


Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Law
Chair of International Relations


Curriculum (Syllabus) of the educational component
HISTORY OF INTERNATIONAL RELATIONS

(Compulsory)

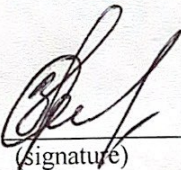
Implemented within the educational program *International law*
majoring in *293 International Law*
at the first (bachelor's) level of higher education

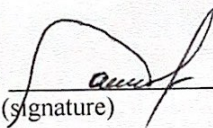
Sumy– 2021

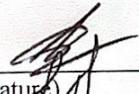
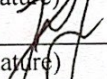
Author:  Volchenko N. V., PhD, Associate Professor,
Associate Professor of International
Relations Chair
(signature) (surname, initials) (academic degree and title, position)

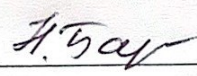
Considered and approved at the meeting of the International Relations Chair	Report of June 29, 2021 №17
	Head of Chair  Klochko A. M. (signature) (surname, initials)

Agreed:

Guarantor of The Educational Program  Zapara S. I.
(signature) (full name)


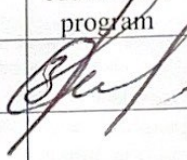
Dean of the Faculty where the Educational Program is implemented  Rogovenko O. V.
(signature) (full name)

The Review of the Curriculum (Attached) is provided by:
 Klochko A. M. (signature) (full name)
 Klietsova N. V. (signature) (full name)

Methodist of the Department of Education Quality, Licensing and Accreditation  H. Baranik
(signature) (full name)

Registered in the Electronic Database: 25.08 2021

Information on viewing the curriculum (syllabus):

Academic year in which changes are made	The number of the application to the curriculum with a description of the changes	The changes were considered and approved		
		Date and number of the minutes of the chair meeting	Head of Chair	Guarantor of the educational program
2022-2023	Annex 1	Protocol №16, June 15 th , 2022		

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the student will be able to:	PLOs							How assessed
	PLO 2	PLO 3	PLO 4	PLO 9	PLO 20	PLO 22	PLO 23	
	Analyze social processes in the problem analyzed context and demonstrate their own vision of solution ways	Conduct collection and integrated analysis of materials from different sources	Formulate own judgments based on analysis of a known problem	Use a variety of information sources for full and comprehensive establishment of certain circumstances	Demonstrate knowledge and understanding of basic modern legal doctrines, values and principles of national and international legal systems' functioning	Explain the nature and content of major international legal phenomena and processes	Demonstrate knowledge and understanding of UN's goals of sustainable development for eradication of poverty, mitigation of climate change, and food security	
MLO 1. Understand the historical features of legal, political, diplomatic, ideological, military and other ties and relations between states and systems of states, political forces, organizations and movements operating in the international arena	x			x	x		x	Practical works 1,2,3,4,5, modular control, attestation, exam
MLO 2. Be able to compare different periods in the development of international relations and determine their impact on the modern system of international relations' formation		x		x				Practical works 6,7,8,9,10, modular control, attestation, exam
MLO 3. Analyze and forecast current trends in international relations, taking into account historically significant events and their impact on the development of international relations	x		x			x		Practical work 11,12,13,14, 15, modular control, attestation, exam
MLO 4. Apply theoretical knowledge of the history of international relations in solving practical problems and taking into account previous experience to predict the possible consequences of making appropriate decisions in the field of international relations		x	x			x	x	Practical works 2,3,4,5,6,7,8, 9,10,11,12,13,14,15 modular control, attestation, exam

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT				
1.	Title of the EC	HISTORY OF INTERNATIONAL RELATIONS		
2.	Faculty / Chair	Faculty of Law, International Relations Chair		
3.	Status of the EC	Compulsory		
4.	Program / Specialty (programs), the component of which is EC for (to be filled in for obligatory EC)	Educational and professional program “International Law” in the specialty 293 International Law		
5.	EC can be suggested for (to be filled in for optional EC)			
6.	Level of the National Qualifications Framework	The first (bachelor’s) level of higher education, NQF– level 6		
7.	Semester and duration of module	1 semester, 1 – 15 weeks		
8.	ECTS credits number	5 ECTS credits		
9.	Total hours and their distribution – 150 hours	Contact work (classes)		Individual work
		Lectures – 44 hours	Practical / seminar – 30 hours	Laboratory 76 hours
10.	Language	English		
11.	Module Leader / Coordinator of the Educational Component	Volchenko Nataliia Vasylivna, PhD, Associate Professor of the International Relation Chair Hours of consultations – every Monday at 12.15, office 110 h		
11.1	Module leader contact information	natavol4enko@gmail.com		
12.	Module description	<p>The course “History of International Relations” allows students to acquire thorough and systematic theoretical knowledge about the processes and phenomena of world society, to reveal the main trends in world politics and features of international relations in different historical periods of the modern world.</p> <p>The task of the discipline: to form learning outcomes that will ensure that students of the first (bachelor’s) level achieve the appropriate program’s learning outcomes after the completion of the educational program. In particular, the educational component “History of International Relations” forms a block of knowledge, skills and competencies needed to form a system of knowledge on economic, political, ideological, legal, diplomatic, military and other ties and relations between states and systems, political forces, organizations and movements operating in the international arena; deepens knowledge of the need to take into account the impact of past events on the development of international relations for the practical application of acquired knowledge and take into account previous experience to predict the possible consequences of international relations.</p>		
13.	Module aim	The aim is to provide students with thorough and systematic theoretical knowledge about the processes and phenomena of world society, to reveal the main trends in world politics and features of international relations in		

