Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Faculty of Humanities and Social Sciences

educational division (faculty/institute/academy) as higher education programme developer

FINAL STATE EXAMINATION SYLLABUS

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

field of studies / speciality code and title

The final state examination is implemented within the professional education program of higher education:

Global Security and Development Cooperation

higher education programme profile/specialisation title

1. FINAL STATE EXAMINATION GOAL AND TASKS

The goal of the final state examination within the framework of the higher education programme implementation is to check the conformity of the students' training outcomes as the programme results with the relevant requirements of the Federal State Educational Standard of the Higher Education or the RUDN University Educational Standards.

The tasks of the final state examination include the following:

- checking the quality of teaching a person basic humanitarian knowledge, natural science laws and phenomena necessary for professional activities of a graduate;

- identifying the level of theoretical and practical readiness of a graduate to perform professional tasks in compliance
 with the qualification obtained;

- establishing the degree of a person's desire for self-development, improving his or her qualifications and skills;

- exploring the formation of a graduate's sustainable motivation for professional activities in compliance with the types of tasks of professional activities provided for by the Federal State Educational Standard of the Higher Education or the RUDN University Educational Standards;

- assessing the level of graduates' ability to find organizational and managerial solutions in non-standard situations and evaluating graduates' readiness to bear responsibility for them;

- ensuring the integration of education and scientific and technical activities, increasing the efficiency of scientific and technological achievements use, reforming the scientific sphere and stimulating innovation;

- ensuring the quality of specialists' training in compliance with the requirements of the Federal State Educational Standards of the Higher Education or the RUDN University Educational Standards.

2. REQUIREMENTS FOR HIGHER EDUCATION PROGRAMME COMPLETION AND LEARNING OUTCOMES

A student who does not have failed tests or exams and who has fully completed the curriculum or the individual curriculum of the higher education programme is allowed to the final state examination.

On the higher education programme completion the graduate is expected to master the following **competences**:

Code and descriptor of the competences	
УК-1	Способен осуществлять поиск, критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий
УК-2	Способен управлять проектом на всех этапах его жизненного цикла.
УК-3	Способен организовывать и руководить работой команды, вырабатывая командную стратегию для достижения поставленной цели.
УК-4	Способен применять современные коммуникативные технологии на государственном языке Российской Федерации и иностранном(ых) языке(ах) для академического и профессионального взаимодействия.
УК-5	Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия.
УК-6	Способен определить и реализовать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки.
ОПК-1	Способен выстраивать профессиональную коммуникацию на государственном языке Российской Федерации и иностранном(ых) языке(ах) по профилю деятельности в

Code and descriptor of the competences	
	мультикультурной среде на основе применения различных коммуникативных технологий с учетом специфики деловой и духовной культуры России и зарубежных стран.
ОПК-2	Способен осуществлять поиск и применять перспективные информационно-коммуникативных технологии и программные средства для комплексной постановки и решения задач профессиональной деятельности.
ОПК-3	Способен оценивать, моделировать и прогнозировать глобальные, макрорегиональные, национально-государственные, региональные и локальные политико-культурные, социально-экономические и общественно-политические процессы на основе применения методов теоретического и эмпирического исследования и прикладного анализа.
ОПК-4	Способен проводить научные исследования по профилю деятельности, в том числе в междисциплинарных областях, самостоятельно формулировать научные гипотезы и инновационные идеи, проверять их достоверность.
ОПК-5	Способен выстраивать стратегию по продвижению публикаций по профилю деятельности в средствах массовой информации на основе базовых принципов медиаменеджмента.
ОПК-6	Способен разрабатывать и реализовывать организационно-управленческие решения по профилю деятельности.
ОПК-7	Способен самостоятельно выстраивать стратегии представления результатов своей профессиональной деятельности, в том числе в публичном формате, на основе подбора соответствующих информационно-коммуникативных технологий и каналов распространения информации.
ОПК-8	Способен разрабатывать предложения и рекомендации для проведения прикладных исследований и консалтинга.
ОПК-9	Способен участвовать в реализации основных профессиональных и дополнительных образовательных программ
ПК-1	Способен самостоятельно разрабатывать и оформлять аналитические материалы

3. FINAL STATE EXAMINATION PROCEDURE

The final state examination can be conducted both in in-person format (students and the state examination committee are at RUDN University during the examination), and through the use of distance learning technologies available in the RUDN Electronic Information and Educational Environment.

