

Концепция программы

«Государство, общества и экономическое развитие в современной Азии (Ближний Восток и Восточная Азия)» State, Societies and Economic Development in Modern Asia (Middle East and East Asia)

Магистерская программа по направлению «Востоковедение и африканистика»

Язык программы: русский и английский

Департамент востоковедения и африканистики

Данная магистерская программа посвящена вопросам изучения государств, обществ и экономического развития в современной Азии под углом зрения сравнительной и международной политической экономии, теорий экономического и культурного развития, сравнительной политологии и социальной антропологии.

Программа на междисциплинарном фундаменте (востоковедном и экономическом) решает задачу изучения особенностей развития государств в региональном контексте, формируя у обучающихся навыки анализа и оценки социально-экономического развития государств и крупных экономических (в том числе интеграционных) проектов в рассматриваемых макрорегионах современной Азии.

Страноведческие курсы настроены на изучение институциональной, социально-политической, исторической и религиозной специфики так называемых «восточных обществ», оказывающей влияние на характер и темпы экономического развития соответствующих стран.

Программа комбинирует традиционные в академической науке подходы к изучению экономики, политики и культуры Востока с методами прикладных востоковедных исследований, в частности, полевых и экспедиционных исследований, к которым предполагается привлекать обучающихся.

В ряде курсов приоритетное внимание уделяется взаимодействию Российской Федерации со странами рассматриваемых регионов, что, наряду с прочим, повышает конкурентоспособность программы.

Региональная специализация программы

1. Расширенный Ближний Восток и Северная Африка (арабские страны Азии и Северной Африки, Израиль, Иран, Турция), далее - РБВСА.
2. Восточная Азия (Китай, Корея, Япония, некоторые другие страны региона).

Методологическая и теоретическая платформа

Востоковедение базируется на методологии социальной и культурной антропологии, исторического, культурологического, религиоведческого, этнологического и ряда других научных методов изучения афроазиатских обществ, которые в данной программе дополнены сравнительно новым для востоковедения экономическим и политологическим анализом реалий Востока на уровне страноведения и регионоведения.

Анализ проблем, связанных с увеличением разрыва между богатыми и бедными (D.Acemoglu, J.A.Robinson), политико-экономическим подходом к экономической ситуации в странах Востока (A.Richards, J.Waterbury, S.Eriksson), теориями экономического роста

(E. Stuart Kirby, J.M.Dowling, M.R.Valenzuela, R.J.Valenzuela), наряду с исследованиями, посвященными квазиэкономическим концепциям, основанным на религиозно-культурных особенностях отдельных стран и народов (M. Umer Chapra), сочетается в данном курсе с политическим (Henry Kissinger, George Fridman), социологическим и востоковедным (Immanuel M. Wallerstein), культурно-философским (Gilbert Rozman, Michael Minkov, Salwa Ismail) и другими методами исследования современной ситуации в Азии.

Сочетание вышеперечисленных концепций и теорий придает программе междисциплинарный характер при сохранении ее востоковедной специфики. Применение же лингвистических, историко-культурологических и этно-психологических методов, выработанных в рамках востоковедного научного знания, дает основание говорить о инновационном (по крайней мере, в отдельных его частях) характере программы.

Данное теоретическое и методологическое основание позволит обучающимся понять сущностные факторы функционирования государств, общественных процессов и экономического развития стран рассматриваемых регионов и самих регионов в условиях:

- глобальной экономической и финансовой нестабильности;
- политической нестабильности, ослабления, в ряде случаев коллапса государственности, криминализации малых социальных культурных групп;
- политизации религий, нарастания неконформистских и альтер- и антисистемных настроений в обществе;
- миграцией и перенаселенностью, стремительным ростом сообществ мигрантов;
- культурной экспансией и последствиями аккультурации и инкультурации.

Ситуация на рынке труда и потенциальная карьера выпускников программы

Общественная потребность в специалистах-востоковедах, обладающих углубленными знаниями в области экономического, политического и социокультурного развития государств и обществ современной Азии неуклонно возрастает. Активизация взаимодействия РФ со странами Азии как на межгосударственном уровне, так и на уровне частного бизнеса, выдвигает повышенные требования к консалтинговой, экспертно-аналитической, организационной деятельности, обеспечивающей это взаимодействие. Потребность в квалифицированных специалистах-востоковедах, специализирующихся в сфере экономического и иных форм развития стран Востока, в частности, в области энергетики, экологии, социального управления и иных областях, возникает в ряде министерств (МИД, Минэкономразвитие, Минфин, Минобрнауки, Минтранс, Минвостокразвитие), крупных государственных корпорациях (Газпром, Роснефть, РЖД), частных российских и зарубежных компаниях.

Особый сегмент рынка труда — консалтинговые структуры, продвигающие отечественный и зарубежный бизнес на восточные рынки. Legal bridge, West Union, Документ 24, MRB-Vostok, Vremya biznesa, Трамис и другие консалтинговые компании и компании по сопровождению бизнеса, российские и зарубежные, могут принять в штат выпускников программы.

В области экспертно-аналитической, научно-исследовательской и педагогической деятельности специалисты-востоковеды, разбирающиеся в экономическом развитии различных стран Азии, будут востребованы в ВУЗах, Институтах, Центрах и иных структурах АН РФ, Научно-исследовательских структурах за рубежом. Потенциальным рынком труда для выпускников данной программы являются СМИ (Интернет-издания, газеты, журналы, телевидение).

Конкуренция на образовательном рынке

Крупные зарубежные университеты и университетские бизнес-школы имеют близкие по содержанию программы, сориентированные прежде всего на подготовку высококвалифицированных предпринимателей и бизнес-аналитиков. Сходная программа открыта департаментом политических исследований SOAS Лондонского университета (см. Приложение 1), однако в ней региональному и страноведческому компоненту уделено менее 25% учебного времени, что позволяет заключить, что знание реалий экономического развития стран и регионов, востребованные рынком труда, оказываются на периферии внимания обучающихся. Предлагаемая же программа сочетает профессиональную востоковедную страноведческую и регионоведческую подготовку с элементами современного экономического образования, в частности, с вопросами экономического развития, государственного управления социально-экономическими процессами, спецификой местного менеджмента, что является преимуществом данной программы.

В глобальном образовательном пространстве безусловно преобладают магистерские программы, ориентированные на бизнес-процессы в странах Восточной и Юго-Восточной Азии. Ближний Восток в его расширенном понимании (арабские страны, Израиль, Иран, Турция, страны Центральной Азии и Кавказа) на образовательном рынке на уровне магистратуры соответствующего профиля практически не представлен.

Цель программы

Основной целью программы является подготовка специалистов-востоковедов, компетентных в вопросах государственно-политического устройства, общественной организации, особенностей экономического развития стран РБВСА и Восточной Азии, владеющих навыками сравнительного политического и экономического анализа на межрегиональном уровне в сочетании с глубокой подготовкой в области истории, культуры, этнических особенностей и языков стран в рассматриваемых регионах.

Задачи программы и компетенции выпускников

Основные задачи программы заключаются в использовании в учебном процессе профессионального анализа государственной политики стран Азии в области экономического развития и связанных с этим проблем экономического отставания от развитых государств, проблем социального неравенства и его последствий в экономической, политической, культурной сферах, проблем молодежи и лиц пожилого возраста, гендерного неравенства, проблем преступности, проблем образования, здравоохранения, региональных и локальных проблем экологического характера и связанных с этим вопросов жизнеобеспечения населения.

Важная задача программы — применять в учебном процессе основные концепции экономического развития, сравнительные методы выявления и анализа особенностей экономического развития отдельных государств, регионов, методики сравнительного анализа межрегиональных отношений.