		different historical periods of modern world's formation
14.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	The module is based on general knowledge, as it is taught in the first semester. The module is the basis for such courses as the theory of international relations, public international law, international human rights protection.
15.	The Policy of Academic Integrity	<p>The policy of academic integrity is based on such basic principles as responsibility, honesty, integrity, decency in the performance of one's duties, justice, respect, etc. Its norms exist in close connection with the norms of professional ethics. The policy of academic integrity is aimed at preventing the manifestations of academic plagiarism, false co-authorship, attribution of the results of collective activities, publication of fictional research results, execution to order and sale of academic texts and more. The Academic Integrity Council is responsible for monitoring the observance of academic integrity by members of the academic community of the University.</p> <p>The norms that shape the policy of academic integrity are enshrined in Code of Academic Integrity, Regulation on the Prevention and Detection of Academic Plagiarism in Sumy NAU, Regulation on the Procedure for Checking Academic Texts for Uniqueness. Access to documents: https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/</p> <p>Unicheck and Strikeplagiarism.com are used to check for plagiarism at any level, based on the internal database of the university and open Internet resources.</p> <p>In the educational environment of the university is formed "zero" tolerance for any manifestations of academic dishonesty, as well as the systematic promotion and informing the community on the above issue.</p> <p>For violation of academic integrity, applicants for higher education may be held subject to the following academic liability:</p> <ul style="list-style-type: none"> - repeated assessment (test, exam, test, etc.); - re-taking the training course; - warning; - reprimand; - deductions from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education"); - arrest or restriction of liberty or imprisonment, with deprivation of the right to hold certain positions or engage in certain activities with a fine.
16.	Link in Moodle	"History of International Relations", on the Moodle platform, SNAU, 2020. URL: https://cdn.snau.edu.ua/moodle/course/view.php?id=3394

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

Analyze the collected and processed information about the state of international relations, the foreign policy of Ukraine and other states, compile analytical reports and other forms of presenting the results of the analysis with the correct design of references to the norms of international and national (Ukrainian and foreign) law.

MLOs:	PLOs								How assessed
	PLO 3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO14	PLO17	
On successful completion of the module the student will be able to:	Determine the international legal situation, use various sources of direct and indirect information to clarify the necessary circumstances and facts, provide an international legal assessment of the events of international relations	Demonstrate systematic theoretical and empirical knowledge of international law and related areas of international legal regulation; deep understanding of international legal regulation; understanding of international legal issues, international system, regional economic cooperation, legal theory and practice. Apply the acquired knowledge and skills in international	Be able to navigate legal, scientific and other literature. Collect, process and organize a large volume of disparate information about the state of international relations, the foreign policy of Ukraine and other states, sort it according to the relevance of the given task, highlight the essential.	Identify political, diplomatic, image, social, economic and other risks associated with measures of an international legal nature, interact with specialists in the relevant fields in selecting means of minimizing such risks at the interstate, national and regional levels.	Use historical precedents, as well as theoretical knowledge of international law to defend own point of view and for other professional and related purposes, apply international standards of human rights, the practice of the ECtHR..	Analyze the collected and processed information about the state of international relations, the foreign policy of Ukraine and other states, compile analytical reports and other forms of presenting the results of the analysis with the correct design of references to the norms of international and national (Ukrainian and foreign) law.	Conduct formal and informal business conversations in the field of international relations and foreign policy both at the state and regional levels. Effectively form a communication strategy	Demonstrate the ability to further study with a high level of autonomy, be able to work in a team, in particular an interdisciplinary one	

		ional relations, international law when solving practical tasks.							
MLO 1. Understand the historical features of legal, political, diplomatic, ideological, military and other ties and relations between states and systems of states, political forces, organizations and movements operating in the international arena	X					X	X		Practical works 1,2,3,4,5, modular control, attestation, exam
MLO 2. Be able to compare different periods in the development of international relations and determine their impact on the modern system of international relations' formation		X	X						Practical works 6,7,8,9,10, modular control, attestation, exam
MLO 3. Analyze and forecast current trends in international relations, taking into account historically significant events and their impact on the development of international relations				X		X		X	Practical work 11,12,13,14,15, modular control, attestation, exam
MLO 4. Apply theoretical knowledge of the history of international relations in solving practical problems and taking into account previous experience to predict the possible consequences of making appropriate decisions in the field of international relations		X			X	X		X	Practical works 2,3,4,5,6,7,8,9,10,11,12,13,14,15 modular control, attestation, exam