The procedure for in-person or DLT-facilitated final state examination is regulated by the relevant local normative act of the RUDN University.

The final state examination within the framework of the higher education programme includes:
- state exam
- defence of the graduation qualifying paper (degree thesis).

4. STATE EXAM PROCEDURE

The total workload of the State Exam is 3 credits.

The state exam is held in one or more disciplines and (modules) of the higher education programme, whose mastery bears a decisive importance for graduates' occupational performance.

The state exam is held in two stages:

The first stage includes the assessment of the level of a graduate's theoretical training in the form **of computer testing** through the tools available in the RUDN Electronic Information and Educational Environment (EIEE).

The second stage focuses on the assessment of the graduate's practical preparation for future occupational activities in the form **of solving work-related situational problems (cases)**.

In order to prepare students for taking the state exam, the head of the educational programme (no later than one calendar month before the start of the final state examination) shall familiarise the graduate students with the final state examination syllabus, the comprehensive list of theoretical issues included in the state exam, examples of work-related (occupational) situational tasks (cases) that the students will have to solve in the process of taking the state exam, as well as with the procedure for each stage of the state exam and the grading system for evaluating its results (with assessment materials).

Before the state exam, students are offered consultations on issues and tasks included in the state exam (mandatory pre-exam consultation).

5. REQUIREMENTS FOR GRADUATION QUALIFYING PAPER (DEGREE THESIS) AND PROCEDURE FOR ITS DEFENCE

The degree thesis is a graduation qualifying paper that the student (several students in a team) prepare to demonstrate his/her/their level of competence and work readiness.

The list of degree theses themes offered to students for further work is approved by the order of the head of the educational division (faculty/institute/academy) that runs the higher education programme, the respective information is delivered to the students by the programme head no later than six months before the date of the final state examination start.

The students are allowed to suggest their own themes for the theses, under the set procedure.

The student who has passed the state exam is admitted to defend the graduation degree thesis.

The student (students) is/are allowed to defend his/ her/their thesis only if this fully completed degree paper is signed by the respective graduate (s), the supervisor, the consultant (if any), the heads of the educational department and educational division; the thesis is also subject to the external review procedure (mandatory for master's and specialist's programmes) and the plagiarism check (in the "Antiplagiarism" system). The review of the graduation qualifying paper supervisor shall be attached as well, with a specific emphasis laid on the graduate's activities in the course of the degree thesis drafting.

No later than 14 days before the date of the thesis defence, a rehearsal of the procedure is held at the presence of the degree thesis supervisor and other academic staff of the educational department, in order to timely identify and eliminate shortcomings in the structure, content and design of the degree thesis.

The degree theses are introduced to the State Examination Board members at the public defence procedure. It includes the students' oral reports with mandatory multimedia (graphic) presentations that introduce the thesis main content.

At the end of the reports, the students reply orally to the State Examination Board members' questions regarding the subject, structure, content of the paper and the profile/ specialisation of the higher education programme. The reports and / or answers to the Board members' questions may be delivered in a foreign language.

The stages of the graduation qualifying paper preparation, the requirements for its structure, volume, contents and design, as well as the list of mandatory and recommended documents submitted for defence are specified in the relevant guidelines.

The evaluation of the degree thesis defense results is carried out in accordance with the methodology set forth in the assessment toolkit that is specified in the Appendix to the syllabus.

6. REQUIREMENTS FOR EQUIPMENT AND TECHNOLOGY SUPPORT FOR FINAL STAE EXAMINATION

The infrastructure and technical support necessary for the examination implementation include: classrooms equipped with computers, specialized software, digital display board and technical means for multimedia presentations.

