

ИЗДАТЕЛЬСТВО



## КОЛЕСНИКОВА НАТАЛИЯ ЛЬВОВНА

Подключиться к конференции Zoom

<https://us02web.zoom.us/j/81353117363?pwd=S25MQ0JCOTN3ZlpGb2thaWxYWUM3dz09>

Идентификатор конференции: 813 5311 7363

Код доступа: 049102

# PRACTICAL GUIDE TO INTERNATIONAL COMMUNICATION

## TEXTBOOK. PARTS 1. 2

ИЗДАТЕЛЬСТВО



Л.В. Минаева, Э.В. Арутюнова-Ястребкова, Н.Л. Колесникова, Н.В. Легошина, М.В. Луканина, Н.В. Силаева

ПРАКТИЧЕСКОЕ РУКОВОДСТВО ПО МЕЖДУНАРОДНОЙ КОММУНИКАЦИИ.

Учебное пособие в 2-х частях. 2019 г.

Формат 60x90/16 (7БЦ)

Ч1. - 256 с.,

Ч.2 - 160 с.

Пособие издается в двух версиях: печатной и электронной

Пособие предназначено для студентов гуманитарных специальностей, изучающих английский язык для будущей профессиональной деятельности в сфере международных отношений, мировой политики, политологии. Задания направлены на развитие и совершенствование языковой коммуникативной компетенции, закрепление и углубление умений и навыков устной и письменной речи, в связи с чем в пособии преобладают проблемно-речевые и творческие задания над чисто лингвистическими с использованием аутентичных ситуаций общения для развития умений спонтанного реагирования в процессе коммуникации, формирование психологической готовности к реальному иноязычному общению в различных ситуациях. Модульно-тематическая структура пособия позволяет использовать обширный аутентичный текстовый, аудио- и видеоматериал, содержит тщательно отобранный активный словарь и систему упражнений для закрепления и активизации тематической лексики.

Пособие подготовлено в соответствии с новым ФГОС и международным стандартом в практике обучения иностранному языку и рассчитано на студентов, владеющих английским языком на пороговом уровне коммуникативной компетенции (B1) и выше по классификации Совета Европы.

Рекомендовано Ученым советом факультета мировой политики МГУ имени М.В. Ломоносова в качестве учебного пособия для студентов высших учебных заведений, обучающихся по направлению подготовки 5.41.03.05 «Международные отношения».



**Л.В. Минаева, Э.В. Арутюнова-Ястребкова,  
Н.Л. Колесникова, Н.В. Легошина,  
М.В. Луканина, Н.В. Силаева**

# **PRACTICAL GUIDE TO INTERNATIONAL COMMUNICATION**

*Textbook*

## **ПРАКТИЧЕСКОЕ РУКОВОДСТВО ПО МЕЖДУНАРОДНОЙ КОММУНИКАЦИИ**

**УЧЕБНОЕ ПОСОБИЕ**

**Часть 1**

*Под редакцией д-ра филол. наук, проф. Л.В. Минаевой  
и канд. филол. наук, доцента Н.Л. Колесниковой*

Москва  
КУРС  
2021

**УДК 811.111+327(075.8)  
ББК 81.432.+66.4(о)я73  
М61**

ФЗ № 436-ФЗ	Издание не подлежит маркировке в соответствии с п. 1 ч. 4 ст. 11
----------------	---

Рецензенты:  
*Г.И. Сыроватская* — канд. филол. наук, доцент кафедры международной коммуникации факультета мировой политики МГУ им. М.В. Ломоносова;  
*Т.Г. Шишкина* — канд. филолог. наук, доцент кафедры теории преподавания иностранных языков факультета иностранных языков и регионоведения МГУ им. М.В. Ломоносова

**Минаева Л.В.**  
M61 Practical guide to international communication. Практическое руководство по международной коммуникации. Часть 1 : учебное пособие / Л.В. Минаева, Э.В. Арутюнова-Ястребкова, Н.Л. Колесникова и др. — 2-е изд., электронное. — Москва : КУРС, Энциклопедия, 2021. — 1 файл pdf ; 256 с. — (НАУКА) — Систем. требования: StarForceReader: экран 10". — Загл. с титул. экрана. — Текст: электронный.

ISBN 978-5-907064-86-7 (print)

ISBN 978-5-94802-178-2 (e-book)

Пособие Practical Guide to International Communication предназначено для студентов гуманитарных специальностей, изучающих английский язык для будущей профессиональной деятельности в сфере международных отношений, мировой политики, политологии. Пособие ставит своей целью совершенствование языковой коммуникативной компетенции, необходимой для использования английского языка в межкультурной профессиональной, социокультурной, социально-политической коммуникации, в научно-исследовательской и познавательной деятельности. Тематика первой части пособия охватывает такие проблемы мировой политики и международных отношений, как международная безопасность, ядерное оружие и контроль над вооружениями, терроризм, пропаганда, информационная безопасность, глобальное изменение климата. Пособие подготовлено в соответствии с новым ФГОС и международным стандартом в практике обучения иностранному языку и рассчитано на студентов, владеющих английским языком на пороговом уровне коммуникативной компетенции (B1) и выше по классификации Совета Европы.

Пособие построено по модульно-тематическому принципу с использованием обширного аутентичного текстового, аудио- и видеоматериала по актуальным проблемам современного мира, содержит тщательно отобранный активный словарь и систему упражнений для закрепления и активизации тематической лексики в различных видах речевой деятельности.

Рекомендовано Ученым советом факультета мировой политики МГУ имени М.В. Ломоносова в качестве учебного пособия для студентов высших учебных заведений, обучающихся по направлению подготовки 5.41.03.05 «Международные отношения»

УДК 811.111+327(075.8)

ББК 81.432.+66.4(о)я73

Деривативное электронное издание на основе произведения: Practical guide to international communication. Ч. 1 : учеб. пособие / Л.В. Минаева, Э.В. Арутюнова-Ястребкова, Н.Л. Колесникова, Н.В. Легошина, М.В. Луканина, Н.В. Силаева ; под ред. д-ра филол. наук, проф. Л.В. Минаевой и канд. филол. наук, доцента Н.Л. Колесниковой. — М.: КУРС, 2019. — 256 с.