3. MODULE INDICATIVE CONTENT

Topic. List of issues to be addressed within the topic	Distribution within the total time budget			Self-directed study	Recommended References ¹
	Directed study				
	Lectures	Workshop	Laboratory		
<p><i>Topic 1. Subject of the discipline “History of International Relations”</i> Introduction. Subject, purpose and objectives of the course. Regularities of modern science of international relations. The concept of foreign policy and international relations. Basic criteria and approaches to the periodization of international relations’ history. Theories of international relations. Study of international relations. Trends in the system of international relations’ development.</p>	2	2		5	2,3,5,8,9,13,15,16,17,18,26,30,31,32,33,36
<p><i>Topic 2. General characteristics of the Westphalian and Vienna systems of international relations</i> The Thirty Years’ War as the beginning of change. The results of the Thirty Years’ War. Westphalian peace treaties as the legal basis of the international system. The Westphalian system of international relations as a system of balance of power. Congress of Vienna. Treaties signed before the Congress of Vienna. Guiding principles of the Vienna system. Evaluation of the Congress of Vienna. Concert of Europe and European Peace Diplomacy 1815-1897.</p>	4	2		5	2,3,5,8,9,13,15,16,17,18,26,30,31,36
<p><i>Topic 3. International relations during the First World War (1914 - 1918)</i> The causes and nature of the First World War, the balance of power between major powers and blocs. The emergence of military-political alliances (the Triple Alliance and the Entente) and the deterioration of the international situation in the early twentieth century. The assassination in Sarajevo and the crisis of July 1914 as the cause of the First World War. The nature of the First World War. Formation of the Quadruple Alliance and completion of the formation of two enemy camps.</p>	4	2		5	1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,18,23,34,26,30,31,36

¹Specific source from the main or additional recommended literature

Surrender and withdrawal of German allies. End of World War. 14 points by President Woodrow Wilson. Treaty of Versailles. The world's first attempt to prevent war through supranational regulation of international relations (the League of Nations). Features of the first intergovernmental organization and the reasons for the failed experience.				
<p><i>Topic 4. International relations between the two world wars</i></p> <p>Establishment of the Versailles-Washington system of international relations. International relations during conferences and treaties of the 1920s. International relations of 1933-1939. The growing threat of a new war. The balance of power in the international arena after the First World War. Paris Peace Conference, its main problems, its course and conclusion. Washington Conference and its decisions. Positive aspects of the functioning and contradictions of the Versailles-Washington system. Preparation and reasons for convening the conference in Genoa. Rapallo separatist treaty between Russia and Germany (April 16, 1922). New Entente Memorandum. The Hague Conference, its focus and results. International significance of the Genoa and Hague Conferences. Locarno Conference, its international significance. Dawes and Jung's plans: content and direction. The Briand-Kellogg Pact and its significance. Japan's foreign policy in the East. Tanaka Memorandum. Foreign policy of fascist Italy. Italian-Abyssinian War. Coming to power in Germany A. Hitler. German foreign policy plans and their implementation. London Economic Conference. Creation of the Balkan Entente. The content and purpose of collective security policy in Europe: the positions of the USSR, Britain and France. Convention on the Definition of Aggression. Conclusion of agreements between the USSR and France, the USSR and Czechoslovakia. The Munich conspiracy and its consequences. Anglo-French-Soviet negotiations in the summer of 1939 and their collapse. The Molotov-Ribbentrop Pact of August 23, 1939</p>	4	2	5	1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,18,23,34,26,30,31,36
<i>Topic 5. International relations during the Second World War (1939 - 1945)</i>	4	2	5	1,2,3,4,5,7,8,9,10,11,13,14

<p>The ratio of forces on the eve of the war, its nature, periodization. Nazi Germany's attack on Poland. Accession of Great Britain and France. US position. Political events of the "strange war" in the West. Introduction of Soviet troops on the territory of Poland. The international significance of the inclusion in the USSR of Western Ukraine and Western Belarus, the Baltics and Northern Bukovina. German invasion of the USSR. Changing the nature of war. Formation of an anti-Hitler coalition. The collapse of Hitler's strategy of "lightning war". The international significance of the defeat of the Nazis near Moscow, during the Battles of Stalingrad and Kursk. Victory of the Red Army in 1944. Opening of the Second Front and its international significance. Issues of the postwar system in Europe at international conferences of members of the anti-Hitler coalition (Tehran, Yalta, Potsdam). Conclusions and results of the Second World War. Establishment and organizational structure of the United Nations.</p>				<p>,15,16,17,18,22,23,34,26,30,31,36</p>
<p><i>Topic 6. International relations in the period after the Second World War and until the early 70's</i> A new balance of power on the world stage. The Cold War and its stages. Creation of military units. Bloc confrontation. International results of the world system of socialism in the second half of the 1940s-1960s. Local conflicts after the Second World War and their results and impact on the international situation.</p>	4	2	5	<p>1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,18,22,23,34,26,30,31,36</p>
<p><i>Topic 7. International relations in the second half of the 70's-early 80's of the twentieth century</i> Decolonization and the formation of new independent states. The process of relieving international tensions. Helsinki Act 1975. Deterioration of international relations in the second half of the 70's - early 80's. Positive changes and trends in international relations during the "perestroika" in the USSR.</p>	2	2	5	<p>1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,18,22,23,34,26,30,31,36</p>
<p><i>Topic 8. Globalization of international relations</i> The concept of globalization. Prerequisites for the globalization of international relations. Positive and negative consequences of global</p>	2	2	5	<p>2,3,5,8,9,13,15,16,17,18,19,20,24,25,26,27,29,30,31,36</p>