7. RESOURCES RECOMMENDED FOR FINAL STATE EXAMINATION

Main readings to prepare for the state exam and/or degree thesis defence:

1.   Bramsen I. and Poder P. and Wæver O. Resolving international conflict: dynamics of escalation, continuation and transformation / edited by Isabel Bramsen, Poul Poder and Ole Wæver. Routledge, an imprint of the Taylor & Francis Group Abingdon, Oxon; New York, NY, 2019.

2.   Delgado-Caicedo J. Handbook of Regional Conflict Resolution Initiatives in the Global South / Edited by Jeronimo Delgado-Caicedo. Abingdon: Routledge, 2023.

3. Elias J., Sutch P. International Relations. The Basics – Routledge, 2007.

4.   Greig J. M., et al. International Conflict Management. London: Polity Press, 2019.

5.   Griffiths M. International Relations Theory for the Twenty-First Century. An Introduction – Routledge, 2007.

6.   Karaganov S.A., Barabanov O.N., Bezborodov A. и др. Toward the Great Ocean - 3. Creating Central Eurasia. The Silk Road Economic Belt and the Priorities of the Eurasian States' Joint Development. M.: Международный Дискуссионный клуб "Валдай", 2015.

7.   Likhacheva A., Makarov I. A. National Identity and the future of Russia. M.: Valdai Discussion Club, 2014.

8.   Lukin A., Albright A., Blank S. et al. Uneasy Triangle: China, Russia, and the United States in the New Global Order. Washington: Center for Global Interests, 2015.

9.   Maus S. United Nations Peace Operations and Human Rights. Leiden, The Netherlands: Brill | Nijhoff, 2020. https://doi.org/10.1163/9789004433090.

10.   McNab C. A History of War: From Ancient Warfare to the Global Conflicts of the 21st Century. Sirius, 2021. 256 p. ISBN-10: 183940678X.

11. Mirskiy G. I. Russia is right to be upset over events in Ukraine. Financial Times. 2014.

12. Rubenstein R.E., & Simmons S. (Eds.). Conflict Resolution after the Pandemic: Building Peace, Pursuing Justice (1st ed.). Routledge, 2021. https://doi.org/10.4324/9781003153832.

13. Senehi J., Scott I. M., Byrne S., Matyók Th. G. (eds). Routledge Handbook of Peacebuilding and Ethnic Conflict. New York: Routledge, 2023.

14. Skriba A. Challenges of Eurasian integration after the Ukrainian Crisis. International Organisations Research Journal. 2014. Vol. 9. No. 3.

15. The Globalization of World Politics / [ed. by] John Baylis, Steve Smith, Patrica Owens Oxford University Press, 2008.

16. Zartman I. W., Siniša V. Rethinking Conflict Resolution and Management. Edward Elgar Publishing, 2023. 196 p. ISBN-10: 1800376987.

Additional reading for preparing for the interdisciplinary state exam and / or perform and defend the Final qualification paper:

17. Никитин А.И. Международные конфликты, Вмешательство, Миротворчество, Урегулирование. М.:Аспект Пресс, 2018 384 с.

18. Бокерия С. А,, Дегтерев Д.А. Миротворчество в многополярном мире. М.: Аспект Пресс, 2024. 492 с.

19. Гуманитарное измерение вооруженных конфликтов XX века / Отв. ред. К. А. Пахалюк. М., 2021. 656 с.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
- Official website of the UN - http://www.un.org
- "The International Affairs" - http://www.interaffairs.ru/
- "International Trends" (Mezhdunarodnye protsessy) - http://www.intertrends.ru/
- Website of the journal "Russia in Global Affairs" - http://www.globalaffairs.ru/
- The Institute of Europe of the Russian Academy of Sciences - http://instituteofeurope.ru/
- The Institute of Latin America of the Russian Academy of Sciences - http://www.ilaran.ru/
- Lomonosov Moscow State University's Institute of Asian and African Countries - http://www.iaas.msu.ru/index.php/ru
- The Institute of Strategic Studies and Analysis - http://www.isoa.ru/index.php
- The Institute of the USA and Canada of the Russian Academy of Sciences - http://www.iskran.ru
- Information and analytical Portal Geopolitika.ru - http://www.geopolitika.ru/
- International Relations and Conflicts - http://pioss.net/blog/international_relations_and_conflicts/
- Scientific Electronic Library - http://elibrary.ru
- Primakov National Research Institute of World Economy and International Relations of the Russian Academy of Sciences (IMEMO) - http://www.imemo.ru/
- Links to the servers of the foreign ministries around the world - http://people.itu.int/
- Ministry of Foreign Affairs of the Russian Federation - https://mid.ru/
- Government of the Russian Federation - http://government.ru
- President of the Russian Federation - https://kremlin.ru