ISBN 978-5-907064-86-7 (print)  
ISBN 978-5-94802-178-2 (e-book)

© Коллектив авторов, 2019  
© КУРС, 2021



Л.В. Минаева, Э.В. Арутюнова-Ястребкова,  
Н.Л. Колесникова, Н.В. Легошина,  
М.В. Луканина, Н.В. Силаева

## PRACTICAL GUIDE TO INTERNATIONAL COMMUNICATION

*Textbook*

### ПРАКТИЧЕСКОЕ РУКОВОДСТВО ПО МЕЖДУНАРОДНОЙ КОММУНИКАЦИИ

УЧЕБНОЕ ПОСОБИЕ

Часть 2

Под редакцией д-ра филол. наук, проф. Л.В. Минаевой  
и канд. филол. наук, доцента Н.Л. Колесниковой

Москва  
КУРС  
2021

УДК 811.111+327(075.8)  
ББК 81.432.1+66.4(0)я73  
М61

ФЗ № 436-ФЗ	Издание не подлежит маркировке в соответствии с п. 1 ч. 4 ст. 11
----------------	---

Рецензенты:  
*Г.И. Сыроватская* — канд. филол. наук, доцент кафедры международной коммуникации факультета мировой политики МГУ им. М.В. Ломоносова;  
*Т.Г. Шишкина* — канд. филолог. наук, доцент кафедры теории преподавания иностранных языков факультета иностранных языков и регионоведения МГУ им. М.В. Ломоносова

**Минаева Л.В.**  
M61 Practical guide to international communication. Практическое руководство по международной коммуникации. Часть 2 : учебное пособие / Л.В. Минаева, Э.В. Арутюнова-Ястребкова, Н.Л. Колесникова и др. — 2-е изд., электронное. — Москва: КУРС, Энциклопедия, 2021. — 1 файл pdf: 160 с. — (НАУКА) — Систем. требования: StarForceReader; экран 10". — Загл. с титул. экрана. — Текст: электронный.

ISBN 978-5-907064-87-4 (print)

ISBN 978-5-94802-179-9 (e-book)

Пособие Practical Guide to International Communication предназначено для студентов гуманитарных специальностей, изучающих английский язык для будущей профессиональной деятельности в сфере международных отношений, мировой политики, политологии. Пособие ставит своей целью совершенствование языковой коммуникативной компетенции, необходимой для использования английского языка в межкультурной профессиональной, социокультурной, социально-политической коммуникации, в научно-исследовательской и познавательной деятельности. Тематика второй части пособия охватывает такие проблемы мировой политики и международных отношений, как энергетическая безопасность, сепаратизм, международные организации, международная торговля.

Пособие подготовлено в соответствии с новым ФГОС и международным стандартом в практике обучения иностранному языку и рассчитано на студентов, владеющих английским языком на пороговом уровне коммуникативной компетенции (B1) и выше по классификации Совета Европы.

Пособие построено по модульно-тематическому принципу с использованием обширного аутентичного текстового, аудио- и видеоматериала по актуальным проблемам современного мира, содержит тщательно отобранный активный словарь и систему упражнений для закрепления и активизации тематической лексики в различных видах речевой деятельности.

Рекомендовано Ученым советом факультета мировой политики МГУ имени М.В. Ломоносова в качестве учебного пособия для студентов высших учебных заведений, обучающихся по направлению подготовки 5.41.03.05 «Международные отношения».

УДК 811.111+327(075.8)

ББК 81.432.1+66.4(0)я73

Деривативное электронное издание на основе произведения: Practical guide to international communication. Ч. 2 : учеб. пособие / Л.В. Минаева, Э.В. Арутюнова-Ястребкова, Н.Л. Колесникова, Н.В. Легошина, М.В. Луканина, Н.В. Силаева ; под ред. д-ра филол. наук, проф. Л.В. Минаевой и канд. филол. наук, доцента Н.Л. Колесниковой. — М.: КУРС, 2019. — 160 с.



ISBN 978-5-907064-87-4 (print)  
ISBN 978-5-94802-179-9 (e-book)

© Коллектив авторов, 2019  
© КУРС, 2021

## PART 1

### UNIT 1. INTERNATIONAL SECURITY

Lead-in

Text Focus *The Expanded Conception of Security*

Language Focus

Speech Focus *Public Speeches*

Case Focus *Strength of International Space Law to Prevent Militarization of Outer Space, Respond to Other Current Challenges Weighed in Fourth Committee*

Project Focus *Informative Speech. Perspectives and Policies on Security Issues*

### UNIT 2. NUCLEAR WEAPONS AND ARMS CONTROL

Lead-in

Text Focus

Text 1. *The Development and Role of Nuclear Weapons in International Politics*

Text 2. *Types of Nuclear Weapons*

Language Focus

Speech Focus *Presentations. Explaining the visuals*

Case Focus *Nuclear Watch: UK. Who Controls Britain's Nuclear Weapons*

Project Focus *Informative Speech. A Comparative Analysis of the Situation with the Nuclear Weapons in Two Countries*

### UNIT 3. TERRORISM AND COUNTERTERRORISM

Lead-in

Text Focus

Text 1. *What Is Terrorism?*

Text 2. *Types of Terrorism*

Language Focus

Speech Focus *Delivery of Speech*

Case Focus *The Link between Unemployment and Terrorism*

Project Focus *Informative Speech. Contemporary Face of International Terrorism*

### UNIT 4. PROPAGANDA

Lead-in

Text Focus *Definition and Forms of Propaganda*

Language Focus

Speech Focus *Debate*

Case Focus *Munk Debates «The West VS Russia»*

Project Focus *Research report. Propaganda in a Country*

### UNIT 5. INFORMATION WARFARE

Lead-in

Text Focus *Information Warfare: General and Specific Aspects*

Language Focus

Speech Focus *TV Debates of Politicians*

Case Focus *Edward Snowden Is a Hero or a Traitor?*

Project Focus *Presentation. Cyber Security Strategies*

### UNIT 6. CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT

Lead-in

Text Focus

Text 1. *Paris Agreement on Climate Change*

Text 2. *Concept of Sustainable Development*

Language Focus

Speech Focus *Singapore Model of Debates*

Case Focus *Smart Cities — Solving Urban Problems Using Technology*

Project Focus *Research report. A Comparative Analysis of the Policies Concerning Implementation of SDGS*



## PART 2

### UNIT 7. ENERGY SECURITY

Lead-in

Text Focus. *Common Concept of International Energy Security*

Language Focus

Speech Focus. *Negotiation*

Case Focus. *Energy Security in Europe*

Project Focus. *Research report. Russia's interaction with international energy organisations*

### UNIT 8. SEPARATISM

Lead-in

Text Focus. *Separatism and Secessionism in Today's World*

Language Focus

Speech Focus *Negotiation Styles*

Case Focus *Role play. Solving the Kaliningrad-Russia Transit Conundrum*

Project Focus *Research report. A Comparative Analysis of Separatist Movements*

### UNIT 9. RUSSIA AND INTERNATIONAL ORGANIZATIONS

Lead-in

Text Focus

Part 1. *The Eurasian Economic Union*

Part 2. *The Collective Security Treaty, the Shanghai Cooperation Organisation*

Language Focus

Speech Focus *Communique*

Case Focus *The BRICs Dream*

Project Focus *Research report. The Influence of (the international organization) on world politics today*

### UNIT 10. INTERNATIONAL TRADE POLICY

Lead-in

Text Focus

Text 1. *International Trade Agreements: A Brief History*

Text 2. *The WTO ... In Brief*

Language Focus

Speech Focus *Round table discussion Barriers to International Trade*

Case Focus *RUSSIA in the WTO*

Project Focus *Research report. A Country's Trade Policy*

# UNIT 8

## SEPARATISM

### LEAD-IN

**Task 1. Make a mind map outlining general and specific features driving groups of people to get more autonomy or separate from a country**

**Task 2. Think what makes the difference between**

A)

- independence
- sovereignty
- territorial integrity
- statehood
- national identity

B)

- separatism
- secession
- liberation movement

**Task 3. Discuss possible drivers for unification or defragmentation of states**

**Task 4. Watch the video on «Which Regions Are Fighting For Independence?» (track 8–1) and make a schematic description of 3 secession movements in the world:**

- Veneto
- Catalonia



- Quebec
  - What do these movements hold in common?
  - How are they different?

