course and the assignments. Objectives and goals of the course. Documents and proliferation news sources on the Internet. Supplementary reading. Case studies within the course. Testing and self-testing. Academic essay.

WEEK 2

Lecture 2. Nuclear Nonproliferation: Major Theoretical Approaches.

Nuclear Weapons in Political Realism.

Containment, deterrence, massive retaliation, flexible response, mutual assured destruction.

Lecture 3. Liberalism and Nuclear Weapons.

Disarmament and arms control. Scott Sagan about nuclear weapons and nuclear nonproliferation. International organizations and international treaties about nuclear nonproliferation.

Lecture 4. Social Constructivism about Nuclear Weapons.

WEEK 3

Lecture 5. Identity and “National Myth”. Strategic Culture. International Nonproliferation Regimes as a Social Construct.

Lecture 6. Three Levels of Analysis in IR.

WEEK 4

Individual level of analysis. Nuclear Physicists on the Horns of a Moral Dilemma in 1930–1940s: Loyalty to a Nation vs Loyalty to the Human Race.

WEEK 5

Lecture 7. Interstate Relations. Nuclear Deterrence in US-Soviet Stand-off. Change and Continuity in Power Politics. Defense vs. Deterrence. Strategic Parity and Mutual Assured Destruction.

WEEK 6

Lecture 8. Systemic Factors in World Politics. Role and Place of Nuclear Weapons after the Demise of the Soviet Union.

Nuclear Deterrence after the Disintegration of the Bipolar System. Shift from bilateral vertical to multilateral horizontal proliferation. Inconsistencies of nuclear deterrence

WEEK 7

Mid-term Exam

Lecture 9. Nonproliferation Issues Within Global and Regional Contexts.

WEEK 8

Case-study. Nonproliferation Issues in South-East Asia. A “Waiver” for India.

WEEK 9

Case-study. Nonproliferation Issues in North-East Asia. Nuclear Program of DPRK.

WEEK 10

Case-study. Nonproliferation Issues in Europe. Ukraine.

WEEK 11

Case-study. Nonproliferation Issues in Middle East. Iran.

WEEK 12

Case-study. Final exam. Conclusion, Course Evaluation.

Методические рекомендации

Direct Interactive Instruction

Lecture 1. Nuclear Nonproliferation: Major Theoretical Approaches.

Lecture 2. Nuclear Weapons in Political Realism.

Realists about the role of nuclear weapons in international relations. Containment, deterrence, massive retaliation, flexible response, mutual assured destruction.

Realists claim that:

- 1) They describe reality as it is:
 - Nature of politics is defined by human nature;
 - International relations are anarchical and conflictual.
- 2) Major human motivations are:
 - Fear;
 - Greed;
 - Glory.
- 3) International relations are realm of anarchy and conflict.
- 4) Major actor — rational sovereign nation-state.
- 5) Irreducible part of national interest — survival of the state.
- 6) Ability to pursue national interest is defined by the power.
- 7) No morals in politics.

“Security dilemma” (John Herz, 1950):

“Striving to attain security from such attack, they are driven to acquire more and more power in order to escape the impact of power of others. This, in turn, renders the others more insecure and compels them to prepare for the worst.”

Reinhold Niebuhr:

- 1945–1946 — Christian Realism;
- 1946, 1950 — better dead than Red;
- 1951 — war is morally justified;
- 1957 — nuclear dead-end;
- 1963 — nuclear balance.

George F. Kennan:

- 1946 — The Long Telegram, Mister X Article, birth of containment;
- 1983 — did not mean it that way!
- 1985 — Nukes make states recognize legitimate security concerns of other states.

Hans Morgenthau:

- 1930–1950 — ignoring nuclear weapons as a dramatic change in international relations;
- 1960 — total violence outdated as an instrument of foreign policy;

Henry Kissinger:

Nuclear paradox: The more nukes, the less willingness to use them;
Combat proliferation at an early stage, then — do not interfere.

Kenneth Waltz:

- There is no proliferation, only a very slow spreading;
- Nukes are the ultimate deterrent, all willing and capable should have them.

John Mearsheimer:

Foregoing nuclear weapons is a political anomaly!