По завершении программы выпускники приобретают следующие профессиональные навыки:

- профессионально анализировать политику государств в сфере управления обществом и обеспечения экономического развития применительно к странам Азии, понимать закономерности их социально-экономического развития;
- применять в профессиональной деятельности знание социальной стратификации стран изучаемого региона, этнические, этнокультурные и этнорелигиозные особенности населяющих его народов, владеть методами сравнительного экономического, а также политического и культурологического анализа, уметь создавать комбинированные методики исследования;

- владеть нормами общения, делового и бытового этикета, владеть основами переговорного процесса в сфере международного политического, экономического и культурного взаимодействия, навыками деловой переписки, на английском и восточных языках (для обучающихся с базовой востоковедной подготовкой), на английском и в ограниченных пределах на восточных языках (для учащихся без базовой востоковедной подготовки);
- быть готовым к ведению аналитической работы, составлению аналитических отчетов и справок;
- распознавать стереотипные формы поведения представителей восточных культур, использовать эти знания в практической работе в странах Востока, уметь прогнозировать и моделировать предстоящие ситуации общения;
- вести самостоятельную научно-исследовательскую работу, ставить и решать научные проблемы, представлять полученные результаты в соответствующих современных требованиях формах — письменных и устных;
- владеть навыками лекторского мастерства, уметь вести различные формы учебной работы, как лекционного, так и методического характера, быть готовым к ведению самостоятельной педагогической деятельности; быть профессионально подготовленным к общению с представителями СМИ, уметь давать интервью и готовить собственные публикации, соблюдая международный этикет и принципы политкорректности.

Адресная направленность программы

Программа ориентирована на прием следующих категорий поступающих:

1. Востоковеды, получившие специальную подготовку страноведческого, языкового, экономического, политологического и культурологического характера в учебных востоковедных центрах Москвы, Санкт-Петербурга, Владивостока, Казани, Астрахани и ряда других городов России, а также зарубежных университетов Европы, Америки и Азии.
2. Российские и зарубежные выпускники бакалавриата социально-экономического невостоковедного профиля (экономика, менеджмент, история, право, политология, социология, государственное и муниципальное управление, география, регионоведение и др.), желающие получить востоковедное образование.
3. Бизнесмены, госслужащие, сотрудники частных компаний и члены их семей, вовлеченные в различные формы взаимодействия со странами условного Востока и желающие повысить свой образовательный и профессиональный уровень.
4. Российские и зарубежные граждане, интересующиеся вопросами взаимоотношений РФ со странами Азии, прежде всего РБВСА и Восточной Азии.

Различие в программе для учащихся с востоковедным и невостоковедным базовым образованием заключается:

- в содержании дисциплины «Учебно-лингвистический практикум», нацеленной на возможность получения дополнительного объема знаний и практических навыков работы и общения в иной культурной и языковой среде;
- в двух обязательных для невостоковедов и факультативных для востоковедов адаптационных курсах.

Основное содержание программы

Методология программы обеспечивает сочетание востоковедной специфики (страноведение, этнокультура, этнолингвистические практикумы, историко-культурологические курсы и др.) с вопросами экономического развития Азии, основными теориями, тенденциями и перспективами этого развития. Программа формирует компетенции учащихся в рамках следующих предметных блоков:

- Государственные структуры, политическое управление экономической деятельностью, взаимоотношение государства с национальными и иностранными предпринимателями на разных уровнях, внешнеэкономическая и внешнеполитическая

деятельность государств и аффилированных с ним структур, особенности финансовых, политических и бизнес элит в отдельных странах Азии;

- Общие и частные вопросы современного экономического развития стран Азии, основные тенденции, теории и перспективы; экономическое и культурное развитие — их взаимозависимость и взаимная обусловленность; религиозная специфика, формирование ценностных ориентиров, морально-этические установки, оказывающие влияние на процессы экономического и более широко — общественного развития;

- Общественная стабильность и ее зависимость от характера и темпов экономического развития страны, поиск гармоничного взаимопонимания между обществом и государством, демографические проблемы, поляризация по признаку «бедность и богатство», проблема маргинализации части населения, гендерные проблемы в сфере трудовых отношений, проблемы молодежи.

Программа предусматривает два основных вида работ учащихся:

1. Учебно-лекционные курсы и семинарские занятия.
2. Научно-исследовательская работа. Промежуточная квалификационная работа, работа над диссертацией.

Прием осуществляется на программу в целом.

В течение первого года обучения студенты изучают Базовую часть программы: Цикл общих дисциплин направления — 4 курса по 3 з.е. и Цикл дисциплин программы — 5 предметов по 4 з.е., обязательные для всех обучающихся. В течение второго года обучения студенты осваивают Вариативную часть программы — 4 из 8 дисциплин по 3 з.е. Учебно-лингвистический практикум изучается на протяжении двух лет обучения с 1 по 7 модуль (6 з.е. на первом курсе и 3 з.е. на втором курсе). 8 модуль выделяется для завершения работы над магистерской диссертацией.

1. Учебные курсы и семинарские занятия.

Адаптационные курсы, обязательные для невостоковедов:

- Социально-политическая история современной Азии.
(Socio-political History of Modern Asia)
- Экономическая и социальная география современной Азии.
(Economic and Social Geography of Modern Asia)

Блок 1. Цикл общих дисциплин направления. 12 з.е.

(Базовая часть программы).

- Основные теории и концепции экономического развития стран Азии.
(General Theories and Concepts of Economic Development in Asia).
- Страны Азии в системе мировой экономики и международных отношений.
(Asian countries in the World Economy System and International Relations).
- Мировая финансовая система и финансовые институты стран Азии.
(World Financial System and Financial Institutions of Asia).
- Государство, общество и этничность в Азии.
(State, Society and Ethnicity in Asia).

Блок 2. Цикл дисциплин программы (44 з.е.)

2.1. Базовая часть (20 з.е.).

- Миграции и диаспоры в контексте дихотомий Запад-Восток и Север-Юг.
(Migration and Diasporas in the context of dichotomy West-East & North-South).
- Россия и страны Азии: развитие и сотрудничество.
(Russia and Asian countries: Development and Cooperation).

- Страны Азии в системе международных инвестиций.
(Asian countries in the International Investments System).
- Международная экономическая интеграция и международные экономические организации современной Азии.
(International Economical Integration and International Economical Organizations in Modern Asia).
- Города Азии: экономическое, социальное, культурное развитие.
(Urban Asia: economic, social and cultural development).

2.2. Вариативная часть (24 з.е.).

2.2.1. Региональные курсы (4 из 8). 12 з.е.

- Политический процесс, экономическое развития и культурная идентичность в странах Восточной Азии (Китай, Япония, Южная Корея).
(Political process, economic development and cultural identity in East Asia (China, Japan and Korea).
- Национальные особенности ведения бизнеса в Восточной Азии.
(National business in East Asia).
- Культура и искусство в Китае, Корее и Японии: общество и бизнес.
(Culture and Arts of China, Korea and Japan: Society & Business).
- Религия и особенности развития стран Восточной Азии .
(Religion and Development in Asia).
- Политический процесс, экономическое развитие и культурная идентичность в странах Ближнего Востока (Арабские страны, Израиль, Иран, Турция).
(Political process, economic development and cultural identity in the Middle East (Arab countries, Israel, Iran and Turkey).
- Государство, общество и экономика стран ССАГПЗ.
(State and Economy in CCASG Countries).
- Национальные особенности ведения бизнеса на Ближнем Востоке.
(National business in the Middle East).
- Религия и особенности развития стран Ближнего Востока .
(Religion and Development in The Middle East).

2.2.2. Учебно-лингвистический практикум (9 з.е.).

Для студентов-востоковедов предлагаются учебно-лингвистические практикумы, направленные на развитие профессиональных компетенций: работа с источниками и документами различного характера, ведение переговоров, профессиональная коммуникация.

Для студентов, не имеющих подготовки по восточным языкам, учебно-лингвистические практики направлены на ознакомление с базовым языком региона и формирование навыков письменной и устной речи на выбранном восточном языке.

2.2.3. Онлайн курс по выбору (3 з.е.)

3. Практики и научно-исследовательская работа (58 з.е.)

Программой предусмотрены следующие виды научно-исследовательских работ:

1. Подготовка ВКР.