**Task 5. Watch the video on «Which Regions Are Fighting For Independence?» (track 8–2) and answer the following questions**



1. Why is Palestinian secession considered to be one of the most controversial?
2. What makes Tibetan secession specific?
3. What are peculiarities of Kurdistan's secession?

**Task 6. Watch the video on «Which Regions Are Fighting For Independence?» (track 8–3) and fill in the gaps in the following sentences:**



There are many regions all over the world \_\_\_\_\_ from the country they belong to...

In Central Asia the Chinese administrative region known as Xinjiang plus surrounding areas is home to an estimated 15 million Uighurs. Uighurs are a Muslim, Turkish-speaking \_\_\_\_\_. They call the region East Turkestan. Over the centuries it has been conquered and claimed by different \_\_\_\_\_. But in 1949 Communist China took over most of the area restricting some of the Uighurs \_\_\_\_\_. Although Uighur terrorist groups have emerged to fight for independence, experts suggest that China is unlikely to \_\_\_\_\_ control.

Then there are a number of other territories seeking \_\_\_\_\_ in Eastern Europe and Asia. Many of them are stuck in a delicate \_\_\_\_\_ after the 1991 breakup of the Soviet Union and subsequent \_\_\_\_\_ within post-soviet States. Most civil wars were fought along ethnic and religious \_\_\_\_\_. Today the states of Moldova, Azerbaijan and Georgia contain four \_\_\_\_\_ zones. These zones operate under their own authority without the permission of their \_\_\_\_\_. They are called \_\_\_\_\_ but have limited international recognition of their independent status. However, the \_\_\_\_\_ within Georgia are recognized by a few countries including Russia, Venezuela, and Nicaragua. Another post-soviet State, Bosnia-Herzegovina, may have a new \_\_\_\_\_ coming soon from the Serb Republic. The state of Bosnia itself is ethnically divided into two major \_\_\_\_\_ — one favoring Christian Serbians and the other favoring Catholic Croats. The Serbs in the Serb Republic have recently asked for

more \_\_\_\_\_. And if they don't get them, some politicians are threatening to \_\_\_\_\_ on independence for the region in 2018. In these areas throughout Central Asia and Eastern Europe many governments continue to be unstable with the potential for a \_\_\_\_\_ in the fight for sovereignty. The United Nations reminds all countries — recognized and \_\_\_\_\_ - they still must uphold basic \_\_\_\_\_. Hopefully, all governments in all regions will keep a commitment to peace alive, as they move towards \_\_\_\_\_.

## TEXT FOCUS

### Task 1. Read the text carefully paying special attention to the words and word-combinations in bold

#### Separatism and secessionism in today's world

if there is one constant in history apart from the certainty of death and taxes, it is the reluctance of states to part with territory.»

*M. Hechter*

#### Fragmentation of Geopolitical Space

Throughout the last century, the society of sovereign nations has grown steadily, giving rise — for distinct reasons and under different modalities — to our present-day international structure comprised of almost 200 sovereign states, the primary geopolitical units of the world system. Epochal changes in the international order, such as the **disintegration of European empires** in the early 20th century, the decolonization process, and lastly the end of the Cold War, brought about an extraordinary **proliferation of independent states**. Although such **major geopolitical reconfiguration** undoubtedly followed events of an exceptional nature, these events have severely destabilized the idea (dominant in the second half of last century) that international borders should not — or could not — be modified to create new states. As is widely acknowledged, this is nowadays achieved mainly by way of secession, intended as the process by which a political community seeks to detach part of an existing state in order to establish a separate sovereign entity.

Separatist and secessionist movements **test accepted standards of sovereignty and statehood**. State sovereignty and its corollary, territorial integrity, form one of the foundational norms of the international system. Its significance is demonstrated by its articulation as a core principle in the United Nations (UN) Charter as well as the founding documents of most

**Fourteen Points** (Jan. 8, 1918) is a declaration by U.S. President Woodrow Wilson during World War I outlining his proposals for a postwar peace settlement.

**The Universal Declaration of Human Rights** (UDHR) is a milestone document in the history of human rights, proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations.

**The International Covenant on Civil and Political Rights** (ICCPR) is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 23 March 1976, committing its parties to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights and rights to due process and a fair trial.

**The International Covenant on Economic, Social, and Cultural Rights** (ICESCR) is a multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and in force from 3 January 1976, committing its parties to work toward the granting of economic, social, and cultural rights (ESCR) to the Non-Self-Governing and Trust Territories and individuals, including labour rights and the right to health, the right to education, and the right to an adequate standard of living.

**Roman Ediberto** is a Professor of Law in the Florida International University, College of Law, the author of «Reconstructing Self-Determination: the Role of Critical Theory in the Positivist International Law Paradigm».

**Birtch Anthony** (17 February 1924–13 December 2014) was a British scholar and an expert in British politics and comparative politics, the author of «Another Liberal Theory of Secession». He was a leading figure in the development of Britain's distinctive school of political science.

**Chandhoke Neera** is professor of political science at the University of Delhi, the author of «Contested Secessions: Rights, Self-Determination, Democracy, and Kashmir».

**Buchanan Allen Edward** is the James B. Duke Professor of philosophy at Duke University and professor of Philosophy of International Law at King's College, London, the author of «Theories of Secession». He has written six books covering such topics as Marx, applied ethics, social justice, and international justice, including the foundations of international law.

### Task 2. Scan the text and answer the following questions

1. How can you characterize the existing world order?
2. What are the examples of success and failure in regard to secession?



**LANGUAGE FOCUS**

**Task 1. Scan the text again and find all possible word-combinations with the following words:**

sovereignty, statehood, secession, integrity.

**Task 2. Give Russian equivalents of the word-combinations printed in bold in the text**

**Task 3. Find in the text English equivalents of the following word-combinations:**

процесс деколонизации; нарушать территориальную целостность; проводить ограниченную внешнюю политику; право на самоопределение; религиозное или идеологическое сходство; рассматривать что-то с долей осторожности; предпринимать такие серьезные шаги/меры; создать привлекательный климат для международных инвесторов; играть роль в определении повестки; методы, предполагающие применение или неприменение силы; процессы создания и распада государств; появление новых суверенных единиц/образований; процессы пересмотра границ; подвергнуть другие группы дискриминации; создание нового арбитражного органа.