Conclusions: Proliferation is irreversible. Total war is unlikely. Nukes are the ultimate deterrent. Nukes do not change the essence of politics. Non-state actors are largely ignored.

Lecture 3. Liberalism and Nuclear Weapons.

Disarmament and arms control. Scott Sagan about nuclear weapons and nuclear nonproliferation. International organizations and international treaties about nuclear nonproliferation.

Summary:

Liberalism in:

- Economy;
- Domestic policy;
- International relations (Internationalism; Idealism; Institutionalism).

Liberal internationalism:

- A law-governed international society can emerge without a world government.
- The progress of freedom depends on maintenance of peace, spread of commerce and diffusion of education.
- Human society can be based on natural order. Natural harmony in relations by ‘the invisible hand’ of *laissez faire* economic principles.
- By pursuing self-interest actors inadvertently promote public good.
- Capitalism is natural and inherently pacific.
- Economic interdependence fosters peace.

Idealism:

- Peace is not natural but must be constructed.
- Domestic analogy — international governance must use the same procedures.
- Collective security rather than alliance system (collective defence).
- Teaching what **ought to be** and not just what is — Wilson Chair.

Institutionalism:

- Transnational cooperation needed to resolve common problems.
- Cooperation in one sector would extend range of collaboration.
- Growing integration increases the ‘cost’ of withdrawal from cooperative ventures.
- Pluralism of actors.

International treaties:

- Increase transparency and predictability.
- Establish common norms.
- Give access to materials and technologies.

Conclusions: Proliferation can be reversed. Strengthening nonproliferation regime is conducive to cooperation in other spheres. Nuclear proliferation increases security concerns. Non-state actors can be dangerous.

Lecture 4. Social Constructivism about Nuclear Weapons.

Identity and “national myth”. Strategic culture. International non-proliferation regimes as a social construct.

Summary:

Social construction of knowledge. Theories are value-laden.

Construction of social reality: environment for actors not only material but cultural and institutional; factors’ properties are not intrinsic but socially contingent; shared meanings are subject to change.

Identity — “relatively stable, role-specific understandings and expectations about self” (A. Wendt):

- Identities provide the basis for interests that are defined during conceptualizing situations.
- Cooperation may change actors’ identities.

States are role-players rather than profit-maximizers and see each other — through the prism of their culture-determined identity — as enemies, competitors, or enemies. In their relations they interact within the framework of Kantian, Lockean, and Hobbesian anarchy correspondingly (A. Wendt).

- “Nuclear taboo” (to use, not to acquire?).
- Prestige of nuclear weapons (or of rejecting them?).
- “National myth” (great culture, constant aggressors, sphere of influence).

Constructivism:

- Admits changes in IR.
- Allows for broad interpretations.
- Suitable for: (USSR in 1946, Japan after 1945, else?).
- Not suitable for...?
- “Constructs” sell worse than “objective reality”.

Conclusions: Interests are defined by ideas as well, not only by material factors. Identities and intersubjectively shared meanings can change. Regimes help create convergent expectations within the sphere to be regulated.

WEEK 3

Lecture 5. International Nonproliferation Regime.

Summary

Regime:

- Liberalism — ‘explicit and implicit principles, norms, rules and decision-making procedures that solve market-failure problems’;
- Realism — ‘explicit and implicit principles, norms and decision-making procedures reflecting the interests of the most powerful states in the system’;
- Constructivism — ‘explicit and implicit principles, norms and decision-making procedures around which actors’ expectations converge’.

Norms:

- Liberals — norms are universal (God-given or commonsense);
- Realists — interests trump norms;
- Critical theories — norms are socially contingent.

Multilateral Export Control Regimes: consensus-based, voluntary arrangements of supplier countries that produce technologies useful in developing WMD to restrict trade in these technologies to keep them from proliferating states or terrorists (US GAO).

OR

“cartels” of industrial countries preserving a competitive edge by preventing developing countries access to necessary technology’? (Anne-Charlotte Wetterwik, CITS UG).