Сбор материала и подготовка магистерской диссертации, которая регламентируется Положением о магистерских диссертациях по данной программе. В конце первого года обучения предполагается написание промежуточной квалификационной работы и подготовка научной статьи по исследуемой теме.

2. Научно-исследовательская практика

3. Научно-педагогическая практика

4. Научно-исследовательский семинар

Развитие программы: зарубежное партнерство.

Планируется установить партнерские отношения с рядом университетов в Европе, возможно, США и Азии (SOAS, University of London; Beijing Normal University; Goethe University, Frankfurt am Main; University of Vienna), Sciences Po Aix-Provence с целью:

1. Создать возможности для академической мобильности учащихся
2. Выйти на уровень получения двух дипломов.

Приложение 1.

University / Organisation	Level	Programme Title	Headway courses (incl. core courses, courses in concentrations, tracks etc.)	Distinctive features of the Programme	Tuition fee
	(Bachelor / Master / PhD)				
SOAS, University of London	MSc	Economics with reference to Africa / South Asia / Asia Pacific Region/ Middle East	Macroeconomics	1-3 year programme with it's objectives being:	UK/EU FEES: £10,470. OVERSEAS FEES: £17,895
			Microeconomics	- To enable students to apply the principles of economic analysis to the design of economic policy with reference to the chosen region	
			Growth and development	To teach postgraduates the technical and analytical skills To qualify them To practice as professional economists	
			Quantitative methods	- To enable practicing professional economists to improve and update their skills and knowledge	
			Financial Systems and Economic Development	There are more subjects on economics (3/4 courses) than regional courses.	
			Applied economics of Africa / South Asia / Asia Pacific Region/ Middle East		
			Capital markets, derivatives and corporate finance		
			Economics of Environment and Development		
			International Trade and Investment		
			Theory of Financial Institutions and Policy		
			History of Economic Analysis		
Goethe University, Frankfurt am Main	MA	Modern East Asian Studies	Language and Basics for Beginners and advanced language courses (Japanese, Chinese, Korean, Indonesian)	1. Basic courses. During the introductory study phase in the first year, students with a degree in cultural studies with focus on Asia (Japanese, Chinese, Korean and South East Asia studies) will be introduced to the basics of economics, law and social sciences. Moreover, they are required to perfect their language skills in advanced courses in Japanese, Chinese, Korean or Indonesian.	moderate semester fee of 345,69 Euros
			Introduction to Economics	Students with a background in economics or social sciences take beginner courses in Japanese, Chinese, Korean or Indonesian. In the second winter term students have the opportunity to deepen their knowledge in methodologies and in theories of economics, law or social sciences or in the language of their choice.	
			Advanced Management		
			Fundamentals of Econometrics		
			Economy and Society: Theories, Concepts and Framework. Institutions and Innovation		
			Introduction to Law and Legal Thinking		
			Introduction to Politics		
			The Legal Environment of Business in China –	2. Core program. It starts in the first winter term and	

			Evolution and Current Issues	stretches over three consecutive terms. Students learn to apply economic, legal and socioscientific theories and concepts on Asia. In addition, students are required to participate in the “Young Scholars Forum”, a paper reading course which focuses on interdisciplinary group work on current economic, legal and socioscientific topics in Asia. During the forum, which stretches over the summer and the following winter term, students are required to engage in group work.	
			Research on Social Inequality in Contemporary East Asia		
			Escalation strategies in political conflicts in Southeast		
			Some normative approaches to economic development: India and its neighbours in comparative perspective		
			Economic and Social Change in South East Asia		
			Approaches to Chinese Economic History		
			Nationalism and Conflicts: Korea and Neighboring Countries	3. Electives. During the entire MEAS Program, students have the choice between a variety of elective courses on special problems and phenomena encountered in Asian countries. Students can substitute one elective module for participation in a Summer School offered either by Goethe University Frankfurt or of one of the various partner institutions of the program.	
			Non-traditional Security Threats in East Asia		
			Informal economy and urbanization in contemporary China / Economic and Social Development of Contemporary Korea / ASEAN and regionalism in Southeast Asia		
			Japanese Corporate Law / Introduction to Korean Law / Civil Procedure Law in China / Chinese Business Law		

University of Vienna, Department of East Asian Studies	MA	East Asian Economy and Society	Contemporary East Asian Language (Chinese, Japanese or Korean)	· The two-year master's programme East Asian Economy and Society is a multidisciplinary programme dealing with contemporary societal, political and economic aspects of the East Asian region as a whole.	€ 382.56 or € 745.92 (non-EU nationals) per semester
			East Asian Economy: Economic Development in East Asia Economic Systems in East Asia	· Programme focuses on current transnational and regional issues as well as on comparative approaches. Reflecting the common traditions as well as the growing interrelation between Northeast Asia (China, Japan and the two Koreas) and Southeast Asia, they expanded regular activities in research and teaching to include the ASEAN countries.	

			East Asian Politics: Political Systems in East Asia International Relations in East Asia	· In module 1, the fundamentals of one East Asian language (Chinese, Japanese or Korean) are taught. Students who already hold a Bachelor's degree or a similar qualification in one of these languages are required to take courses in a language in which they do not hold such degree or qualification.	
			East Asian Society: East Asian History Intercultural Negotiation Patterns East Asian History East Asian Society Introduction to East Asian Languages and Scripts Methods of East Asian Studies Governance in East Asia Regionalism in East Asia	· In modules 2 and 3, students examine economic and political aspects of the East Asian regions within four core mandatory seminars on East Asia's economic systems, economic development, political systems and international relations.	
				· In module 4, students are given a certain degree of flexibility when they study East Asian societies from a cultural-historical perspective, including history, religions and intercultural negotiation.	
			Research and Master's Colloquium		
ИСАА, МГУ	Магистратура	Экономика стран Азии и Африки	Внутренние и внешние факторы экономического развития стран Азии и Африки	· Дисциплины, связанные непосредственно с экономикой стран Востока составляют 1/10 аудиторных часов программы.	330 тыс. рублей за учебный год
			Международное движение капитала и страны Азии и Африки	· ½ программы – языковая подготовка, из которой ½ - восточный язык и ½ - европейский язык.	
			Политическая экономия стран Азии и Африки	· Программа читается на русском языке	
			Практика работы внешнеторговой фирмы		
			Политическая экономия стран Азии и Африки		
			Узловые проблемы глобальной политики и экономики и страны Азии и Африки		

**Аннотации курсов к программе
«Государство, общества и экономическое развитие стран Азии»**

China's One Belt One Road Policy

Title of the course	China's One Belt One Road Policy		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	core / mandatory/ optional or elective		
Prerequisites			
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	With the One Belt, One Road ('OBOR')'s routes crossing over very diverse and politically fragile countries, we need to evaluate also the impact of OBOR investment projects on the rights of the local communities, including indigenous population, and the adverse reaction this might generate towards these projects could have serious financial, social and geo-political implications. This course follows current research on the right of communities to Free Prior and Informed Consent in response to transnational investment interests. We will read contemporary literature on political, economic, and legal impacts of OBOR.		
Intended Learning Outcomes (ILO)	The students will be introduced to the principle of Free Prior and Informed Consent, which has developed in conjunction with transnational corporate governance. We will learn the basics of bilateral trade and investment agreements and corporate governance. Students will gain extensive research, analytical, and communication skills (written and oral).		
Teaching and Learning Methods	Students will analyze case studies and also learn about different stakeholders (managers, shareholders, states, communities, etc.) through roleplay.		
Indicative Assessment Methods and Strategy	Essay, Presentation, and an Exam		
Readings / Indicative Learning Resources	<u>Mandatory</u>		
	<u>Optional</u>		
Course Instructor	Dr. Elena Cirkovic		