**Task 4. Explain the following in your own words:**

- 1) fragmentation of geopolitical space;
- 2) supranational organizations;
- 3) to create some ambiguity;
- 4) «pull factor» and «push factor» of secession;
- 5) individual or multilateral financial donors;
- 6) to be inconsistent with the Purposes of the United Nations;
- 7) states achieving de facto status;
- 8) redefinition of the basic features of states;
- 9) to be regarded as an old-fashioned perspective in international relations;
- 10) geopolitical units of the world system;
- 11) limited foreign policy;
- 12) cultural homogeneity;
- 13) «irrevocable institutionalized injustice»;
- 14) an adjudicative body.

**Task 5. Match the words from two columns to make up collocations and give their Russian equivalents**

A	B
1) racial or ethnic	a) secessionist projects
2) to overcome	b) from the aggression of other states
3) to have access	c) an ongoing injustice
4) to protect states	d) in the UN Charter
5) in theory	e) to foreign aid
6) ethnically concentrated	f) means
7) violent and non-violent	g) and practice
8) to develop	h) grievances
9) to pursue	i) identity
10) to feel	j) comprehensive frameworks
11) political and economic	k) economically deprived
12) to find expression	l) federal states

**Task 6. Find definitions of the following terms in a monolingual dictionary and translate the terms into Russian:**

secession, separatism, sovereignty, the norm of non-intervention, integrity.

**Task 7. Give synonyms for the words below. Consult the dictionary:**

formal, fragmentation, disintegration, proliferation, reconfiguration, to conflate, grievances, existential, to disperse, adjudicative, to resort, institutions.

**Task 8. Give antonyms for the words below. Consult the dictionary:**

secession, autonomy, controversial, benefits, independence, (to feel) deprived, communities, unlawful.

**Task 9. Make up five sentences of your own in Russian and five sentences in English using word-combinations from Tasks 1–3. Work in pairs: in turn read your sentences for your partner to interpret them into English/Russian**

The government agrees — though the official line is less exuberant. «We have always respected the fact that this referendum was called and that the central government in London agreed \_\_\_\_ this. And now we respect the outcome of it as well,» said Angela Merkel.

### Italy — David Willey

The final result of Scotland's independence referendum missed the early editions of Italy's morning papers, but Italian shares hit new two-year highs \_\_\_\_ the opening of Milan's stock exchange. The «spread» \_\_\_\_ the price of Italian and German 10-year treasury euro bonds hit a three-year low — signifying increased confidence \_\_\_\_ Italy's financial credibility.

Italy's Northern League separatist party, which dreams of setting \_\_\_\_ a republic called Padania in the Po River Valley, is currently \_\_\_\_ the doldrums after losing \_\_\_\_ at the last elections. Meanwhile a nascent movement \_\_\_\_ the independence of Venice, in times past a powerful European nation-state, is not taken \_\_\_\_ in Rome.

(based on: How Scotland's 'No' vote resonates around the world,  
<http://www.bbc.com>)

### Task 11. Out of two or three italicized words choose the one which fits in the context. Discuss the legal aspects of secession. Use the following questions to help you

1. What is the role of referenda?
2. Are referenda necessarily held in the case of secession?
3. Should the admissibility of referenda be mentioned in the national constitution?
4. Why is the referendum in Crimea not recognized by the US and European countries?

The core question of whether a part of a country has a right to secede is rooted in the contradiction between the self-determination right of nations and the territorial *integrity/unity/unification* of states. Both of these principles are part of the UN Charter; however, interpretations differ. In practice, the following principles apply in dealing with secessionist movements: amicable, peaceful separations are respected as a matter of principle. On the other hand, *one-way/unilateral/single* declarations of independence without the *consent/permission* of the remaining state are only considered *legitimate/legal* in exceptional situations, in particular, in cases where a colonial *state/status* is ended. Beyond this, though, there is no right to secession. If a majority in one part of a country demands more rights by democratic means, however,

the government in question may be regarded as having *anliability/obligation* to deal with the matter politically.

In Europe after 1989, new states were created in Central and Eastern Europe. The Soviet Union, Yugoslavia, and Czechoslovakia were dissolved. A separation took place in 2006, when Montenegro separated from Serbia and Croatia. In this case, the option of a referendum was *included/involved* in the constitution. When it comes to the admissibility of referenda, the national constitutions are a crucial factor. In Spain, for instance, regional referenda are explicitly ruled out in the constitution. The *population/people* may only be consulted at the national level.

### Task 12. Fill in the gaps with suitable words and word-combinations from the box. Translate the texts into Russian

#### Text 1. The Fragmentation of Geopolitical Space

#### What Secessionist Movements Mean to the Present-Day State System

seceding from the state, ethno-political confrontation, international recognition, outbreak of ethnic violence, separatist politics, de facto states, secessionist movements, operate in a grey area, appealing, indigenous peoples, may resort, attain title, Great Powers

The tendency to fragmentation becomes relevant most notably: a) when effective control is established on part of a sovereign state on behalf of a secessionist community, with the aim of fostering \_\_\_\_\_ of the new polity; and b) when \_\_\_\_\_ — with differing degrees of legitimacy and success — are pursued within the territory of a sovereign state in order to achieve political goals, including the chance of \_\_\_\_\_.

To the first category belong those independent territorial entities — so-called \_\_\_\_\_ — which rely on the 'principle of effectiveness' to support their claim to sovereign statehood. Especially when patronized (more or less officially) by external actors — and especially by \_\_\_\_\_ — *de facto* states pose a dramatic challenge to the international system, since they \_\_\_\_\_ of international relations and international law. To the second category belong a great variety of territorially organized sub-state entities (federal/confederal entities, autonomous regions, etc.) and non-state actors (stateless nations, \_\_\_\_\_, national and ethnic minorities) which — in different capacities and on various grounds — actively seek to

In Spain, the national government's refusal to acknowledge Catalonia's right to hold a referendum has exacerbated tensions between Madrid and Barcelona and strengthened the popularity of the separatists. In Scotland, the British government of David Cameron has granted the Scottish Parliament the right to hold a legal referendum on independence. However, Mr Cameron has delivered an \_\_\_\_\_ call to keep the United Kingdom together. He argued on political, economic and military grounds that Scotland is better off as a part of Great Britain. He focused on the importance of the «powerful» United Kingdom brand and its importance for whole world.

The desire of stateless nations and \_\_\_\_\_ to fully control their own affairs is an observable phenomenon in Europe. Moreover, the attempts by the EU to increase the degree of \_\_\_\_\_ with Europe among the population have generated controversy among academics. Some scholars have argued that to create the type of identification in Europe that characterizes the nation-state are ideologically questionable. Some stress the idea that regional and national identities set obstacles to the development of a \_\_\_\_\_ and of support for some kind of 'federal' Europe.