Efficient regimes:

- ensure levels of participation adequate to solving the problem at hand;
- require adequate action from all parties;
- encourage, or enforce, compliance;

MECRs:

- The Wassenaar Arrangement;
- Nuclear Suppliers Group and Zangger Committee;
- Australia Group;
- Missile Technology Control Regime.

+ arguably:

- Proliferation Security Initiative;
- The International Code of Conduct against Ballistic Missile Proliferation (the Hague Code).

Wassenaar Arrangement:

- Replaced COCOM after the Cold War;
- Established in Wassenaar (near the Hague) in '96;
- Secretariat in Vienna;
- 40 members;
- Guidelines & Procedures, including the Initial Elements adopted in 1996, amended and updated in 2003, 2004, 2007;
- Decisions by consensus, 1 working language.

Zangger Committee:

- named after 1st Chairman;
- formed after NPT came into force
- to serve as the “faithful interpreter” of its Art. III, par. 2, to harmonize the interpretation of nuclear export control policies for NPT Parties;
- IAEA publishes the Trigger List and the ZC’s understandings in the INFCIRC/209 series.

Nuclear Suppliers Group:

- founded in 1974 after Indian nuclear test;
- brought in non-NPT, non-Zangger (France);
- met in 1975–1978 as London Club/Group → Guidelines published as INFCIRC/254;

Dual-Use Guidelines published in 1992 as Part 2 of INFCIRC/254.

MTCR:

- set up in 1987, 34 members now;
- regime’s docs include Guidelines and Equipment, Software and Technology Annex;
- threshold — 300km/500 kg range/payload;
- rumors about ‘missile NPT’.

Australia Group:

- an informal forum of countries;
- formed in Brussels June 1985 following Iraq's use of CW;
- through the harmonisation of ECs seeks to ensure that exports do not contribute to the development of chemical or biological weapons;
- 40 members + European Commission.

All MECRs:

- originally informal groups of supplier countries coming together over concerns of proliferation;
- circulation of “denials”;
- focused on technical aspects and info sharing;
- treaties alone still have not prevented proliferation from happening;
- have been a way to deal with reality (Anne-Charlotte Wetterwik, CITS UG).

Functions of Export Control Regime:

Delaying and Increasing costs:

- Efficient export control measures can delay acquisition of WMD;
- increase the costs of success (German Peace Research Institute).

Deterrence

The threat to punish violations is a deterrent against potential illegal dealers.

But!

- a significant probability of detection must exist;
- severity of the punishment must outweigh the potential benefits:
 - Detecting, preventing proliferation;
 - Intelligence gathering;
 - Confidence-building;
 - Triggering safeguards;
 - Treaty compliance.

Conclusions: International regimes a reality; recognized, but explained differently by different theories. Nonproliferation regimes help us cope with the changing reality. More flexible than formal treaties.

WEEK 4

Individual level of analysis. Nuclear Physicists on the Horns of a Moral Dilemma in 1930–1940s: Loyalty to a Nation vs. Loyalty to the Human Race.

Summary:

Understood the Danger, failed to agree. Pre-Nuclear Race. “My Country, Right or Wrong”. Knowledge Should Belong to Humankind.

Vladimir Vernadsky

People became a geological force.

Nuclear energy for progress.

Radium institute.

France

February 1939 — atomic bomb possible in theory.

Early 1940 — heavy water needed.

Franco-German race for heavy water.

188 (185?) liters to Cambridge.

The UK

Emigrants from France, Germany.

March 1940 — Frisch-Peierls memorandum.

September 16, 1941 — War Cabinet discusses Tube Alloys.

The USA

Belgian uranium from Edgar Sengier.

Einstein persuades FDR August 2, 1939 — a SUPER-bomb is possible, we ought to do something!

Manhattan Project starts

Quebec Agreements (August, 1943).

Nuclear test, Robert Oppenheimer, “Now I am become Death, the Destroyer of Worlds”.

McMahon Act (1946).

The fate of George Gamov as an illustration of national v. universal physics.

Germany:

Werner von Heisenberg and his talks with Niels Bohr.

German nuclear physicists’ reaction to Hiroshima.

The Soviet Union:

Pyotr Kapitsa.

Lev Landau.

Niels Bohr.

Role of secret services; Klaus Fuchs.

Igor Kurchatov.