<p>transformations. Global problems and new challenges at the turn of the XX-XXI centuries. The main causes of global problems and ways to overcome them. Modern diplomacy as a means of regulating international relations. The concept, nature and essence of modern systemic global transformations. Global and regional changes in international relations. Modern concepts of international security. Global transformations and international economic security. Integration of economic and environmental concepts into the global development strategy. Global transformations and the evolution of the concept of statehood of the nation state. Ethno-confessional processes and their impact on global socio-political development. Anti-globalists against globalists: “for” and “against”</p>				
<p><i>Topic 9. The pan-European process and its role in ending the era of bloc confrontation</i> Definition of international integration. Development of ideas of European integration from the Middle Ages to the end of the Second World War. Creation of the European Coal and Steel Community. European Economic Community and Atomic Energy Community (Euratom). The essence of contracts. The main stages of the evolution of the EEC from Rome to the Maastricht Treaty. Creation of the European Union, its legal essence. Further EU reform: Amsterdam, Nice Agreement, Laeken Declaration, EU enlargement. EU Constitution: drafting, signing and ratification, legal essence. The institutional crisis in the EU and the development of the Lisbon Treaty</p>	4	2	5	1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,23,34,26,30,31,36
<p><i>Topic 10. International consequences of the USSR's collapse and the emergence of new independent states</i> The role of internal and external factors in the collapse of the USSR. Attempts to sign a new union treaty and prevent the collapse of the Soviet Union. The coup of August 19-21, 1991 in Moscow and the acceleration of the collapse of the USSR. Establishment and activities of the Commonwealth of Independent States (CIS). Bialowieza meeting of December 7-8, 1991 and its decision. Meeting in Alma-Ata (December 21,</p>	2	2	5	1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,18,22,23,34,26,30,31,36

1991) and signing of the CIS Declaration. CIS Charter 1993. Nuclear problem in relations between CIS member states. Integration processes within the CIS. The impact of the collapse of the USSR on the foreign policy of the world community.				
<p><i>Topic 11. The end of the Cold War and new parameters of international and European security</i></p> <p>The final end of the Cold War and the collapse of the bipolar world. Monopoly world, its advantages and disadvantages for human development. General vision of new outlines of the system of international and European security at the turn of the 80s-90s of the XX century. Changing the essence and institutionalization of the Helsinki process in the 90s of the last century. The main institutions and missions of the OSCE: the essence, structure and impact on modern international relations. NATO's transformation in the context of geopolitical change in Central and Eastern Europe. Expansion of the North Atlantic Alliance to the East. OSCE Summit in Istanbul 1999. Adoption of the Charter of European Security</p>	2	2	5	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,23,34,26,30,31,36
<p><i>Topic 12. Problems of arms control and the disarmament process</i></p> <p>Prerequisites for deepening the disarmament process. Signing and implementation of agreements on the reduction of strategic offensive weapons between the USSR (and then Russia) and the United States. Ukraine in the process of nuclear disarmament. The problem of nuclear arsenals and nuclear power plants in Ukraine. Improving the nuclear non-proliferation regime and missile technology. A new regime for conventional arms control on the European continent. Ukraine complies with the terms of the Treaty on Conventional Armed Forces in Europe. The Open Skies Treaty (Helsinki, 1992) and its role in strengthening security in Europe.</p>	2	2	5	2,3,5,8,9,13,15,16,17,18,19,20,21,24,25,26,27,28,29,30,31,35,36
<p><i>Topic 13. International relations in the East</i></p> <p>Formation of the Middle East regional system of international relations. Inter-Arab and Arab-Israeli relations in the 1990s in the context of the Middle East settlement. The Lebanese problem in</p>	2	2	5	2,3,5,8,9,13,15,16,17,18,26,30,31,36

international relations. The security problem of the Persian Gulf. Islamic factor in international relations. The problem of Islamic terrorism. The activities of the United States and its allies in Afghanistan (2001) and its impact on global and regional international relations. Aggravation of the Arab-Israeli confrontation and the problem of the Middle East in the early XXI century. The role of OPEC in the region and in the world.				
<p><i>Topic 14. Latin America and Africa in modern international relations</i></p> <p>Latin American region in the early 80's of the twentieth century. The Central American crisis and the problems of its solution. The experience of society transformation in Latin America: the nature and significance of foreign policy factors. Activities of the Organization of American States (OAS) and the role of US influence on Latin American countries. The problem of political stability and development of integration processes in the region at the beginning of the XXI century. The importance of regional associations and organizations. The international situation of African countries in the 80 – 90's of the twentieth century. Africa's foreign policy priorities. African countries in the process of non-aligned activities. Relations between African countries. Conflicts in Africa and ways to overcome them. The role of the UN, other international organizations and peace states in their settlement.</p>	4	2	5	2,3,4,5,8,9,13,15,16,17,18,23,26,30,31,36
<p><i>Topic 15. Current state and prospects of sustainable development of international relations</i></p> <p>The nature and patterns of modern international relations. The main results of the development of international relations at the beginning of the XXI century. Gradual formation of a new structure of the world. Formation and priority of sustainable development. Projects of the future world order. "Unipolar", "multipolar", "post-international", "three-level" (military, economic, transnational) world. Ukraine's foreign policy choice for the XXI century.</p>	2	2	6	2,3,5,8,9,13,15,16,17,18,19,20,21,24,25,26,27,28,29,30,31,35,36
Total	44	30	76	