Methodology of Socio-political Research in Asia

Title of the course	Methodology of Socio-political Research in Asia				
Title of the Academic Programme	State, Society and Economic Development in Modern Asia				
Type of the course	Obligatory				
Prerequisites	None				
ECTS workload	4				
Total indicative study hours	Directed Study	Self-directed study	Total		
	36	116	152		
Course Overview	The goal of this course is to provide a brief introduction to the methodology of political science research. The course begins with the introduction to the basic principles of political inquiry. Then we consider the basic concepts of statistics and probability. We also discuss such topics as exploratory data analysis and data visualization, statistical hypothesis testing, linear and generalized linear regression models, and causal inference. R programming language is used as a primary tool for data processing and statistical computations. Students are assumed to be familiar with high school math program, have basic computer literacy and be willing to work hard to learn the essentials of data analysis.				
Intended Learning Outcomes (ILO)	After completing this course, students are expected to be able <ul style="list-style-type: none">• to read (and understand!) most academic PS articles• to speak the language of data fluently, that is,• to understand by yourself and explain to others such words as "variable", "distribution", "regression", "p-value", etc.• to design a quantitative political study• to choose statistical methods appropriate to your substantive research problem• to use R programming language for statistical computations				
Teaching and Learning Methods	The course consists of lectures (14 hours) and tutorials (22 hours). All course participants also must write a short research paper (10-15 pages) in which they will try to apply some methods of the course to the topic in cross-cultural social research that they are interested in. The most important aspects of the paper to be graded are the creativity of the research idea, the operationalization and proper statement of hypotheses, and the appropriate use of statistical methods covered within the course. Final project paper must be written alone, independent of other student projects.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	

1	Designing Political Study	18	2	4	16
2	Basic Statistical Concepts	18	2	4	18
3	Exploratory Data Analysis and Visualization	16	2	2	16
4	Inference and Hypothesis Testing	16	2	4	16
5	Linear Regression	16	2	4	18
6	Generalized Linear Models	16	2	2	16
7	Causal Inference	14	2	2	16
Total study hours		152	14	22	116
Indicative Assessment Methods and Strategy		Home assignments (cumulative grade - 70%) Final project presentation (30%) Late assignments will be graded down (one point on a 1-10 scale per day of delay). If you plagiarize, you will fail. You may not recycle papers used in other classes.			
Readings / Indicative Learning Resources		<u>Mandatory</u> Field A., J. Miles, and Z. Field. 2012. Discovering Statistics Using R. SAGE publications ltd. <u>Optional</u> Fox, J. and S. Weisberg S. (2010). An R companion to applied regression. SAGE publications ltd.			
Indicative Self- Study Strategies		Type		+/-	Hours
		Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		+	15
		Assignments for seminars / tutorials / labs		+	15
		E-learning / distance learning (MOOC / LMS)		—	
		Fieldwork		—	
		Project work		+	20
		Other (please specify)		—	
		Preparation for the exam		+	24
Academic Support for the Course		Academic support for the course is provided via a course Dropbox folder, which contains all recommended readings, presentations of lectures, and replication code and data for empirical examples.			
Facilities, Equipment and Software		We will use R programming language as a tool for data processing and statistical computations			
Course Instructor		Associate Professor B.O. Sokolov (Lectures/Seminars); Lecturer Veronika Kostenko (Seminars)			

Leadership Challenges in International Business in Asia

Title of the course	Leadership Challenges in International Business in Asia		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	core		
Prerequisites	Fluency in English		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	A critical examination of the demands of leadership across national and cultural borders, the validity of existing leadership models and the development of effective cross-cultural leadership skills in international business. Cross-cultural and cross-national challenges are illustrated through relevant cases, databases and research findings.		
Intended Learning Outcomes (ILO)	<ol style="list-style-type: none"> 1. Define paradigms for describing and measuring leader behaviour in business enterprises. 2. Analyse effective leader behaviours in the business enterprises in Asian countries and regions. 3. Provide a basis for development of individual leadership skills in diverse situations. 4. Discuss the relationships between leadership and performance in business organisations. 5. Introduce approaches for undertaking research in the area of business leadership in Asia. 		
Teaching and Learning Methods	Lectures, in-class discussions, case study analyses and case study reports and discussions.		
Indicative Assessment Methods and Strategy	Strategy is Student-Centered Learning: assessments at the post-graduate level will include team case analyses and presentations, individual written case analyses, and a brief essay on a topic of interest to the student related to the contents of the course.		
Readings / Indicative Learning Resources	<u>Mandatory: Topic briefs, journal articles, and case studies</u> <u>Optional: Recommended reading list</u>		
Course Instructor	Romie Frederick Littrell		

Course Descriptor: Doing business in Contemporary Asian Cultures: Introduction

Title of the course	Doing business in Contemporary Asian Cultures: Introduction
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Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	core		
Prerequisites	Fluency in English		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	An exploration of contemporary Asia and its regions, with emphasis on engaging in business across ethnic, national, and regional borders within Asia and in a global context.		
Intended Learning Outcomes (ILO)	<ol style="list-style-type: none"> 1. Critically reflect on, identify, and discuss ways to categorise regions in Asia. 2. Critically reflect on, identify, and discuss differences in national cultural value dimension differences in Asia and their affects on business interactions. 3. Critically reflect on, identify, and discuss unique characteristics of Asian business environments. 4. Define and discuss challenges of operating in Asian markets for Asians and non-Asians. 5. Evaluate issues of strategy, market entry, timing, and entry mode choice into Asian markets and by Asian businesses seeking external markets. 6. Identify and evaluate the impacts of Asian companies in local and global competition. 		
Teaching and Learning Methods	Lectures, in-class discussions, case study analyses and case study reports and discussions.		
Indicative Assessment Methods and Strategy	Strategy is Student-Centered Learning: assessments at the post-graduate level will include team case analyses and presentations, individual written case analyses, and a brief essay on a topic of interest to the student related to the contents of the course.		
Readings / Indicative Learning Resources	<u>Mandatory: Topic briefs, journal articles, and case studies</u> <u>Optional: Recommended reading list</u>		
Course Instructor	Romie Frederick Littrell		

International Political and Economic Integration and International Organizations of Modern Asia

Title of the course	International Political and Economic Integration and International Organizations of Modern Asia
Title of the Academic Programme	Business and Politics in Modern Asia
Type of the course	core / mandatory/ optional or elective
Prerequisites	- Good knowledge of history of Asia

	- Basic knowledge of economics - Basic knowledge of finance would be a plus		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	190
Course Overview	The goal of the course is to get students acquainted with the history and modern trends of integration in Asia at different levels and in different fields (political, economical, financial, military). Special attention will be given to participation of Russia in different integration projects		
Intended Learning Outcomes (ILO)	The main objective of the course is to build up the following skills and competences: - theoretical basics on political and economical integration; - knowledge of specificity of political and economical integration in modern Asia; - knowledge of current trends of integration in Asia; - ability to use information about integration in Asia for advising activities in business and politics		
Teaching and Learning Methods	The course will include: - Lectures; - Analytical discussions; - Case studies; - Individual and team presentations		
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in making a series of individual presentations (50%) and a final exam. The final exam will take the form of defending projects in teams that amounts to 50% of the final grade.		
Readings / Indicative Learning Resources	<u>Mandatory:</u> - <u>Optional</u> 1.1 1. Yung Chul Park, Charles Wyplosz. Monetary and Financial Integration in East Asia: The Relevance of European Experience. European Economy. Economic Papers 329 . September 2008. Brussels. 149pp. 1.22. Towards Monetary and Financial Integration in East Asia // Edited by Koichi Hamada, Beate Reszat, and Ulrich Volz. The Peterson Institute for International Economics, 2009. 1.33. East Asian Economic Integration Law, Trade and Finance // Edited by Ross P. Buckley, Richard Weixing Hu and Douglas W. Arner. Edward Elgar Publishing Ltd., 2011. 1.44. Amita Batra. Regional Economic Integration in South Asia: Trapped in Conflict? Routledge, 2013. 12.55. Regional Integration in South Asia: Trends, Challenges and Prospects // Ed. by Mohammad A.		