(based on: Teona Srmava, фрагмент из One Future. One Europe. A Problem of European Identity? Separatist Movements in the EU, Project for Democratic Union, 2014, <http://www.democraticunion.eu>)

### Task 13. Read the text and do the following:

- 1) substitute Russian word-combinations in brackets for their English equivalents from the list below;
- 2) divide the text into thematic parts and provide them with headlines;
- 3) give a short summary of each thematic part.

### Secession, Recognition and the International Politics of Statehood

Though most States in the international community are multi-national, most are also unlikely (1 — *сталкиваться с возможностью национального сепаратизма*). The world has many nations, perhaps so many that the international system could not accommodate them all if they demanded independent States of their own. If each potential national group became a State, there might be thousands of States rather than the 194 or so in the system today. Fortunately, it is unlikely that the world will have to confront such a problem. Most national movements' demands (2 — *не доходят до официального отделения*) from their Home States, instead preferring expanded civil rights or (3 — *большую*

### Task 17. Interpret the text into English. Discuss the major causes of ethnic terrorism. Add more specific causes to the ones described in each group

Сепаратизм — политика и практика обособления, отделения части территории с целью создания нового самостоятельного государства. Сепаратизм ведет к нарушению суверенитета, единства и территориальной целостности государства, принципа нерушимости границ и может явиться источником острейших межгосударственных и межнациональных конфликтов. Сепаратизм сегодня создает немало сложных и острых проблем в жизни как развитых (Канада, Испания и др.), так и развивающихся (Индия, Пакистан, Ирак, многие африканские государства) стран.

Основными источниками обострения этнического экстремизма в той или иной стране являются длительные периоды социально-экономической нестабильности. Анализ войн и конфликтов конца XX в. позволяет выделить следующие причины сепаратизма.

1. Взаимные территориальные притязания этносов. Они могут быть обусловлены историческим прошлым этносов, нечеткостью или отсутствием существующих границ, произвольным изменением границ, насильственным включением территории этноса в соседнее государство, расчленением этноса между разными государствами и т.д.

2. Политические причины:

- борьба за власть между различными этническими группами на местном, региональном и государственном уровнях;
- борьба этноса за свой политический статус в рамках единого государства;
- борьба за полную (государственную) независимость.

3. Экономические причины:

- экономическая отсталость многонациональных государственных образований и, соответственно, низкий уровень жизни национальных (религиозных) меньшинств внутри страны по сравнению с другими нациями и народностями;
- нежелание экономически развитых регионов поддерживать экономически отсталые области страны.

4. Демографический фактор. Он может включать в себя неравномерное размещение населения в многонациональных государствах.

5. Социокультурный фактор. Он подразумевает противоречия, связанные с различиями в языке, традициях, обычаях, религии, а также ущемление других ценностей этноса.

lutedemocratic right which completes andguarantees the \_\_\_\_\_ of human rights. The importance lies in the right to choose the right to decide. The European Free Alliance stands forHuman Rights: the right to decide upon your own future. The universal right toself-determination, stronger regions andstateless nations in Europe. \_\_\_\_\_.

European Free Alliance stands for another Europe and you?

**Task 21\*.** Read information about EFA below and comment on the prospects of such-like organizations. What makes them strong? What makes them vulnerable?

*The European Free Alliance (EFA)* works to make the idea of a «Europe of the Peoples» a political and cultural reality at the European and international level. It is an umbrella organisation that gathers 40 progressive nationalist, regionalist and autonomist parties throughout the European Union (EU), representing stateless nations, regions, and traditional minorities in Europe.

**Task 22\*.** Listen to William Wohlforth, Daniel Webster Professor of Government at Dartmouth College, speaking on self-determination and secessionist conflicts at Princeton University's Woodrow Wilson School of Public and International Affairs (track 8–5)



Summarise his ideas on four major underlying long-term forces that govern the politics of self-determination today. Use the following notes to develop your summary.

**Underlying force 1:** sovereignty is a huge prize as elites seeking sovereignty get different rewards:

- psychological rewards;
- material rewards;
- legal rewards.

**Underlying force 2:** governments will have multiple andoverlapping reasons for opposing sovereignty claims:

- governments tend to view thestate as an indivisible thing;
- government is worried that other groupswithin its territory may also seeksecession;
- the reputational consequences for governments.

**Underlying force 3:** possibility to employ violence.

**Underlying force 4:** sovereignty is notdetermined by law but by the convenienceand self-interest of great powers.

## SPEECH FOCUS

**Task 1.** Study the table below and discuss negotiation styles typical of different national cultures. Can you add information about other national cultures? What can you say about Russian negotiators?



### National Values and Negotiating Style

Americans	Time is money: punctual, thought over arguments, precise, democratic
English	Fair play: punctual, calm, reserved, good arguments
Japanese	Harmony and hierarchy: punctual, group work and the leader's status, good relationships with partners
Germans	Order: punctual, precise, protocol, respect for partners, deal
French	Beauty: logic and preciseness, respectful but hard, not very punctual
Arabs	Good relationships: not punctual, talkative, deal is not important
Latin Americans	Self-respect: building relationship takes a lot of time
Scandinavians	Business comes first: punctual, professional, rely on facts and statistics

**Task 2.** Read the description of the Russian negotiation style below. Do you agree with the opinion of EU experts?

The Russian profile:

- 1) a preference for generally worded agreements and the tendency to equate compromise with weakness;
- 2) a drive to promote a broad range of interests at the same time, thereby strengthening the Russian position through package deals between issues where the Russians have stronger and weaker positions;
- 3) careful preparation — and the Russian diplomatic education is one of the best in the world — while manipulating its environment as much as possible;
- 4) a tendency to instruct Russian negotiators very tightly — which is in line with the extremely dominant role of leaders and bosses in Russian society — in a steep hierarchical order;
- 5) a combative negotiation style, confrontational — blunt — stubborn: negotiation is war by other means;



- 6) divide and rule, being very patient if needed, a love for ‘drama’; very skilled in secretive and back-channel negotiation.

**Task 3. Study the table below and answer the following questions**

1. Are you familiar with these countries? If so, do you agree with this information? Supply more information to fill in details.
2. Which country would you have the most problems with? Why?
3. What qualities are typical of Russian negotiators? Fill the bottom row, compare your observations and discuss them.

Negotiation qualities from around the world

	Educational Background	Sex	Age	Technical knowledge	Seniority/ Experience	Power and authority	Symbolic position of authority	Follows standards	Personal connections	Social competence	Social status
USA		male/female		+		+					
Japan	+	mostly male	+	+	+		+				
Mexico	+	INA*		+	+				+	+	
Brazil	+	INA							+	+	+
France	+	mostly male						+		+	+
Germany		mostly male	+	+	+						
South Korea	+	mostly male		+							+
Spain	+	mostly male							+		+
Russia											

\*INA — information not available.