2. *Databases and search engines:*
- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database
http://www.elsevierscience.ru/products/scopus/

The training toolkit and guidelines for student's self-studies to prepare for the state exam and /or to draft the degree thesis and defend it*:

1. Guidelines for preparing of the Final qualification paper of the program "Peacekeeping, Peacebuilding and Conflict Resolution".
2. The procedure of verification of the Final qualification paper by the AntiPlagiarism system.
3. The procedure for conducting the Final state certification for the program "Peacekeeping, Peacebuilding and Conflict Resolution" using DLT, incl. graduate identification procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF GRADUATES' COMPETENCES LEVEL

Assessment/Evaluation Toolkit and Marking/Grading Criteria for competences level evaluation developed during the program "Peacekeeping, Peacebuilding and Conflict Resolution" are listed in the Appendixes to this program.

Assessment & Grading System.

Grades	Traditional Russian marks	ECTS
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX

HEAD OF DUCATIONAL DEPARTMENT:

Theory and History

K. P. Kurilev

| educational department | signature | name and surname |

HEAD
OF HIGHER EDUCATION PROGRAMME:

| position, department | signature | name and surname |

Department of Theory and History of IR

educational department to be specified

ASSESSMENT TOOLKIT

for the course

For Final State Certification
course title

41.04.05 International Relations
field of studies / speciality code and title

Peacekeeping, Peacebuilding and Conflict Resolution
higher education programme profile/specialisation title

Master
graduate's qualification (degree)

1. **State examination.** Evaluation tools designed to establish the compliance / non-compliance with the level of training of graduates who have completed the program of specialty 41.04.05 International Relations, and with the requirements of the corresponding RUDN University higher education standards, in the course of examination.

As part of the Final state certification, the degree of mastering the following competencies by graduates is verified: УК-1.1; УК-1.2; УК-1.3; УК-1.4; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-3.1; УК-3.2; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-5.1; УК-5.2; УК-5.3; УК-6.1; УК-6.2; УК-6.3; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-1.4; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-2.4; ОПК-3.1; ОПК-3.2; ОПК-4.1; ОПК-4.2; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-5.4; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ОПК-9.1; ОПК-9.2; ОПК-9.3; ОПК-9.4; ОПК-9.5; ПК-1.1; ПК-1.2; ПК-1.3; ПК-1.4.

Assessment & Grading System.

Grades	Traditional Russian marks	ECTS
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX

The course final rating is 100 points. To obtain an examination grade, the sum of points for disciplinary modules should make from 60 to 75 points for a "satisfactory" rating, 75-85 points for a "good" rating, and 85-100 points for an "excellent" rating.

The maximum rating in the discipline is 100 points, which corresponds to 100% of students mastering all types of work at a high quality level.