	Razzaque, Yurendra Basnett
Course Instructor	Ivan D. Kotliarov Cand. Sc. (Economics), Associate Professor Department of Finance National Research University Higher School of Economics ikotliarov@hse.ru

Contemporary International Relations of Asian countries

Title of the course	Contemporary International Relations of Asian countries		
Title of the Academic Programme	Asian and African Studies		
Type of the course	Mandatory		
Prerequisites	Sociopolitical history of Asia		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	This course is an overview of international relations and political development in Asia during the post-Cold War period. The main focus of the course are security issues, cooperation and integration processes.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> - Understands major security issues in the region after the end of Cold War - Knows key regional international institutions, their development and functions 		
Indicative Course Content	Political and economic development of Asia during the post-Cold War period: Cold War legacy, new regional rivalries, rise of China. Security issues in Asia: territorial disputes, nuclear proliferation, Arab-Israeli conflict, the Taiwan problem etc. Regional integration and regional organizations in Asia: ASEAN, OIC, SCO, LAS, etc.		
Teaching and Learning Methods	The course consists of 10 lectures (20 hours) and 10 seminars (20 hours). The seminars involve student presentations and discussion of required literature.		
Indicative Assessment Methods and Strategy	Students' progress will be measured by assesment of an essay (50%), and a project including the production of a report and presentation (50%). The final exam will take the form of 10 minute oral interview that amounts to 50% of the final grade.		
Readings / Indicative Learning Resources	<u>Mandatory</u> The Oxford Handbook of the International Relations of Asia. Oxford Handbooks Online. Eds. Pekkanen, S., Ravenhill, J., & Foot, R. <u>Optional</u> Acharya, Amitav "Can Asia lead? Power ambitions and global governance in the twenty-first century" International Affairs, (2011), Vol. 87, No. 4: 851–869.		

	<p>Raymond Hinnebusch, The International Politics of the Middle East, Manchester University Press; 1 edition (April 17, 2003)</p> <p>Steven Fish, "Islam and Authoritarianism" World Politics 55 (October 2002), pp. 4- 37</p> <p>Philippe Regnier Regionalism in East Asia: Paradigm Shifting? Fu-Kuo Liu, Philippe Régnier Psychology Press, 2003.</p>
Course Instructor	Associate professor Svetlana Krivokhizh, lecturer Elena Soboleva, lecturer Leonid Isaev

Socio-political Processes in the Middle East

Title of the course	Socio-political Processes in the Middle East		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	elective		
Prerequisites	The History of the Middle East, General Politics, Social and Economic Processes in Asia, Introduction to the Oriental Studies		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	46	106	152
Course Overview	<p>The main aim of the course is to form students' understanding of the features and political characteristics of political institutions in Middle East countries through consideration of the actor's role involved in political process. In this case the course examines the problems of the political development of the Middle East countries, and emergence of new states on the political map of the region.</p>		
Intended Learning Outcomes (ILO)	<p>Students will:</p> <ul style="list-style-type: none"> - Analyze, verify, estimate completeness within professional activity, supply and synthesize missed information - Organize multilateral and international communication, and handle it - Organize project activities in the field of humanities and social sciences 		
Teaching and Learning Methods	<p>The course consists of lectures (23 hours) and seminars (23 hours). The seminars involve student presentations of individual assignments (projects).</p>		
Indicative Assessment Methods and Strategy	<p>Students' progress will be measured by assessment of an individual presentation (35%), attendance (15%) and a final exam. The final exam will take the form of a oral exam that amounts to 50% of the final grade.</p>		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ul style="list-style-type: none"> - MacQueen, B. (2013). An Introduction to Middle East Politics - Voskresensky, A. (2007). Political Systems and Cultures in the East - Torkunov, A. (2012). Political systems of the Modern States - Alexandrov, I. (2000). The Monarchies of the Gulf: a Modernization Era 		

	<u>Optional</u> - Achcar, G. (2013). The People Want: A Radical Exploration of the Arab Spring - Sapronova M. (2008). Political Processes in the Arab Countries - Korotayev A. (2006). Social History of Yemen. Tribes Hasheed and Bakeel. - Fraihat I. (2016). Unfinished Revolutions: Yemen, Libya, and Tunisia after the Arab Spring - Fisher, K., Stewart, R. (2015). Transitional Justice and the Arab Spring
Course Instructor	Ass. Prof. Leonid Issaev

Historical, Political and Economic Integration of BRICS

Course descriptor template

Title of the course	Historical, Political and Economic Intergration of BRICS		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	elective		
Prerequisites	<ul style="list-style-type: none"> - Basic knowledge of modern history - General knowledge of the history of international organizations - Basic knowledge of the main social/political theories 		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	<p>The overall aim of the course is to introduce students to the complex process of the Global South formation through discussion of the prospects of the BRICS countries club. The course will focus upon both theoretical (plural modernity theories, new understandings of the development etc.) and empirical (development of the new centres of power, formation of multipolar world etc.) foundations for the development of the Global South concept.</p>		
Intended Learning Outcomes (ILO)	<p>The students will get skills necessary to be able to:</p> <ul style="list-style-type: none"> - effectively analyse theoretical foundations for international integration processes; - compare various development trends in different regions of the world; - discuss important politically sensitive issues in complex multicultural environment 		
Teaching and Learning Methods	<p>The course will include:</p> <p>Lectures and seminars</p>		
Indicative Assessment Methods and Strategy	<p>Students' progress will be measured by assessment of an individual presentation (35%), attendance (15%) and a final exam. The final exam will be in the form of an oral exam that amounts to 50% of the final grade.</p>		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1. Fan, Y. (2016). New Concept for Development: the Logic behind Emerging Economies' Cooperation, in <i>InBRICS</i>, Ekaterinburg, pp. 3-12. 2. Altbach Ph. G. & Basset R.M. (2014). Nix the BRICs – at Least for Higher Education Debate, in <i>International Higher Education</i>, 77, pp. 2-5. 3. Peter Wagner (2017). Finding One's way in Global Social Space, in <i>The Moral Mapping of South and North</i>, Edinburgh University Press. 4. BRICS Summits Declarations of Ekaterinburg (2009), Fortaleza (2014), Ufa (2015), Goa (2016), and Xiamen (2017). <p><u>Optional</u></p>		

	<ol style="list-style-type: none"> 5. BRICS Summits Declarations of Brasilia (2010), Sanya (2011), Delhi (2012), Durban (2013). 6. Peter Wagner, ed (2017), <i>The Moral Mapping of South and North</i>, Edinburgh University Press. 7. Peter Wagner, Nathalie Karagiannis, eds. (2007), <i>Varieties of World-Making Beyond Globalization</i>, Liverpool University Press. 8. M. Carnoy et al. (2013), <i>University expansion in a Global Changing Economy: Triumph of the BRICS?</i>, Stanford University Press. 9. Мир через 100 лет: сборник статей – М.: НИИ РСМД, 2016.
Course Instructor	<p>Maxim B. Khomyakov Dr. Sc. (Philosophy), Professor Department of Politics; Vice-Director National Research University Higher School of Economics mhomyakov@hse.ru</p>

Countries of Asia in the System of International Investment

Title of the course	Countries of Asia in the System of International Investment		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	mandatory		
Prerequisites	Students must be familiar with general features of the modern investment processes. It is desirable students to know the main provisions of the course World Economy and International Economic Relations.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	46	106	152
Course Overview	The place and the role of Asian countries in modern investment processes are analyzed in this course. With an emphasis on the countries of Asia, the following aspects are considered: the essence and definitions of investments; the most important provisions of national and international investment law; quantitative and qualitative characteristics of direct (FDI), portfolio and other investment in global economy; regional specificity of modern investment processes; global aspects of international capital flows; forms and methods of investment activity; role of the FDI in the development of national and world economies, as well as trends of international investment in XX-XXI centuries.		
Intended Learning Outcomes (ILO)	<p>To know: main definitions of the course; main characteristics and the role of different types of investment in development of national and world economies; key methods of investment activity; the most important investment trends.</p> <p>To be able to analyze investment processes in Asia and investment relations between Asian countries and partners , including members of BRICS and ASEAN.</p>		
Teaching and Learning Methods	<p>The course consists of lectures (24 hours) and seminars (22 hours). It includes the participation of students in the discussions at the seminars, writing of essays and preparing reports on the most interesting, important topics.</p> <p>Seminar discussions are based on lectures and previously given materials.</p>		
Indicative Assessment Methods and Strategy	<p>The Grading System consists of:</p> <ul style="list-style-type: none"> - participation in seminar discussions, homework, essay, report- 60% - final exam- 40% <p>Final grade is drawn on the 10-grading scale.</p>		

Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>1.Balance of payments and investment position manual/ International Monetary Fund. 2009. Ch. 6, 6.1. IMF. 2012</p> <p>2.Fisher P.Foreign Direct Investment in Russia:a Strategy for Industrial Recovery. Springer.2016</p> <p>3.World Investment Report. WIR 2010-2017 / http://unctad.org/en/WIR</p> <p>4.Фархутдинов И.З.Международное инвестиционное право и процесс.М.Проспект.2015/Farchutdinov I.Z.International investment law and process. Moscow: Propect.2015.</p> <p><u>Optional</u></p> <p>1. Кокушкина И.В.Регион в системе современных инвестиционных процессов. СПб., 2014 / Kokushkina I. Region in the system of modern investment processes. SPb.2014</p> <p>2. Subedi S.P. International Investment Law: Reconciling Policy and Principles. Hart Publishing. 2012.</p>
Course Instructor	Kokushkina Irina

Government and Politics of East Asian countries

Title of the course	Government and Politics of East Asian countries		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	optional or elective		
Prerequisites	Political process in modern Asia, English B2		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	The course will focus on most important issues of domestic politics in East Asia, including – political systems, parties, ideology, political culture and specifics of development of East Asian states.		
Intended Learning Outcomes (ILO)	- understand specifics of political process in East Asia -be able to analyze trends of future development of Asian states		
Teaching and Learning Methods	The course consists of 10 lectures (20 hours) and 10 seminars (20 hours). The seminars involve student presentations and discussion of required literature.		
Indicative Assessment Methods and Strategy	Students' progress will be measured by assesement of an essay (50%), and a project including the production of a report and presentation (50%). The final exam will take the form of 10 minute oral interview that amounts to 50% of the final grade.		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Beeson, Mark (2014). <u>Regionalism and Globalization in East Asia</u>, Palgrave Macmillian.</p> <p><u>Optional</u></p>		

	<u>Brady, Anne-Marie (2012), “We Are All Part of the Same Family”: China’s Ethnic Propaganda, in: Journal of Current Chinese Affairs, 41, 4, 159–181.</u> <u>Jie Lu and Tianjian Shi. The Shadow of Confucianism. Journal of Democracy, 21(4):123–130, 2010</u> <u>Li Yanyan Growing Strategies of Non-Profit Organisations in Japan and China Asian Journal of Social Science Vol. 39, No. 1, Special Focus: Social Stratification Studies in East Asia (2011), pp. 39-56</u>
Course Instructor	Associate Professor Svetlana Krivokhizh, lecturer Elena Soboleva

Russia’s Identity in World Politics (from Global South to Global Nomads)

Title of the course	Russia's Identity in World Politics: from “Global South” to “Global Nomads”		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	optional or elective		
Prerequisites	English B2 Introduction to Political Science and Political Theory		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	<p>In this course we approach the sociocultural premises of Russian foreign policy, which often remain implicit yet invite direct inquiry. The idea of the course is a comparative analysis of national, civilizational and cosmopolitan actors of political processes. The main focus goes on the role Russian political actors play in the construction of “Global South - North” relationships while other turned into “Global Nomads” like transnational migrants, “third culture kids” and transnational intellectuals. Exploring phenomena of political securitization, deconstruction of political images of the “enemy”, collective guilt and moral debt that the West owes to “Global South”, we discuss the terms under which regional conflicts could be negotiation within the supranational institutions (like UNESCO) and turned for the good of a planetary development.</p> <p>The course is based on the interactive principle and qualitative research methods; the students are encouraged to participate in the discussions over the key problems that national and transnational actors face within Russian and world politics in the era of globalization. The assessment of the course includes a creative research portfolio and its oral presentation in the class.</p>		
Intended Learning Outcomes (ILO)	<p>Students will:</p> <ul style="list-style-type: none"> • Examine the core literature necessary for understanding of societal and political developments • Know key concepts and approaches in global and transnational relations • Gain necessary skills for academic discussion, reading, and writing also doing research design 		

	<p>The Course develops the following competencies:</p> <ul style="list-style-type: none"> • Capable to study, gain new expertise, conduct academic discussions in English • Capable to comprehend academic questions in the field of social sciences • Gain skills of information literacy and are capable of analyzing research in the field of transnational networks of global nomads • Define research questions, set aims and goals, define the research object and subject, choose research methods, and evaluate the quality of research • Obtain skills of public discussion in English, using professional terminology • Have skills necessary for analyzing major political and social transformations of “Global North” and “Global South” • Are able to conduct academic and applied research in social sciences
Teaching and Learning Methods	<p>To achieve listed above learning outcomes students will be required to attend most of the seminars and actively participate in them. To facilitate seminar discussions students are expected to read the assigned texts for each seminar. To communicate their ideas to others, students may be asked to present their written summaries on the seminar discussion.</p> <p>For each class, a team of two students prepares a short presentation (3-4 slides in PowerPoint), with a brief outline of main findings in the assigned text and a set of questions for discussion (no less than five).</p> <p>The course will finish with <i>Research portfolio</i> presentations - a collection of materials <i>organized in one file</i> arranged in coherence with one of the topics from the course. Making portfolios is a part of a “learning by doing” process that intends to encourage your “want to learn” creative behavior and practice research methods. Portfolio is a collection of printed materials provided by the student in a file, along with reflections. Portfolio begins with a short (300 words) “<i>Letter to yourself</i>” about “what do I want from this course?” This task stresses students’ autonomy in the definition of learning goals and outcomes (later to be compared with “what did I actually get from the course?”). The framing of this exercise highlights the agency of the student: “Hi, Future Me! ... I want you to remember some important things and ideas from this course”. Portfolios should also include essays, critique, reflections, fieldwork, theoretical or practical pieces, conference papers, book reviews, audio and video clips with reflection notes, diaries with academic comments etc. escorted by written explanations of the importance of each entry as well as their interconnection.</p> <p>Overall student should provide in one portfolio minimum 5 different pieces of work with a total sum of 4 000 words (around 10 pages). Students shall be ready to present portfolios orally during the final exam.</p>
Indicative Assessment Methods and Strategy	<p>Evaluation of students’ performance is based upon the accumulation of these components:</p> <ul style="list-style-type: none"> • participation in seminar discussions (not the attendance, but real contributions) • oral weekly summaries of the assigned readings