4. TEACHING AND LEARNING METHODS

MLO	Teaching Methods (directed study: the work to be carried out by the module leader during classes, consultations)	Hours	Learning Methods (types of educational activities that student should perform independently)	Hours
MLO 1. Understand the historical features of legal, political, diplomatic, ideological, military and other ties and relations between states and systems of states, political forces, organizations and movements operating in the international arena	- conducting lectures (stories) and practical (explanations) classes with the use of multimedia, illustrations, work with books (reading, translation, drawing up a plan, reviewing, summarizing, compiling reference tables, diagrams), briefings, conversations	18	- independent additional elaboration of lecture material; - work with the books, the subsequent compilation of abstracts, writing an abstract, systematization of summary reviews, preparation of summary abstracts	18
MLO 2. Be able to compare different periods in the development of international relations and determine their impact on the modern system of international relations' formation	- conducting practical classes (narration, explanation, discussion (heuristic and reproductive), work with a book (reading, translation, drawing up a plan, reviewing, summarizing, compiling reference tables, diagrams) on the use of reference lecture notes	18	- independent additional elaboration of lecture material; - independent elaboration of instructions for performing certain practical works and preparation for their protection; - elaboration of books with the subsequent drawing up of schemes, tables, record of own thoughts in the course of comparison, record of conclusions; - independent preparation for testing various topics on the course.	20
MLO 3. Analyze and forecast current trends in international relations, taking into account historically significant events and their impact on the development of international relations	- conducting practical classes to acquaint students with such methods as analytical, synthesis, induction, deduction, comparative method, method of complex analysis, sociological research and historical method of using reference notes of lectures.	19	- additional elaboration of lecture material; - preparation for the defense of practical work; - passing training testing on each of the topics; - analysis of the work done during the practical tasks and writing sound conclusions to the work	19
MLO 4. Apply theoretical knowledge of the history of international relations in solving practical problems and taking into account previous experience to predict the possible consequences of making appropriate decisions in the field of international	- practical classes with the use of technical teaching aids, brainstorming, role-playing games, solving urgent situational problems, debates, round tables, problem solving, simulation teaching methods (based on simulations of future professional activity) using reference lectures.	19	- additional elaboration of lecture material; - preparation for the defense of practical work; - passing training testing on each of the topics; - analysis of the work done during the practical tasks and writing sound conclusions to the work	19

relations			
Total hours		74	76

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. Intended learning outcomes methods

№	Summative assessment methods	Points / Weight in the overall score	Deadline
1.	Practical work 1. Subject of the discipline “History of International Relations”	2 points / 2%	Until 2nd weeks
2.	Practical work 2. General characteristics of the Westphalian and Vienna systems of international relations	2 points / 2%	Until 2nd weeks
3.	Practical work 3. International relations during the First World War (1914 - 1918)	2 points / 2%	Until 3rd weeks
4.	Practical work 4. International relations between the two world wars	2 points / 2%	Until 4th weeks
5.	Practical work 5. International relations during the Second World War (1939 - 1945)	2 points / 2%	Until 5th weeks
6.	Practical work 6. International relations in the period after the Second World War and until the early 70’s	2 points / 2%	Until 5th weeks
7.	Practical work 7. International relations in the second half of the 70’s - early 80’s of the twentieth century	2 points / 2%	Until 6th weeks
8.	Practical work 8. Modern system of international relations. Globalization of international relations	2 points / 2%	Until 7th weeks
9.	Module control (written test)	4 points / 4%	Until 7th weeks
10.	Attestation (multiple choice test)	15 points / 15%	Until 7th weeks
11.	Practical work 9. The pan-European process and its role in ending the era of bloc confrontation	2 points / 2%	Until 8th weeks
12.	Practical work 10. International consequences of the collapse of the USSR and the emergence of new independent states	2 points / 2%	Until 9th weeks
13.	Practical work 11. The end of the Cold War and new parameters of international and European security	2 points / 2%	Until 10th weeks
14.	Practical work 12. Problems of arms control and the process of disarmament	2 points / 2%	Until the 11th week
15.	Practical work 13. International relations in the East	2 points / 2%	Until 12 weeks
16.	Practical work 14. Latin American and African countries in modern international relations	2 points / 2%	Until the 13th week
17.	Practical work 15. Current state and prospects of development of the system of international relations	2 points / 2%	Until the 14th week
18.	Module control (multiple choice test)	6 points / 6%	Until the 15th week
19.	Individual task	15 points / 15%	Until the 15th week
20.	Exam	30 points / 30%	Until the 15th week

5.2.2. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
Practical work 1. Subject of the discipline “History of International Relations”	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	Not all theories of international relations are listed, there are mistakes in the table	All the necessary theories are presented, but there are insignificant mistakes in judgments about the meaning, positive or negative characteristics of the concepts, the student is guided in the submitted material	All theories are presented, there are no critical remarks on the main characteristics, the student is oriented in all the material
Practical work 2. General characteristics of the Westphalian and Vienna systems of international relations	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	Not all tasks of practical work have been fulfilled, the purpose and results of the Congress of Vienna have been defined incorrectly, the role of personalities has not been specified.	Tasks are performed with minor errors, the student is not sufficiently oriented in the theoretical material, for example, confused in some minor provisions of the treaties, not sufficiently discloses the principles established by Congress	All tasks of practical work are completed, the student is well oriented in the theoretical material
Practical work 3. International relations during the First World War (1914 - 1918)	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The student performs tasks on analysis, military-political alliances (Triple Alliance and the Entente), but cannot determine the causes of deteriorating international situation in the early twentieth century, conclusions on the case in Sarajevo are partial or incorrect, can not link them to	The assessment of the reasons for the deterioration of the international situation in the early twentieth century is performed with minor shortcomings, a causal relationship is established, the student is guided in the theoretical	All tasks of practical work are completed, the student is well oriented in the theoretical material