Assessment and Evaluation Toolkit Description
Specialty: 41.04.05 International Relations
State exam (Final state certification)

Controlled competence (or part of it) code	Controlled Module	Types of competence control		Point for module
		Test	Oral answer	
УК-1.1; УК-1.2; УК-1.3; УК-1.4; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-3.1; УК-3.2; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-5.1; УК-5.2; УК-5.3; УК-6.1; УК-6.2; УК-6.3; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-1.4; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-2.4; ОПК-3.1; ОПК-3.2; ОПК-4.1; ОПК-4.2; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-5.4; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ОПК-9.1; ОПК-	Test	20		20

9.2; ОПК-9.3; ОПК-9.4; ОПК-9.5; ПК-1.1; ПК-1.2; ПК-1.3; ПК-1.4				
УК-1.1; УК-1.2; УК-1.3; УК-1.4; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-3.1; УК-3.2; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-5.1; УК-5.2; УК-5.3; УК-6.1; УК-6.2; УК-6.3; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-1.4; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-2.4; ОПК-3.1; ОПК-3.2; ОПК-4.1; ОПК-4.2; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-5.4; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ОПК-9.1; ОПК-9.2; ОПК-9.3; ОПК-9.4; ОПК-9.5; ПК-1.1; ПК-1.2; ПК-1.3; ПК-1.4	Interdisciplinary examination		80	80

Questions for the state exam:

1. Classical and Modern Theories of International Conflict.

2. Levels of Disputed Interaction: Political and Legal Specificity of Global, Regional and Interstate Conflicts.

3. Security and Conflict. The Security Dilemma.

4. International Political Crisis. The Cuban Missile Crisis as a Classical Crisis Model

5. Causes of International Conflict (Structural Causes and Triggers).

6. Current Trends (at least 5) in the Development of International Relations.

7. New vectors of Russian Foreign Policy on the African continent

8. History of International Human Rights Concept

9. International Humanitarian Law. The UN Human Rights System and Enforcement

10. Human Rights Protection as the Concept Legitimizing the Use of Force

11. Principles and Theories of Human Rights

12. Humanitarian Intervention Concept and its Interconnection with International Security

13. International Non-Governmental Human Rights Organizations: Amnesty International, Human Rights Watch, etc.

14. Great and Emerging Powers in World Politics: Key Definitions, Criteria and Dimensions

15. Great Power Hierarchy in Contemporary International Relations

16. The Role of BRICS in International Politics. Main Activities, Results of Summits.

17. The Concept of Global Governance. Role of International Institutions.

18. Peacekeeping Operations: History, Functions and Legal Dimensions

19. Council of Europe - Goals, Structure, Direction of Activity, Mechanisms.

20. Organization for Security and Co-operation in Europe: Objectives, Principles of Operation, Mechanism.

21. The European Union as an International Organization. Pitfalls of the European Integration

22. Commonwealth of Independent States: Legal Nature, Personality, Structure.

23. Specialized UN Agencies, Relations with the UN, the Nature of the Activities.

24. Non-state Transnational Actors of World Politics. NGOs, TNCs, Ethnic and Religious Movements, Mass Media.

25. Intergovernmental Organizations as Actors in World Politics.

26. School of Realism: Contribution of H.Morgentau, K.Waltz and J.Mearshaimer

27. School of Liberalism: Concepts, Representatives, Criticism

28. How does Constructivism Offer New Insight into the Study of International Relations? Contribution A.Wendt.

29. Neomarxism: Relevance to the Current System of International Relations (I.Wallerstein and World-system Theory)

30. Summarize the Main Issues in the Debate between Positivism (Realism, Liberalism) and Post-Positivism (Constructivism, Post-Modernism, Critical Theory)

31. The Approach of the Russian Federation towards Formation of Regional and Global Security Systems.

32. Migration Challenges. Impact on State Policy and International Relations.

33. Migration as a Factor of Modern International Relations. The Problem of Multiculturalism.

34. International Terrorism as a Socio-political Phenomenon.

35. International Terrorist Organizations: General and Special. Geography of International Terrorism.

36. Foreign Aid in Perception of Realist, Liberal, Constructivist and Neo-Marxist Paradigm

37. Aid Policy of Traditional (DAC OECD members) and Emerging Donors: Convergence and Divergence

38. The Concept of Official Development Assistance: Main Characteristics

39. Bilateral vs Multilateral Foreign Aid: Comparative Analysis of Advantages for Donor's Country

40. UN Millennium Development Goals and Sustainable Development Goals: Common and Different

41. Give main motivations of donor countries to provide assistance (at least 5).

42. Describe major causes of contemporary international conflicts (structural causes and triggers).

43. Describe OPEC and OPEC+ as a major actor of global energy diplomacy.

44. UN reform issue and prospects

45. Describe key reasons of Russian pivot to Asia.

46. What are the reasons for the increasing role of non-State actors in the global politics?

47. Explain confrontation in contemporary USA-Russia relations

48. Humanitarian intervention as a contemporary interpretation of the "right of the strong to intervene in the internal affairs of other States"