	<ul style="list-style-type: none"> • written Research portfolio and final student's portfolio presentation <p>Accumulative grade is calculated as follows: $M_{\text{final}} = 0,25 \cdot O_{\text{attendance}} + 0,25 \cdot O_{\text{participation}} + 0,5 \cdot O_{\text{Portfolio}}$</p> <ul style="list-style-type: none"> - Every week teams of two students will have to prepare a short 20 min. introduction to each seminar based on the texts for home reading: a brief outline of main arguments and findings and a set of questions for discussion. - Each student will require writing a research portfolio presentation no less than 4000 words. <p>Course requirements</p> <p>Students are required (1) to participate actively, intelligently and regularly in class discussions; (2) to read texts for each class meeting; (3) to prepare oral reports; (4) to submit a Research portfolio on a chosen subject (portfolio theme to be discussed with a professor).</p> <p>Assessment: written examination as a research portfolio presentation (50%); coursework (50%); Coursework:</p> <ul style="list-style-type: none"> • Oral reports (25%) • Class participation mark (25%)
Readings / Indicative Learning Resources	<p><u>Mandatory:</u></p> <p>Beissenger, M. "Volence", Pp.849 - 867 / Encyclopedia of Nationalism v.1, Ed. in chief A.J.Motyl, Academic Press, 2001</p> <p>Eriksen, T.H. 2007 "Creolization in Anthropological Theory and in Mauritius" In Creolization: History, Ethnography, Theory. ed. by Ch. Stewart, pp. 154-177</p> <p>Hofstede, G. Cultures and organizations: software of the mind. McGraw-Hill, NY., 2005 / Chapter 2. "More equal then others" (Power Distance and the state. Power distance and corruption etc). p.58-72</p> <p>Ozkirimli, Umut. Contemporary debates on Nationalism, Palgrave, 2005, Pp. 113-125; 154-161</p> <p>Roshwald, A. The Endurance of Nationalism, Cambridge Univ. Press., 2006</p> <p>Sassen, S. New Global Classes; Implications for politics // The New Egalitarianism / ed. by A.Giddens and P. Diamond. Cambrige, Maldon: Polity Press, 2005, p.143-153</p> <p>Nations and nationalism. A reader. Ed. by P.Spenser and H.Wollman. Edinburgh Univ. Press, 2005</p> <p>Xavier Inda, J. and Rosaldo, R. (eds.), The Anthropology of Globalization: A Reader, Oxford, Blackwell, 2002</p> <p><u>Optional:</u></p> <p>Anderson, B., Imagined Communities, London: Verso, 1991</p> <p>Appadurai, Arjun. Patriotism and its futures In Modernity at Large, Minneapolis: University of Minnesota Press, 1996</p> <p>Encyclopedia of Nationalism. Transnational Publ., Ed. by. A.S.Leoussi, 2001</p>

	<p>Bueno de Mesquita, Ethan. The Quality of Terror /American Journal of Political Science, Vol. 49, No. 3. (Jul., 2005), pp. 515-530</p> <p>Caglar, Ayse. Constraining metaphors and the transnationalisation of spaces in Berlin / Journal of Ethnic and Migration Studies, Vol. 27, No. 4, 2001</p> <p>Campbell, David. National Deconstruction: Violence, Identity and Justice in Bosnia, excerpts. Minneapolis: University of Minnesota Press, 1998.</p> <p>Eickelman, Dale F. & Jon W. Anderson (eds.) New Media in the Muslim World: The Emerging Public Sphere. Bloomington: Indiana University Press, 1999.</p> <p>Foucault M. Society Must Be Defended. New York: Picador, 2003.</p> <p>Geertz, C. Available Light: Anthropological Reflections of Philosophical Topics, Princeton Univ. Press, 2000</p> <p>Glen S. Elder, Malevolent Traditions: Hostel Violence and the Procreational Geography of Apartheid // Journal of Southern African Studies, Vol. 29, No. 4. Dec., 2003, pp. 921-935.</p> <p>James L. Watson, ed. Golden Arches East: McDonalds in East Asia, Stanford: Stanford University Press, 1997.</p> <p>Kahn, J. Modernity and Exclusion, London: Sage, 2001.</p> <p>Kastoryano, Riva Race and Ethnicity in France, in Fiona Devine and Mary Waters, Social Inequalities in Comparative Perspective, Oxford: Blackwell, 2004.</p> <p>Lander, Edgardo. Eurocentrism, Modern Knowledges, and the “Natural” Order of Global Capital, Nepantla: Views from South 3.2, 2002.</p> <p>Lane, Jan-Erik; Ersson, Svante. Culture and politics: a comparative approach, Ashgate Publ. Ltd. 2005.</p> <p>Levi-Strauss, Claude. Myths and Meaning: Cracking the Code of Culture, Schocken Books, 1995.</p> <p>Miller, Daniel (ed). Worlds Apart: Modernity through the Prism of the Local, London: Routledge, 1995</p> <p>Ong, Aihwa. Flexible Citizenship: The Cultural Logics of Transnationality, Durham: Duke University Press, 1999</p> <p>Ong, Aihwa. Graduated Sovereignty in Southeast Asia”// Theory, Culture and Society. 2000, 17(4)</p> <p>Parkins, Wendy. Protesting Like a Girl: embodiment, dissent and feminist agency // Feminist Theory, Vol. 1, No. 1. 2000.</p> <p>Peitersee, Jan Niederven. “Global Inequality: Bringing Politics Back // Third World Quarterly, Vol. 23, No. 6, 2002, Pp. 1023-1046</p> <p>Fiona Devine and Mary Waters, Social Inequalities in Comparative Perspective, Oxford: Blackwell, 2004.</p> <p>Roseberry, William “Hegemony and the language of contention”, in Ye’or, Bat, Eurabia: The Euro-Arab Axis, Madison, N.J., Fairleigh Dickinson University Press 2005</p> <p>Zehfuss, Maja. “Forget September 11” / Third World Quarterly, Vol. 24, No. 3, 2003.</p> <p>Zizek, Slavoj. Neighbors and Other Monsters, in “The Neighbor: Three Inquiries in Political Theology”, Cambridge, Massachusetts: University of Chicago Press., 2006.</p>
Course Instructor	Sergei Akopov

Research Seminar (Near East)

Title of the course	Research Seminar (Near East)		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	optional		
Prerequisites	Knowledge of formal basics of any language/terminology. Knowledge of any foreign languages is welcome.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	144	144	288
Course Overview	<p>The objectives of the discipline "Research seminar (Near East)" are two-fold: mastering Arabic as one of the key languages in the globalizing world and learn to use it as a professional research tool.</p> <p>The course is to develop the knowledge and competences in the field of Standard Arabic - pronunciation, writing, grammar and vocabulary in the amount provided for in the course program, and expanding the basic socio-cultural competence in Arabic into various spheres of its functioning; formation of Arabic discourse and pragmatic thinking skills; gaining knowledge that will help students to adequately understand and interpret different types of texts. This discipline assumes the study of Standard Arabic "from scratch" by students of foreign language competence.</p> <p>The course is one of the basics in the preparation of an MA with knowledge of Arabic and serves as a basis for professional study of original sources on literature, culture, history, economics in this language.</p>		
Intended Learning Outcomes (ILO)	<p>Command of articulation of sounds, intonation, stress and rhythm of speech in Arabic; knowledge of grammar sufficient for professional communication; proficiency in the vocabulary defined by the scope of the basic textbook; reading and listening skills; bilateral Arabic-Russian translation of written texts of different genres (fiction, journalism and media, business language, drama, etc.); conversational and dialogue skills in Standard Arabic; usage of adequate socio-cultural models of communication in typical situations; basic skills of linguistic and philological analysis of texts in Arabic; ability to carry out two-way oral translation (Arabic to Russian and Russian to Arabic) in the volume of mastered vocabulary and standard communicative situations.</p>		
Teaching and Learning Methods	<p>The course consists of practical lessons implementing complex approach, and self-directed studies by students. Each lesson is divided between reading, grammar and speaking practice. Preparation of home assignments (written exercises, reading and speaking practice, oral presentations) is an important part of language training and significantly enhances the students' language proficiency.</p>		
Indicative Assessment Methods and Strategy	<p>The resultant assessment of the students' progress in the discipline is formed from the ratings for the 1, 2, 3 and 4 modules. The grade for each</p>		

	<p>module is a general assessment for all types of student activities during this module and consists of:</p> <ul style="list-style-type: none"> -40% home assignments -40% tests -20% class participation (oral presentations and speaking practice) <p>Module rating for modules 2 and 4 is combined from 50% module grade and 50% exam grade.</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1. Lebedev V.G., Tjureva L.S. Practical course of Arabic literary language. Part 1. Introductory course. Moscow, 2007. 2. Lebedev V.G., Tjureva L.S. Practical course of Arabic literary language. Part 2. Normative course. Moscow, 2007. 3. Baranov H.K. Arabic-Russian dictionary. Moscow, 2006. 4. Borisov V.M. Russian-Arabic dictionary. Moscow, 2008 5. Grande B.M. Course of Arabic grammar in comparative-historical interpretation. Moscow, 1998 <p><u>Optional</u></p> <ol style="list-style-type: none"> 1. Jamil Ya.Yu. Literary Arabic. Practical course. St. Petersburg, 2006 2. Dubinina N.V. Verbs of the Arabic language. Moscow, 2005 3. Kuzmin S.A. Textbook of the Arabic language. Moscow, 2008. With an audio course. 4. Lebedev V.V. Laboratory work in Arabic language. First stage. Moscow, 2007. 5. Kovalev A.A., Sharbatov G. Sh. Textbook of Arabic language. 2008.
Course Instructor	Anastasia Ivanova, Shahrazed Hassen, Anastasia Stepanova