Conclusions: Responsibility and loyalty to humankind and to a nation-state can be contradictory; moral dilemma difficult.

WEEK 5

Lecture 5. Nuclear Deterrence in US-Soviet Stand-off. Change and Continuity in Power Politics.

Summary:

Change and Continuity in Power Politics. Systemic Factors in World Politics. Understanding Nuclear Weapons: yet another weapon; the Ultimate Weapon. Defense vs. Deterrence.

Change and Continuity:

- Briand-Kellogg pact, 1929;
- Frisch-Peierls memorandum, 1940;
- Politicians and the military 1946–1949, tight bipolarity; 1957–1963, loose bipolarity afterwards;
- Strategic parity = MAD.

Power (Robert Dahl)

Ability to get another actor: to do what otherwise it would not have done; not to do what it otherwise would have done:

1 — Compellence;

2 — Deterrence.

Compellence

- Clear-cut superiority of the USA;
- Brinkmanship policy;
- Massive retaliation strategic doctrine;
- Counterforce targeting;
- Countervalue targeting.

Deterrence

- By denial/by punishment.
- Key elements: capabilities; second-strike capability; credibility; communication.

Result of the “security dilemma” in the bipolar nuclear age

- Mutual Assured Destruction.
- Strategic Triad: ICBMs, SLBMs, Long-range bombers.

Conclusions:

Ideology is irrelevant.

Rational behavior can spiral into Armageddon.

Co-existence or no existence.

WEEK 6

Lecture 8. Systemic Factors in World Politics. Role and Place of Nuclear Weapons after the Demise of the Soviet Union.

Summary:

Nuclear Deterrence after the Disintegration of the Bipolar System. Shift from bilateral vertical to multilateral horizontal proliferation. Inconsistencies of nuclear deterrence.

U. S. Nuclear Posture Review 2010. Russia’s Nuclear Policy. Nuclear Doctrine of NATO.

Changing Role of the Nonproliferation Treaty and Nonproliferation Regime in the 21st Century. Controlling Nuclear Trade and Technologies.

Counter-Proliferation Initiatives

Nuclear Terrorism: the “Four Faces” (Fergusson, Potter):

- Seizing the Bomb
- Making the Bomb
- Dispersing Radiation
- Meeting the Challenge

Conclusions: The demise of the Soviet Union entailed redistribution of power in global politics. Role of nuclear weapons has been changing. Importance of non-state actors grows.

WEEK 7

Mid-term Exam a multiple choice test of 20 questions that deal with terms, ideas, and facts covered during the previous weeks and a short (not exceeding 250 words) written answer to one of two questions based on material covered within the previous weeks.

WEEK 8

Case-study. A “Waiver” for India.

Research question: How/why a “waiver” was granted to India by the Nuclear Suppliers Group?

Plan of research:

- 1) Context, historic background.
- 2) Actors, agencies and their actions.
- 3) Challenges: concerns that emerged.
- 4) Outcomes, lessons.

Questions to be answered (an example):

- 1) What were the reasons for India to pursue a nuclear weapon program?
- 2) What international treaties and other legally-binding documents regulate international trade in nuclear materials and technologies?
- 3) Is trading nuclear materials and technologies with India legal according to this body of documents?
- 4) How did the USA explain their bilateral negotiations with India about nuclear cooperation in 2005?
- 5) What arguments did Indian political parties have for and against signing a bilateral agreement with the USA about trading in nuclear technologies?
- 6) What were positions of NSG countries during discussions of a waiver for India?

WEEK 9

Case-study. Nuclear Program of DPRK.

Research question: How did it become possible for North Korea to acquire nuclear weapons?

Plan of research:

- 1) Context, historic background.
- 2) Actors, agencies and their actions.
- 3) Challenges: concerns that emerged.
- 4) Outcomes, lessons.

Questions to be answered (an example):

- 1) What military and non-military considerations could influence leaders of DPRK to acquire nuclear weapons?
- 2) Can DPRK be accused of violating international law?
- 3) How did great powers try to prevent development of North Korean nuclear program?

WEEK 10

Case-study: Ukraine.

Research question: How/why did Ukraine forego nuclear weapons?