		the beginning of the First World war.	material with small inaccuracies	
Practical work 4. International relations between the two world wars	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The student can describe the balance of power in the international arena after the First World War, but without analyzing the reasons.	Tasks are performed with minor mistakes, the student identifies and understands what were the main consequences of the Paris and Washington peace conferences, determines the peculiarities of the League of Nations (explanations for failure to regulate international relations are inaccurate).	All tasks of practical work are completed, the student is well oriented in the theoretical material
Practical work 5. International relations during the Second World War (1939 - 1945)	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The student has formed a certain idea of what are the prerequisites for the development of military conflict, however, can not compare them with ways out of war. Confuses the characteristics of certain stages of the war and the negotiation process during them.	Tasks are performed with minor errors, the student identifies and understands the reasons for the periodization of World War II, can formulate a generalized meaning of each event for the negotiation process and exit from the crisis.	All tasks of practical work are completed, the student is well versed in the theoretical material
Practical work 6. International relations in the period after the Second World War and until the early 70's	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The student has formed a certain idea of what are the prerequisites for the development of military blocs, may identify some aspects of the negotiation process, but cannot identify ways out of the Cold War	Tasks are performed with minor errors, the student identifies the prerequisites for the development of military blocs, may determine basic aspects of negotiation processes and ways out of the	All tasks of practical work are completed, the student is oriented in theoretical material

			Cold War	
Practical work 7. International relations in the second half of the 70's - early 80's of the twentieth century	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The student has formed an incomplete idea of the process of relieving international tensions and can identify some positive changes and trends in international relations during the "perestroika" of the USSR	The tasks were performed with minor mistakes, the student formed a complete picture of the process of relieving international tensions, analyzes the Helsinki Act of 1975 and identifies changes and trends in international relations during the "perestroika", but with some mistakes	All tasks of practical work are completed, the student is oriented in theoretical material
Module control (written test)	<i>0-1 points</i>	<i>1-2 points</i>	<i>2-3 points</i>	<i>3-4 points</i>
	Depends on the number and quality of correct answers to questions	Depends on the number and quality of correct answers to questions	Depends on the number and quality of correct answers to questions	Depends on the number and quality of correct answers to questions
Attestation (multiple choice test)	<i>0-3 points</i>	<i>3-7 points</i>	<i>7-13 points</i>	<i>14-15 points</i>
	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test
Practical work 8. Modern system of international relations. Globalization of international relations	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	Not all tasks of practical work have been fulfilled, a clear idea of globalization and related processes that lead to changes in the current international relations has not been formed.	Tasks are performed with minor mistakes, the student has formed a clear idea of globalization, but is confused by the accompanying processes that lead to changes in current international relations	All tasks of practical work are completed, the student is well oriented in the theoretical material
Practical work 9. The	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>

pan-European process and its role in ending the era of bloc confrontation	Practical work is not done or done incorrectly	Not all tasks of practical work are fulfilled, the student has incomplete understanding of the difference between the stages of integration processes.	Tasks are performed with minor mistakes, the student is not sufficiently oriented in the theoretical material, in particular, can't systematize the main events that are a prerequisite for integration processes.	All tasks of practical work are completed, the student is well oriented in theoretical material
Practical work 10. International consequences of the collapse of the USSR and the emergence of new independent states	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	Not all tasks of practical work have been fulfilled, not all international consequences of the collapse of the USSR and the emergence of new independent states have been determined	Tasks are performed with minor mistakes, the student determines the main international consequences of the collapse of the USSR and the emergence of new independent states	All tasks of practical work are completed, the student is well oriented in the theoretical material
Practical work 11. The end of the Cold War and new parameters of international and European security	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	Tasks are performed with shortcomings. Not all OSCE institutions and missions have been analyzed, and NATO's transformation in the context of geopolitical changes in Central and Eastern Europe is not sufficiently substantiated	The work is done correctly, the student is guided by theoretical material, but there are mistakes in the context of geopolitical changes in Central and Eastern Europe, NATO enlargement, the European Security Charter is not fully analyzed	All tasks of practical work are completed, the student is well oriented in the theoretical material
Practical work 12. Problems of arms control and disarmament process	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The task was performed with mistakes, the student is not sufficiently oriented to the basic prerequisites for disarmament, stages and processes that accompany it	The work is done correctly, the student is guided in the material on the basic prerequisites for disarmament, stages and processes that accompany it, as	All tasks of practical work are completed, the student is well oriented in the theoretical material

			well as draws conclusions from the data obtained	
Practical work 13. International relations in the East	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The task was performed with errors, the student is not sufficiently oriented in the Lebanese problem in international relations, does not distinguish between the security problem of the Persian Gulf. However, the main reasons have been identified. Can partially explain the main problems of the Middle East at the beginning of the XXI century	The work is done correctly, the student is guided in the material on the Islamic factor in international relations, can explain the meaning and significance of the operation of the United States and its allies in Afghanistan, determines its impact on global and regional international relations	All tasks of practical work are completed, the student is well oriented in theoretical material
Practical work 14. Latin American and African countries in modern international relations	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>
	Practical work is not done or done incorrectly	The task was performed with mistakes, the student is not sufficiently oriented in the peculiarities of international relations in Latin America, Africa, the activities of the Organization of American States (OAS) and the role of US influence on Latin America, can not identify problems of political stability and integration in the regions. Can partially explain the relations between African countries, the causes of conflicts and ways to overcome them	The work is done correctly, the student is guided in the material on international relations in Latin America, Africa, the activities of the Organization of American States (OAS) and the role of US influence on Latin America, can identify major problems of political stability and integration processes in the regions. Can explain relations between African countries, the causes of conflicts and ways to overcome them with minor inaccuracies	All tasks of practical work are completed, the student is well oriented in the theoretical material
Practical work 15.	<i>0-0.5 points</i>	<i>0.5-1 points</i>	<i>1-1.5 points</i>	<i>1.5-2 points</i>