Research Seminar (China)

Title of the course	Research Seminar		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	core		
Prerequisites	<p>The program assumes the study of the discipline without any special skills and abilities, but the basic level of Chinese language is welcomed. Students must:</p> <ul style="list-style-type: none"> – know sociocultural features and development trends of China; – be able to work with a large amount of information (including materials of authentic sources), find, analyze and apply materials of printed scientific sources in professional activities; – be able to demonstrate competent speech behavior, based on communicative goals and situational context, as well as the ability to work in a team (including with the participation of foreign representatives); – be skilled at forming a scientific worldview, taking into account the sociocultural specifics of China. 		
ECTS workload	18		
Total indicative study hours	Directed Study	Self-directed study	Total
	140	544	684
Course Overview	<p>The discipline "Research Seminar" prepares students for solving research problems, forms knowledge and practical skills of independent research work related to professional activities, including research work in foreign language (Chinese).</p> <p>Discipline allows students to create work in an international team, competently and clearly build professional communication, taking into account the formed skills of conducting research activities.</p> <p>The tasks of the discipline are:</p> <ul style="list-style-type: none"> – developing skills in the field of communication in the research area in Chinese (normative phonetics, grammar, vocabulary, hieroglyphics); – developing and strengthen the competence to conduct scientific work with authentic sources, to plan research activities, to apply general and special research methods, to structure and design scientific texts in a foreign language; – ensuring a broad discussion of the results of research work in written and oral forms on foreign sites, forming skills in participating in scientific discussion; – developing the main scientific directions of research activities at the university, providing continuity of the levels of preparation for a master's degree – postgraduate studies. <p>As one of the main results of the discipline it is necessary to indicate the formation of students skills at participation in research discussions, in individual and collective research projects of oriental trend.</p>		
Intended Learning Outcomes (ILO)	<p>As a result of studying the discipline, it is important to mention that student must:</p> <ul style="list-style-type: none"> – be able to collect, analyze, classify and systematize scientific 		

	<p>information on the research topic;</p> <ul style="list-style-type: none"> – know the specifics of conducting fundamental and applied scientific research in the field of oriental studies; – have a theoretical and practical basis for the preparation of information messages, reports and essays; – participate freely in oriental and interdisciplinary studies of the problems of Eastern society and civilization; – have the appropriate skills for the preparation of scientific reviews, annotations, compilation of abstracts and bibliographic indexes on the subject of ongoing research; – be able to demonstrate the ability to organize and participate in the work of seminars, scientific and practical conferences, symposiums.
Teaching and Learning Methods	<p>Students are expected to attend seminars and to do the homework. On seminars students are expected to take active part in the discussion and demonstrate knowledge of their research results. They should constantly work on their own projects, present them for discussion in the class in the assigned time. The deadlines should be met. The project will lead to a course paper in Chinese in the end of the academic year. The oral exam by the end of the course will be provided in the form of a preparing the research project on one of the topics, mentioned below.</p>
Indicative Assessment Methods and Strategy	<p>Regular control over the assimilation of the current material is carried out in accordance with the topic of its content (homework and tests):</p> <ul style="list-style-type: none"> – theoretical bases of research work: forms, methods, approaches; – modern scientific research instruments in the field of oriental studies; – nature, specificity and essence of modern scientific knowledge in the context of the conceptual East-West paradigm; – the process of transferring scientific knowledge into practice of co-development of cultures and civilizations; – the potential of studying a foreign language in the context of epistemology as a theory of scientific knowledge; – intercultural communication and dialogue of cultures in the practice of research work; – bases of work with authentic scientific sources, foreign databases (entry level); – preparation of a "pilot" scientific project and visualization of intermediate scientific results. <p>Intermediate/final control is carried out in accordance with the requirements of this program, in the form of an examination in the first and second year of training. The exam involves testing the quality of integration of the knowledge gained on the basics of the Chinese language and the initial skills in the implementation of research activities: the presentation of a "pilot" research project ("bilingual") on one of the relevant scientific topics (oriental orientation), with visualization of the scientific results of the project in class and answering the audience questions (in Chinese).</p> <p>Sample topics of scientific projects:</p> <ul style="list-style-type: none"> – 软实力; – 一带一路; – 中国梦; – 大东亚.

Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1. Burda A.G. Fundamentals of scientific research: a textbook (course of lectures) / A.G. Burda. - Krasnodar: Kuban State Agrarian University, 2015. - 145 p.; 2. Voitsekhovich, I.V. Chinese. Social-political translation. Basic course / I.V. Voitsekhovich, A.F. Kondrashevsky. - M.: Ant, 2002. - 528 p.; 3. Wei Yuanhui. Xin muiao = New object / Wei Yuanhui. - Beijing: Jiaoyu Kexue Chubanshe, 2004. - 249 p.; 4. Give Siumay. 300 grammatical rules: educational edition / Dai Suumei, Zhang Joying. - Moscow: AST East-West, 2008. - 287 p.; 5. Yermukina, T.A. The Chinese language: a textbook / T.A. Yermukin. - Chita: ZabGU, 2015. - 384 p.; 6. Zadoyenko, TP The initial course of the Chinese language. Part 1: a textbook / T.П. Zadoyenko, Huang Shuin. - M.: Oriental Book, 2007. - 303 p.; 7. Zadoyenko, TP The initial course of the Chinese language. Part 2: a textbook / T.P. Zadoyenko, Huang Shuin. - M.: Oriental Book, 2007. - 336 p.; 8. Zadoyenko, TP The initial course of the Chinese language. Part 3: the textbook / T.P. Zadoyenko, Huang Shuin. - M.: Oriental Book, 2007. - 336 p.; 9. Kochergin, I.V. Collection of training exercises, control tasks and tests on the basic course of the Chinese language: a tutorial / IV. Kochergin, Juan Lilyan. - Moscow: AST, East-West, 2005. - 252 p.; 10. Kuzmenko, G.N. Philosophy and methodology of science / G.N. Kuzmenko, G.P. Otyutsky. - M.: publishing house URIGHT, 2014. - 450 p.; 11. Lavrinenko, V.N. Philosophy: textbook / B.H. Lavrinenko, G.I. Ikonnikova, V.P. Ratnikov, V.V. Yudin. - M.: publishing house URIGHT, 2011. - 561 p.; 12. Schukin, A.A. Walking Chinese Expressions: A Handbook / A.A. Shchukin. - M.: East - West, 2007. - 89 p. <p><u>Optional</u></p> <ol style="list-style-type: none"> 1. Wang Hejiang. Hanyu zhengyin jiaocheng = Textbook on Chinese phonetics / Wang Zhejiang. - Beijing: Beijing dasaue chubanshe, 2005. - 203 p.; 2. Chinese language. 50 texts for reading. Primary and intermediate level. - M.: Oriental Book, 2006. - 160 p.; 3. Morozova, V.S. Chinese language in Russia: interest or necessity? V.S. Morozova, A.D. Ilenko // Russia and China: Problems of Strategic Cooperation: A Compilation of the Eastern Center. - 2010. - No. 8. - P. 92-96; 4. Omelchenko, OA Learning the grammar of the Chinese language / O.A. Omelchenko. - Moscow: The Oriental Book, 2007. - 320 p.
Course Instructor	Valentina Morozova, Doctor of Philosophy, Professor at National Research University Higher School of Economics (Department of Asian and African Studies)