Plan of research:

- 1) Context, historic background.
- 2) Actors, agencies and their actions.
- 3) Challenges: concerns that emerged.
- 4) Outcomes, lessons.

Questions to be answered (an example):

- 1) Why did the USA and Russia cooperate in disarming Ukraine?
- 2) What military and non-military considerations could influence Ukrainian leaders to forego nuclear weapons?
- 3) Can Ukraine become a nuclear power in the near future?

WEEK 11

Case-study. Iran.

Research question: Can Iran become a nuclear power in the nearest future?

Plan of research:

- 1) Context, historic background.
- 2) Actors, agencies and their actions.
- 3) Challenges: concerns that emerged.
- 4) Outcomes, lessons.

Questions to be answered (an example):

- 1) How could Iranian nuclear weapons change the regional politics?
- 2) Does Iran have the capability to develop a nuclear weapons program?
- 3) What military and non-military considerations could influence world leaders to come to an agreement about the Iranian nuclear program?

WEEK 12

Final exam — an open-ended test that requires short (1–3 sentences) responses to 20 questions based on the material covered within the course and a short academic essay (2,500 words) on one of three suggested topics.

Conclusion, Course Evaluation.

Методические рекомендации по организации групповой работы

Suggested group activities:

1) *Group discussion “Role of Nuclear Weapons in Realist Paradigm”.*

Pre-seminar assignment: prepare for a discussion about the role and place of nuclear weapons within the realist paradigm.

Activities during the seminar:

1. Split into groups, discuss the realist viewpoints on nuclear weapons, prepare a brief (5–7 min) presentation of nuclear weapons within realist paradigm.

2. Make your presentation; listen to other groups' presentations.

3. Take part in the general discussion; try to find out similarities and differences in different realist interpretations.

Issues to be addressed:

1. The role of nuclear weapons in international relations before and after the Cuban Missile Crisis.

2. Doctrines of containment, deterrence, massive retaliation, flexible response, brinkmanship, and mutual assured destruction.

2) *Role-play “Nuclear Weapons in the Liberal Paradigm”.*

Pre-seminar assignment: prepare for a discussion about the role and place of nuclear weapons within the realist paradigm.

Activities during the seminar:

1. Split into groups; appoint the following people in the group: a) the spokesperson responsible for the group presentation; b) critics responsible for criticizing positions of other groups; c) judges, responsible for the overall summary of the role-play.

2. When the teacher hands out roles (idealism, neoliberal institutionalism, neoliberal internationalism), list the key points shared by scholars working within that approach. Try to delineate the attitude of that school towards processes of disarmament and arms control. Describe how that school would interpret the role of international organizations dealing with nuclear nonproliferation.

3. Present your theoretical school to the whole class, listen to other groups' presentations and try to criticize them from the perspective of your school.

Issues to be addressed:

- Disarmament and arms control.
- International organizations and international treaties dealing with nuclear nonproliferation.

Вопросы для самопроверки

1. What proliferation concerns can Taiwan pose?
2. What are the “four pillars” of nuclear policy of Japan?
3. What concerns are posed by storage of highly-radioactive wastes in the USA?
4. How plausible is the statement of Leonid Kuchma that Ukraine could not afford nuclear weapons?
5. Were Russian supplies of nuclear fuel to Tarapur illegitimate?
6. Does DPRK possess a credible nuclear deterrent capability?
7. What international treaties does Iranian enrichment program violate?

8. How is nuclear proliferation assessed by structural realism of Kenneth Waltz?
9. How do different IR theories assess international nonproliferation regime?
10. What proliferation concerns can Myanmar pose?
11. Does NSG 'waiver' to India strengthen or undermine the non-proliferation regime?
12. How did the role of nuclear deterrence change in the 20th century?
13. What proliferation concerns can Japan pose?
14. What role did nuclear weapons play in the Indo-Pakistani conflict?
15. What proliferation concerns can Sweden pose?
16. What nuclear materials are the most attractive for terrorist groups?
17. How would structural realist and neoliberal institutionalist assess the challenge of Iranian nuclear program?
18. What lessons of the Cuban Missile Crisis can be relevant today?
19. How do US-Russian bilateral treaties on nuclear disarmament influence nuclear programs of other countries?
20. What is the role of Nuclear Suppliers' Group?