49. Describe the role of emerging power in development cooperation

«Mentor» test questions

1. What does the term 'peace' mean?

a) The rejection of weapons of mass destruction.

b) The absence of conflict.

c) The absence of conflict plus the existence of dialogue, understanding and cooperation.

2. What is peace education?

a) To cultivate a culture of peace based on human rights.

b) To teach about negotiation processes in contemporary history.

c) To teach about armed conflict.

3. Is there any role for the youth in the prevention of conflict?

a) Youth is a key actor for an effective prevention of conflict.

b) There might be a role, but minimal.

c) There is no role for the youth on this.

4. What entails the pacific settlement of disputes?

a) A negotiation between the parties to the dispute.

b) The outcome of a judicial settlement about the dispute.

c) A range of possible methods, including negotiation and judicial settlement.

5. Who are the so called 'blue helmets'?

a) The security forces at UN Headquarters in New York.

b) The UN Peacekeeping forces.

c) The Armed Forces of the UN.

6. Why has the United Nations often been ineffective in maintaining international peace and security?

    a) Its members regularly withhold funds for the UN.
    b) The states of the international system place no importance on the resolutions adopted by the UN.
    c) It fails to adopt resolutions unless there is agreement among the five permanent members of the Security Council.
    d) All of the options.

7. Which of the following statements is true?

    a) The only role of the UN is to maintain international peace and security.
    b) African troops have become a common feature of UN peacekeeping forces and are commanded by the Secretary General of the UN.
    c) In nearly all cases during the post-Cold War era, UN peacekeeping forces have achieved success in establishing peace.
    d) None of the options

8. What is Traditional Peacekeeping?

    a) UN forces are placed under the command of the permanent members of the Security Council and are used to forcefully pacify disputing parties
    b) Traditional peacekeeping is characterised by the establishment of UN forces between the disputants once they have agreed to a ceasefire
    c) Traditional peacekeeping occurs when civilians working for the UN are used to administer and re-establish civilian institutions once hostilities between disputants have ended
    d) None of the options

9. What do we mean by Second Generation Peacekeeping?

    a) Multileveled missions which incorporate elements of Traditional Peacekeeping
    b) Missions whereby UN troops are authorised to use force for reasons other than self-defence
    c) Mission objectives extend to achieve humanitarian goals, improving the living conditions of affected populations and helping towards improving economic, political and social conditions
    d) All of the options

10. The civil war in Syria has largely spelled the end of the principle of Responsibility to Protect. Why is this so?

   a) The international community has lacked the political will to enforce the principles
   b) The warring parties are refusing to co-operate with the international community
   c) Outside powers such as the United States and Russia are pursuing their own interests in Syria and uninterested in acting as honest brokers
   d) All of the options

The oral answer in the state exam is evaluated based on the following criteria:

Note «5» (excellent) if:
– the content of the examination paper material is fully disclosed;
– the material is presented correctly, in a certain logical sequence;
– systematic and deep knowledge of the program material is demonstrated;
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– terminology is accurately used;
– the ability to illustrate theoretical positions with specific examples, to apply them in a new situation is shown;
– the assimilation of previously studied related issues, the formation and sustainability of competencies, skills and abilities is demonstrated;
– the answer was given independently and individually, without helping questions;
– the ability to creatively apply knowledge of theory to solving professional problems is demonstrated;
– the knowledge of modern educational and scientific literature is demonstrated;
– one or two inaccuracies were made when covering minor issues, which are corrected according to the examiner's remark.