Current state and prospects of development of international relations'system	Practical work is not done or done incorrectly	The task was performed with errors, the student is not sufficiently oriented in the features of the current stage of development of international relations, can not draw conclusions about the place and role of Ukraine in international relations.	The work is done correctly, the student is guided in the material on the peculiarities of the current stage of development of international relations, can formulate partial conclusions about the place and role of Ukraine in international relations	All tasks of practical work are completed, the student is well oriented in the theoretical material
Module control (multiple choice test)	<i>0-1.5 points</i>	<i>1.5-3 points</i>	<i>3-4.5 points</i>	<i>4.5-6 points</i>
	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test	Depends on the number of correct answers to the test
Individual task	<i>0-3 points</i>	<i>3-7 points</i>	<i>7-13 points</i>	<i>13-15 points</i>
	The task does not correspond to the logic, structure of the work and the topic, goal, plan and task, the amount of information used is unsatisfactory, the methodological apparatus is not used, there are no personal approaches to the tasks	In the task there is a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is insufficient, not the whole methodological apparatus is used, there are no personal approaches to the tasks. There is no depth and understanding of the problem, the student's ability to think critically is not manifested. The results of the obtained conclusions are not explained.	The task has a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is sufficient, the methodological apparatus is used, but there are no personal approaches to the tasks. The depth and understanding of the problem can be traced, the student's ability to think critically is manifested. Not all the results of the obtained conclusions are explained.	The task has a correspondence between logic, structure of work and theme, goal, plan and task, the amount of information used is significant, the most used methodological apparatus, there are personal approaches to the tasks. There is depth and understanding of the problem in the work, the student's ability to think critically is manifested. All the results of the obtained conclusions are explained.
Exam	<i>0-5 points</i>	<i>5-15 points</i>	<i>15-27 points</i>	<i>27-30 points</i>
	The student is not sufficiently oriented in the	The student is not sufficiently oriented in the theoretical material, the	The student is sufficiently oriented in the theoretical	The student is well oriented in the theoretical material, the

	theoretical material, the analytical task is not performed	analytical task is performed with mistakes	material, the analytical task is performed with minor remarks	analytical task is completed
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5.1. Formative assessment:

№	Elements of formative assessment	Date
1	Oral interview after studying each topic	After studying the topic
2	Passing the test on attestation and module control with feedback from the teacher	According to the schedule of the educational process
3	Passing the test after the end of the study of each topic for independent control of knowledge and preparation for the test (exam)	Regulated by the student independently
4	Defense of practical works	A week after their delivery
5	Oral feedback from the teacher while working on practical work during classes	Throughout the semester

6. LEARNING RESOURCES (LITERATURE)

6.1.1. Key resources

1. Grossi Paolo. A History of European Law, 2010
2. McGlinchey S. International relations. Bristol, 2017. 238 p.
3. Thomas W. Smith History and international relations. London and New York, 1999
4. Боровець І. Нова історія країн Європи та Америки 1870-1918 рр. Міжнародні відносини. Практикум. Кам'янець-Подільський: ПП "Медобори-2006", 2014. 264 с.
5. Брусиловська О. І. Історія міжнародних відносин (сер. III тис. до н. е. – сер. XVII ст. н. е.): навч.-метод. посіб. Одеса: Одеський національний університет ім. І. І. Мечникова, 2013. 188 с.
6. Буткевич О. В. Історія міжнародного права: підручник. 2-е вид. Київ: Ліра-К, 2017. 412 с.
7. Дейвіс Н. Європа: історія. Київ: Основа, 2020. 1464 с.
8. Іваницька О. П. Історія міжнародних відносин (1918-1945 роки): навчальний посібник. Київ: Видавничий Дім "Слово", 2011. 632 с.
9. Камінський А. Основні міжнародні відносини, Львів: ЛНУ ім. Івана Франка, 2001. 238 с.
10. Коппель О. А., Пархомчук О. С. Міжнародні відносини ХХ століття: Навчальний посібник, 3-є видання. Київ: ФАДА, ЛТД, 2008. 280 с.
11. Крушинський В. Ю. Міжнародні відносини та світова політика / за ред. В. А. Манжолі. Київ: ВПЦ «Київський університет», 2010. 863 с.
12. Скрипняк О. М. Історія міжнародних організацій: навчальний посібник. Умань: ПП Жовтий О. О., 2011. 226 с.

13. Турчин Я. Б. Історія міжнародних відносин: навчальний посібник. Львів: Видавництво Львівської політехніки, 2013. 140 с.

14. The Oxford Illustrated History of Modern Europe / Ed. by T. C. W. Blanning. New York, 1996. 362 p.

6.1.2. Methodical Guidelines

15. Волченко Н. В. “Історія міжнародних відносин”. Конспект лекцій для вивчення дисципліни для студентів курсу денної форми навчання спеціальності 293 “Міжнародне право”, освітній ступінь “бакалавр” англ. мовою (протокол №5 від 14.05.18).

16. Волченко Н. В. “Історія міжнародних відносин”. Робочий зошит для вивчення дисципліни для студентів курсу денної форми навчання спеціальності 293. “Міжнародне право”, освітній ступінь “бакалавр” англ. мовою (протокол №8 від 25.04.19).