Список рекомендуемой литературы

Основная

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- Paul T. V.* Systemic Conditions and Security Cooperation: Explaining the Persistence of the Nuclear Non-proliferation Regime 1. / T. Paul // Cambridge Rev. of Intern. Affairs. 16: 1. P. 135–154. URL: <http://dx.doi.org/10.1080/0955757032000075753> (mode of access: 20.05.2015).

Recommended Websites

- 1540 Committee website (URL: <http://www.un.org/sc/1540/>) — UN Security Council Committee established pursuant to Resolution 1540 (2004) to develop and enforce measures for WMD nonproliferation.
- Atomic Archive (URL: <http://www.atomicarchive.com/index.shtml>) — Historical documents, reports, biographies, arms control treaties related to WMD nonproliferation.
- Australia group (URL: <http://www.australiagroup.net/>) — a forum of countries aimed at harmonization of export controls to prevent proliferation of chemical and biological weapons.

- Bulletin of the Atomic Scientists (URL: <http://thebulletin.org/>) — an international nonprofit organization that engages science leaders, policy makers, and the interested public on topics of nuclear weapons and disarmament.
- International Atomic Energy Agency (URL: <http://www.iaea.org/>) — an organization within the United Nations family, the world's center for cooperation in the nuclear field.
- International Luxembourg Forum on Preventing Nuclear Catastrophe (URL: <http://www.luxembourgforum.org/>) — one of the largest non-governmental organisations uniting leading, world-renowned experts on non-proliferation of nuclear arms and arms reduction and limitation.
- James Martin Center for Nonproliferation Studies at Monterey Institute for International Studies (URL: <http://www.nonproliferation.org/>) — the largest nongovernmental organization in the United States devoted exclusively to research and training on nonproliferation issues.
- Missile Technology Control Regime (URL: <http://www.mtcrr.info/>) — association of countries which share the goals of non-proliferation of unmanned delivery systems capable of delivering weapons of mass destruction.
- National Nuclear Security Administration (URL: <http://nnsa.energy.gov/>) — a semi-autonomous agency within the U. S. Department of Energy responsible for enhancing national security through the military application of nuclear science.
- NATO (URL: <http://www.nato.int>) — the official website of the North-Atlantic Treaty Organization.
- Nonproliferation Regimes (URL: <http://www.state.gov/t/isn/c10527.htm>) — an overview of the WMD nonproliferation regimes at the website of the U. S. Department of State.
- Nuclear Control Institute (URL: <http://www.nci.org/>) — a research and advocacy center for preventing nuclear proliferation and nuclear terrorism.
- Nuclear Suppliers Group (URL: <http://www.nuclearsuppliersgroup.org/>) — a group of nuclear supplier countries that seeks to contribute to the non-proliferation of nuclear weapons through the implementation of sets of Guidelines.
- PIR-Center (URL: <http://www.pircenter.org/>) — an independent nongovernmental organization, which carries out research, educational, public awareness and publishing activities, and provides consulting services in the areas of international security, control and nonproliferation of weapons of mass destruction.

Pugwash Conferences on Science and World Affairs (URL: <http://www.pugwash.org>).

Reaching Critical Will (URL: <http://www.reachingcriticalwill.org/>) — the disarmament program of the Women’s International League for Peace and Freedom (WILPF), the oldest women’s peace organization in the world.

Stockholm International Peace Research Institute (URL: <http://www.sipri.org>) — an independent international institute dedicated to research into conflict, armaments, arms control and disarmament.

The Avalon Project (URL: <http://avalon.law.yale.edu/default.asp>) — Documents in Law, History and Diplomacy.

The Wassenaar Arrangement on Export Controls for Conventional Arms and Dual-Use Goods and Technologies (URL: <http://www.wassenaar.org/>).

Treaty on the nonproliferation of nuclear weapons (<http://www.iaea.org/Publications/Documents/Infcircs/Others/infcirc140.pdf>).

United Nations Organisation (URL: <http://www.un.org/>).

ОБ АВТОРАХ

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