Note «4» (good) if:
– the presentation of the examination material is done in a systematic and consistent manner;
– the ability to analyze the material is demonstrated, but some of the conclusions are not reasoned and evidence-based;
– mastering of the main literature is demonstrated.
– the answer basically meets the requirements for a "5", but at the same time it has one of the drawbacks: there are small gaps in the presentation that did not distort the content of the answer; one or two shortcomings were made in covering the main content of the answer, corrected according to the examiner's remark; an error or more than two shortcomings were made when covering minor issues that are easily corrected after the examiner's remark.

Note «3» (satisfactory) if:
– the content of the material is incompletely or inconsistently disclosed, but a general understanding of the issue is shown and skills sufficient for further assimilation of the material are demonstrated;
– the main categories on the considered and additional issues are mastered;
– there are difficulties or errors in the definition of concepts, the use of terminology, corrected after several leading questions;
– with incomplete knowledge of the theoretical material, insufficient mastering of competencies, skills and abilities was revealed, the student cannot apply the theory in a new situation;
– mastering of the main literature is demonstrated.

Note «2» (non-satisfactory) if:
– the main content of the educational material is not disclosed;
– ignorance or misunderstanding of a larger, or most important part of the educational material is detected;

– errors were made in the definition of concepts, when using terminology, which were not corrected after several leading questions;
– competencies, skills and abilities are not formed.
Students who have received an "unsatisfactory" grade according to the results of the state exam are not allowed to proceed with the defense of a master's thesis.

2. Defense of the Final qualification paper

As part of the Final State certification, the degree of mastering the following competencies by graduates is checked: УК-1.1; УК-1.2; УК-1.3; УК-1.4; УК-2.1; УК-2.2; УК-2.3; УК-2.4; УК-3.1; УК-3.2; УК-4.1; УК-4.2; УК-4.3; УК-4.4; УК-5.1; УК-5.2; УК-5.3; УК-6.1; УК-6.2; УК-6.3; ОПК-1.1; ОПК-1.2; ОПК-1.3; ОПК-1.4; ОПК-2.1; ОПК-2.2; ОПК-2.3; ОПК-2.4; ОПК-3.1; ОПК-3.2; ОПК-4.1; ОПК-4.2; ОПК-5.1; ОПК-5.2; ОПК-5.3; ОПК-5.4; ОПК-6.1; ОПК-6.2; ОПК-6.3; ОПК-7.1; ОПК-7.2; ОПК-7.3; ОПК-8.1; ОПК-8.2; ОПК-8.3; ОПК-9.1; ОПК-9.2; ОПК-9.3; ОПК-9.4; ОПК-9.5; ПК-1.1; ПК-1.2; ПК-1.3; ПК-1.4.

Assessment & Grading System.

Grades	Traditional Russian marks	ECTS
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX

The course final rating is 100 points. To obtain an examination grade, the sum of points for disciplinary modules should make from 60 to 75 points for a "satisfactory" rating, 75-85 points for a "good" rating, and 85-100 points for an "excellent" rating. The maximum rating in the discipline is 100 points, which corresponds to 100% of students mastering all types of work at a high quality level.

The preparation and defense of the final qualification paper is assessed based on the following criteria: «Excellent» – the student demonstrates a very high quality of the prepared paper, shows the ability to apply general cultural, general professional and professional competencies in practice in the profile of his education (including defense of the paper in Russian and foreign languages, the presence of publications in the editions of the list of the Higher Attestation Commission and other peer-reviewed publications, etc.).
«Good» – the student demonstrates the high quality of the prepared paper, shows the ability to apply general cultural, general professional and professional competencies in practice in the profile of his education. «Satisfactory» – the student demonstrates a not very high degree of quality of the prepared paper. There are factual gaps and incomplete mastering of the literature. The norms of conceptual language are violated; there is fuzziness and ambiguity of written speech; general professional competencies in practice, according to the profile of their training, are demonstrated uncertainly.
«Unsatisfactory» – the student demonstrates an insufficient degree of paper preparation, gross errors, as well as ignorance of key definitions and literature; there is no experience in the practical application of general professional competencies in practice in the profile of his education.