**Task 4. Listen to Richard Haass, President of Council on Foreign Relations, speaking on negotiations and model diplomacy and answer the following questions (track 8–6)**



1. What is negotiations as a practice in foreign policy and diplomacy?

2. What types of negotiations are distinguished?
3. What is the role of context in negotiations?
4. What are the subjects in negotiations?
5. What makes the difference between negotiations and consultations?
6. What contributes to the success of negotiations?
7. What are the dangers to confront while negotiating?
8. What are the challenges and downsides of negotiations?

Discuss to what extent specific features typical of national negotiation styles apply when it comes to the world of diplomacy and foreign policy.

**Task 5. Work in pairs. Discuss the following statements using agree/disagree expressions from Unit 7. Provide appropriate argumentation, reasoning and evidence to stand your position**

Catalonia should get independence from Spain.

It is beneficial for Scotland to remain part of the UK.

The creation of new states within the EU seems unlikely.

The economic crisis fans the desire for autonomy — nowhere more than in the regions that are economic powerhouses

Fragmentation of geopolitical space poses more threats than opportunities.

**Task 6. Hold a round table discussion «What a Cram When Together, What a Bore When Apart: Democracy and Separatism». Prepare a five-minute speech on the subject**

**Task 7. In the previous unit you have mastered the basics of good negotiation techniques. Study five lesser-known but similarly effective negotiation techniques (presented by Harvard Law School) that can benefit all professional negotiators. Make a short summary of each**

1. Reframe anxiety as excitement. The preparation stage of negotiation often comes with unpleasant side effects, such as sweaty palms, a racing heart, and seemingly overwhelming anxiety. It’s common even for professional negotiators to feel nervous, but this state of mind can lead us to make costly decisions, according to Harvard Business School professor Alison Wood Brooks. We tend to believe the best negotiation techniques to deal with our anxiety is to calm down, but that can be easier said than done. Try reframing the state of high physiological arousal associated with anxiety as excitement, recommends Brooks. This subtle reframing tactic, which treats your arousal



offers. How can you come to a settlement that's fair to both sides in such an adversarial negotiation? One promising but underused tool is final-offer arbitration (FOA), also known as baseball arbitration, according to Harvard Business School professor Max H. Bazerman. In FOA, each party submits its best and final offer to an arbitrator, who must select either of the two offers and not any other value. Parties may not appeal the arbitrator's decision. When parties agree to use FOA, their offers typically become reasonable, as they now have an incentive to impress the arbitrator with their reasonableness. In Major League Baseball, where FOA is available, uncertainty about what an arbitrator might decide usually motivates players and teams to come to agreement in contract disputes. The next time you are in a dispute with someone you believe is being unreasonable, consider suggesting FOA, recommends Bazerman. If she has been bluffing, she likely will respond to your suggestion with a much more reasonable offer. If she takes you up on your offer, you should have confidence in your ability to impress the arbitrator with your reasonableness.

(based on: 5 Good Negotiation Techniques, Harvard Law School  
<https://www.pon.harvard.edu/daily/negotiation-skills-daily/5-good-negotiation-techniques/>)

## CASE FOCUS

**Task 1. Role play. Read information below and get ready to negotiate the issues of development, security and freedom of movement in Kaliningrad region. Use techniques from Task 7 of Speech Focus. In three teams (EU, Russia, Lithuania) prepare for the negotiation. To this end each team should fill in the following table**

Our interests (what we want to achieve)	The interests of the opponents (what worries our opponents, what they want to achieve)	Options (possible variants of agreement)	Legitimacy (what data, legal documents, precedents can be used as our arguments)

economic in nature. The three key themes which concern Kaliningrad are: socio-economic development of the oblast, the construction of an Area of Freedom, Security and Justice (AFSJ) in the EU, and the principle of the freedom of movement of persons in the Schengen area and in the Russian Federation. All three could have formed part of the final negotiated package to the Kaliningrad question. However, it was freedom of movement and security matters which constituted the formula of the final agreement, with the development strand neglected.

### *Development*

Kaliningrad has long been known to suffer from a number of problems, including an «exceptionally high level of prostitution, drug trafficking, AIDS and organised crime» in the oblast. The European Union had long been a donor to Kaliningrad, but the EU did not have a concerted strategy towards the region within the framework of EU-Russia ties. Despite enlargement looming, there was no 'pre-accession' programme for Kaliningrad, and the EU-Russia Partnership and Cooperation Agreement itself focused only on EU-Russia relations, without mentioning any specific regions, even Kaliningrad, although a 'Special Programme for the Kaliningrad Oblast' was developed post-enlargement.

There had previously been signs that Moscow recognised the need to help the oblast escape the socio-economic doldrums it drifted in. Testament to this are the capital's plans for Kaliningrad as a 'pilot project' for cooperation with the EU in its 'Mid-term Russia-EU Strategy Paper', which not only recognised the need for development, but placed the region firmly within the context of EU relations. Unfortunately, such pilot cooperation never emerged. Commenting on the subsequent transit negotiations, one analyst remarked that «many offers of turning the region into a more prosperous zone through special trade privileges or assistance by the EU were stalled in Moscow, apparently for fear of fuelling separatist tendencies». This is despite the fact that Kaliningrad separatism is and was «virtually non-existent». But, with development low on Moscow's agenda, and the transit question becoming ever more urgent, socio-economic reform did not form part of the formula of negotiations.

Enlargement presented a challenge to the EU in the form of the contradiction in the Union's professed desire for new neighbours to share in the benefits of enlargement by ensuring borders did not serve to exclude. In fact, the encirclement by Schengen posed two problems for Kaliningrad. First, the loss of small cross-border trade into Lithuania and Poland, on which much of the local economy depended. Second, actual transit of persons

between Kaliningrad and the rest of Russia. As will become clear, the final negotiated arrangement made provisions for the latter, but not the former. This too marked a sidelining of local development issues in favour of the more big ticket gains of facilitated travel for Russian citizens in general. For the EU's part it did little to live up to its desire to avoid new dividing lines, nor to reconcile the tension between its emerging concepts of 'Freedom' and 'Security', to which this article now turns.

### *Security and Freedom of Movement of Persons*

The prospect of Kaliningrad acting as a 'Trojan Horse' for Russian citizens to enter the Schengen Area illegally was an evident concern, particularly since the EU continued to harbour concerns about Russia, and Kaliningrad in particular, as a source of criminality and potential immigration impacting on the 'Security' plank of the emergent AFSJ. Potemkina notes that the EU's view of Russia as a «potentially unstable regional power» raised the prospect that the Union's internal and external goals come into conflict with each other, in terms of finding a satisfactory solution with Russia but also maintaining the integrity of the AFSJ. Meanwhile, the 'Freedom' plank of the AFSJ aimed at the freedom of movement of persons across the Schengen space. At the same time, however, the Russian Federation's Constitution guaranteed freedom of movement to its citizens across the federal territory. Another conflict therefore emerges: that the Schengen visa requirements would require Russian citizens to obtain visas from a foreign authority to travel within their own country. The need to find a workable solution for freedom of movement of Russian citizens sat uncomfortably with the EU's heavily securitised discourse of 'illegal immigration' (the only major international organisation to do so) and its transfer of control of the movement of persons to its external frontier. The impending negotiations therefore shone the spotlight on a number of issues that were tricky and still in a state of development themselves within the EU.