17. Волченко Н. В. “Історія міжнародних відносин”. Методичні рекомендації для самоїїного вивчення дисципліни для студентів курсу денної форми навчання спеціальності 293. “Міжнародне право”, освітній ступінь “бакалавр” англ. мовою (протокол №4 від 6.04.20).

6.1.3. Other sources

18. Асиметрія міжнародних відносин / заред. Г. М. Перепелиці, О. М. Субтельного. Київ: Вид. дім “Стилос”, 2005. 555 с.

19. Білорус О. Г. Глобальна інтеграція і тенденції кризової еволюції світу. *Економічний часопис – XXI*. 2010. № 7/8. С. 3 – 9.

20. Галушко В. П., Хуленбрук Гвідо Ван, Артиш В. А. та ін. Міжнародні економічні відносини: навчальний посібник. Київ: ЗАТ “Нічлава”, 2009. 348 [4] с.

21. Зовнішня політика України в умовах глобалізації: анотована історична хроніка міжнародних відносин (2004-2007): навчальний посібник / ред. В. В. Піскіжова. Київ.: Ін-т історії України НАН України, 2014. 394 с.

22. Мартиненко А. К. Міжнародні відносини 1945-1975 років: навчальний посібник. Київ: Ліра-К, 2007. 366 с.

23. Мицик Л. М., Кузьменко Ю. В. Новітня історія країн Європи та Америки (1918-2007): навч. посібник. Київ: Академвидав, 2008. 544 с.

24. Міжнародні системи і глобальний розвиток : підручник / Кер. авт. колективу О. А. Коппель; заред. Л. В. Губерського, В. А. Манжолі. Київ: Видавничо-поліграфічний центр “Київський університет”, 2008. 606 с.

25. Муза Д. Е. Введение в глобалистику: учебное пособие. Донецк: ДонНТУ, 2010. 240 с.

26. Пермінов В. О. Посібник до вивчення дисципліни “Сучасні міжнародні відносини” : посібник. Дніпро, 2013. 40 с.

27. Суліма Є. М. Глобалістика: підручник. Київ: Вища школа, 2010. 544 с.

28. Україна в міжнародних відносинах: енциклопедичний словник-довідник. Вип. 5 / ред. М. М. Варварцев. Київ: Ін-т історії України НАН України, 2014. 331 с.

29. Уткин А. И. Глобализация: процесс и осмысление. Москва.: Логос, 2001. 271 с.

30. Цимбалістий В. Ф. Теорія міжнародних відносин. Львів: Новий Світ-2000, 2010. 360 с.

31. Шепелєв М. А. Теорія міжнародних відносин: підруч. Київ: Вицашк., 2004. 622 с.

6.2. Additional sources

31. About UN in Ukraine. URL: <http://www.un.org.ua/en/un-country-team-in-ukraine/introduction>

32. Difference Between International Relations and Foreign Policy / Difference Between. URL: <http://www.differencebetween.net/miscellaneous/politics/difference-between-international-relations-and-foreign-policy/#ixzz4p90HsfG0>

33. Historical Approaches to International Relations. Education Options. URL: <http://onlinelearningtips.com/2013/01/historical-approaches-to-international-relations/>

34. Представництво Європейського Союзу в Україні. URL: http://eeas.europa.eu/delegations/ukraine/more_info/euroclubs/euroclubs_uk.htm

35. Україна і світова організація торгівлі. URL: <http://wto.in.ua/index.php?get=14>

6.3. Software

36. Educational course on the subject “History of International Relations”, on the Moodle platform, SNAU, 2020. URL: <https://cdn.snaueu.edu.ua/moodle/course/view.php?id=3394>

CurriculumPeer Review (Syllabus)

The parameter by which the curriculum (syllabus) of the educational component is evaluated	Yes	No	Comment
General information about the educational component is sufficient	Yes		The information provided about the educational component sufficiently reflects its essence
The learning outcomes of the educational component correspond to the NQF	Yes		Achieving the learning outcomes declared in the NQF is a logical process of quality learning of the course material
Learning outcomes in the educational component correspond to the provisions of the PLOs (for mandatory EC)	Yes		Compulsory discipline
The learning outcomes of the educational component provide an opportunity to measure and assess the level of their achievement	Yes		The learning outcomes of the educational component contribute to the assessment of advanced knowledge by students
Learning outcomes relate to students' competencies, not the content of the discipline (contain knowledge, skills, abilities, not the topics of the discipline's curriculum)	Yes		Learning outcomes allow to develop students' competencies
Learning activity (teaching and learning methods) allows students to achieve the expected learning outcomes	Yes		Learning activity fully allows students to achieve the stated results
The educational component involves learning through research	Yes		Research is an integral part of the educational component
The assessment strategy within the educational component is in line with the policy of the University / Faculty	Yes		Quite coincide
The provided assessment methods allow to assess the degree of achievement of learning outcomes in the educational component	Yes		Assessment methods are well prepared and contribute to the assessment of learning outcomes
The workload of students is adequate to the volume of the educational component	Yes		The workload of students is acceptable and allows to learn the material
Recommended learning resources are sufficient to achieve learning outcomes	Yes		Learning resources have ancillary value along with the lecture material
The literature is relevant	Yes		Relevant and modern

Peer Reviewers:

Member of the project group EP International Law

(title)

Klochko A.M.

(Surname, initials)

(signature)

Tutor of the Chair

International Relations

(title)

Klietsova D.V.

(Surname, initials)

(signature)