## Task 2

### **Part 1. Read brief information on «Scottish Independence Referendum». Discuss the history of Scotland's relations with Britain.**

Scotland's relations with its larger neighbour have often been difficult, none more so than in the «wars of independence» 700 years ago led by William Wallace and then Robert the Bruce. He defeated Edward II, then attempting to subjugate Scotland, at Bannockburn in 1314. After other cross

border disputes, including Scotland's defeat at Flodden by the English in 1513, the Scottish and English crowns were unified in 1603 when King James VI of Scotland became overall monarch of the British isles.

In 1707, that union was cemented by Scotland and England's political union, forced on Scotland in part by a financial crisis following the abject failure of its colony in Panama, the so-called Darien adventure. All political power moved to London, but Scotland retained its own legal system, churches and universities. In 1745, the pretender to the British throne, Bonnie Prince Charlie, led the Jacobite revolt against Hanoverian rule by London. Despite reaching as far south as Derby, that ended in crushing defeat at Culloden in 1746.

In the 1800s, Scotland's economy strengthened, its cities boomed and its citizens took a leading role in the British empire. But proposals to give Scotland some form of «home rule» within the UK have been live since William Gladstone's era as Liberal leader in the 1880s. After several failed attempts at Westminster, notably in 1913 and 1979, a Scottish parliament was finally reestablished in 1999 in Edinburgh with wide-ranging policy making and legal powers but dependent on a direct grant from London.

In May 2011, Salmond and the SNP unexpectedly won an historic landslide victory giving the nationalists majority control of the Scottish parliament, enabling the first minister to demand that independence referendum.

The **Scottish independence referendum** took place on 18 September 2014. The independence referendum question, which voters answered with «Yes» or «No», was «Should Scotland be an independent country?». The «No» side won, with 2,001,926 (55.3%) voting against independence and 1,617,989 (44.7%) voting in favour.

### **Part 2. Role play. SUPPOSE THAT THE RESULTS WERE DIFFERENT: THE MAJORITY VOTED FOR «YES» AND THE INDEPENDENCE SIDE WON. In that case it would be necessary to hold negotiations between iScotland and rUK to resolve a number of issues.**

The group is split up into two teams: «iScotland» (the leader — **Alex Salmond**, Scotland's first minister since 2007 and leader of the Scottish National party. Widely regarded as one of the UK's sharpest politicians, he has led his party from being a minor force to dominating Scottish politics) and «rUK (the leader — the tory prime minister **David Cameron**).

The teams first choose three issues to be included in the negotiation agenda out of nine enumerated below, collect additional information and negotiate the nature of Scotland's relations with the remaining part of the United Kingdom (rUK) — its much larger southerly neighbour, its main economic and trading

partner, with which the Scottish Government aspires to share a currency, 'social union' and much more. The question is: can that vision actually be delivered? Even if that model is in the interests of an independent Scotland, why is it in the interests of rUK, if Scotland chooses a future outside it? If it is not, why should rUK comply with independent Scottish wishes — why is it in rUK's interests to do so? And, given the differences in interest in securing that outcome, how might an independent Scotland make it happen?

For an independent Scotland to start functioning as an independent state, some key top-order issues have to be resolved. Prominent among these are:

- the currency the new state will use, and who bears the risks associated with that
- the borders of the new state — particularly its maritime borders, which will affect oil and gas reserves unless a distinct arrangement is made for these.
- the arrangements for movement of persons between rUK and the new state, both at the border and more generally
- whether, when and on what terms the new state will be or become a member of the European Union
- the division of the UK's current National Debt
- the division of other UK assets and liabilities — ranging from defence infrastructure to museum and gallery collections
- what happens to the existing UK nuclear bases on the Clyde
- if rUK is to continue to administer welfare and pensions payments in Scotland for some transitional period, the basis on which it will do so
- the means by which outstanding issues are resolved, and what happens if the parties cannot reach agreement by negotiation.

## PROJECT FOCUS

**Task 1. Using statistics below and current mass media materials make a comparative analysis of any two separatist movements. Write a research report (550–600 words) following the proposed plan**

1. Introduction.
2. Main Body:
  - Similarities in separatist sentiments/movements in ... and ...;
  - Differences in separatist sentiments/movements in ... and ...;
3. Conclusion.

### TURKEY:

#### *Kurdistan*

Population of proposed region vs population of country as a whole: At least 14m (much higher according to Kurdish nationalists) vs 81.62m

Year independence movement began: Demands for a Kurdish state date from late 19th century; armed insurrection began 1984.

Support for referendum: 59 per cent of self-identified Turkish Kurds said in a 2009 poll they did not think Kurds wanted independence.

Land mass of proposed region: 190,000 sq km

Regional GDP vs country as whole: N/A

Main separatist group: Kurdistan Workers Party (PKK)

Militancy: Armed struggle ran from 1984 to 2013 with the aim of creating a breakaway Marxist — Leninist state. Casualty figures vary widely but could be as high as 45,000 deaths (rebels, Turkish military and civilians combined). The jailed PKK leader, Abdullah Ocalan, now advocates a political solution.

(based on: <https://bit.ly/2O5bqVR>)

**Task 2\*. In her article Neli Fonseka distinguishes six regional types of separatism. In a group of two or three choose any region and provide substantial information on its general and specific features of separatism. Make a presentation on the findings of your research**

region	characteristics
1. Западноевропейская разновидность сепаратизма (Северная Ирландия, Страна Басков, Каталония, Корсика, Фландрия и Валлония, Фарерские острова, Северный Кипр)	Характеризуется преобладанием этно-конфессионального и социально-экономического факторов. Очаги сепаратизма в Западной Европе уже давно пребывают в состоянии устойчивого равновесия. Здесь преобладает высокая общественная мобилизация населения, не выплескивающаяся, впрочем (за исключением Ольстера, Корсики и Страны Басков), за пределы «цивилизованной» политической борьбы. Как правило, целью западноевропейских сепаратистов является не создание независимого государства, а достижение максимальной национально-культурной, экономической и политической автономии в рамках существующих ныне государственных границ

region	characteristics
	по линейке. В нынешний период, когда во всем мире происходит всплеск национального самосознания, Африка не остается в стороне. Все чаще выдвигаются требования пересмотра несправедливых границ, разделивших на части единые и родственные этносы
6. Американская разновидность. Примеры: канадская провинция Квебек, мексиканский штат Чьяпас, самоуправляющаяся территория Дании Гренландия, остров Невис в составе Федерации Сен-Китс и Невис	Прежде сепаратистские настроения на континенте имели большее распространение. Именно они привели к распаду Великой Колумбии (1830 г.) и Соединенных провинций Центральной Америки (1838–1839 гг.), выделению Уругвая из состава Аргентины (1828 г.) и Панамы из Колумбии (1903 г.). Во-первых, это переселенческий характер государств Нового Света, практически исключая глубокие и непреодолимые противоречия между этническими и профессиональными группами эмигрантов

(based on: Нели Фонсека, Природа сепаратизма в современном мире // ВЕСТНИК ВГУ. СЕРИЯ: ИСТОРИЯ. ПОЛИТОЛОГИЯ. СОЦИОЛОГИЯ. 2012. № 1, <http://www.vestnik.vsu.ru>)

#### Recommended online resources:

<https://bit.ly/3tw8jqt>  
<https://bit.ly/36OX9mE>  
<https://etd.ohiolink.edu>  
<https://bit.ly/3p6FBcl>

## Видеофайлы к разделу 8

### 1. Which Regions Are Fighting For Independence? (track 8-1)



<https://youtu.be/3V2JO24e9P8>

### 2. Which Regions Are Fighting For Independence? Part 2 (track 8-2)



[https://youtu.be/YSfmmsI\\_Xyw](https://youtu.be/YSfmmsI_Xyw)

### 3. Which Regions Are Fighting For Independence? Part 3 (track 8-3)



[https://youtu.be/Ma9KNLy\\_4dw](https://youtu.be/Ma9KNLy_4dw)

### 4. The European Free Alliance (EFA) (track 8-4)



[https://www.youtube.com/watch?v=\\_0sjrdR4EWE](https://www.youtube.com/watch?v=_0sjrdR4EWE)





**Научное издательство «КУРС» работает на книжном рынке более 10 лет.**

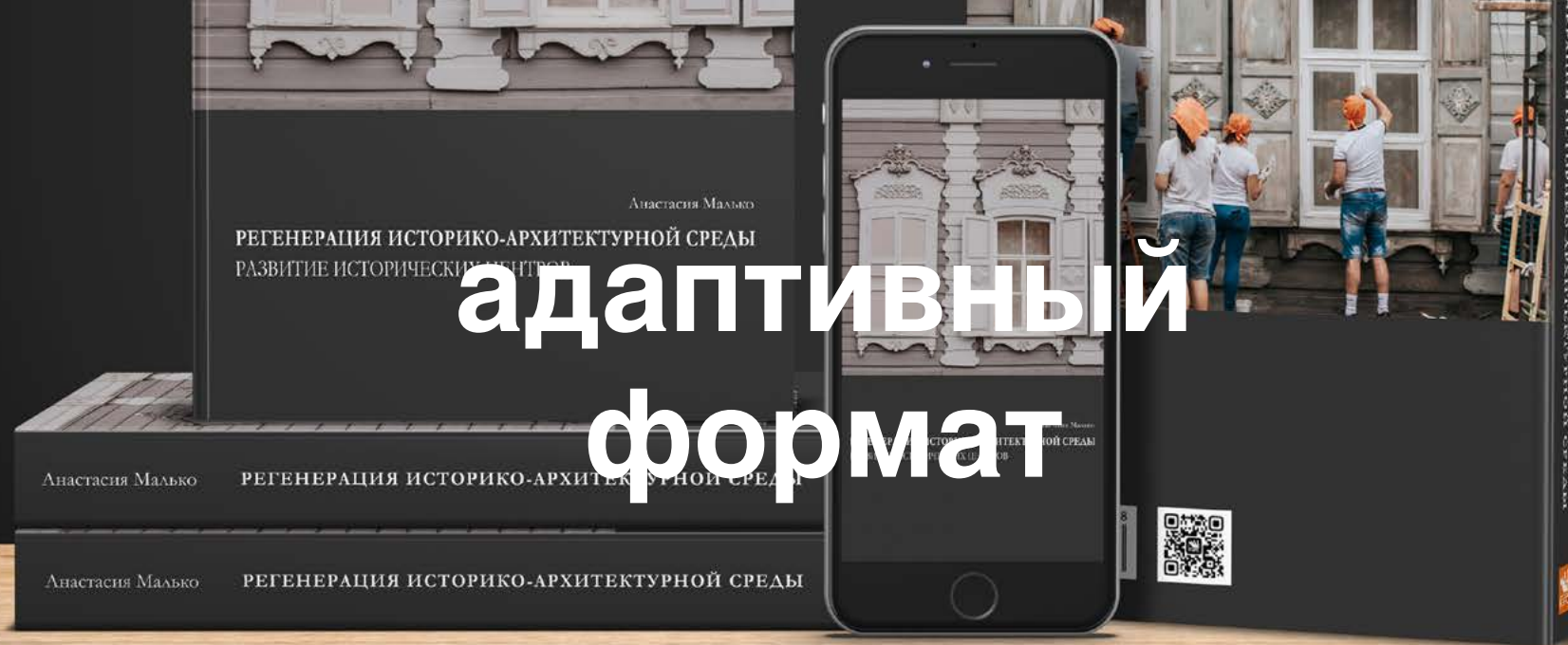
Специализация издательства: архитектура, математика, информатика и вычислительная техника, фотоника, приборостроение, оптические и биотехнические системы и технологии, машиностроение, электроэнергетика, зоотехния, образование и педагогические науки, иностранные языки по отраслям знаний.

При формировании издательского портфеля издательство «КУРС» тесно сотрудничает с профильными вузами. В соответствии с их потребностями и пожеланиями в свет выходят как новые учебные книги, так и модернизированные классические учебники.

Глубокая экспертиза и профессиональная подготовка сотрудников издательства позволяет выпускать литературу в соответствии с профилями профессиональных образовательных программ, научных исследований и информационных потребностей читателей. Портфель издательства охватывает уровни образования: среднее профессиональное образование, бакалавриат, магистратура, специалитет, а также монографии.







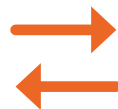
# адаптивный формат

Для удобства использования литературы в учебном процессе Издательство «КУРС» предлагает библиотекам к приобретению книги в двух вариантах – в традиционной печатной форме и в современном цифровом формате.

Издательство обладает исключительным правом и в соответствии со ст. 93 Федерального закона от 5 апреля 2013 г. № 44-ФЗ «О контрактной системе в сфере закупок товаров, работ, услуг для обеспечения государственных и муниципальных нужд» закупку печатных и электронных изданий можно осуществить в рамках договора как с единственным поставщиком-издателем.



PRINT



E-BOOK

**Коллекция цифровых книг** — новый образовательный совместный проект издательств «КУРС» и «ЭНЦИКЛОПЕДИЯ», направленный на продвижение интеллектуального контента в профессиональное сообщество и способствующий взаимодействию авторов, преподавателей, студентов, библиотек и издателей в едином информационном пространстве знаний.

**Главная задача** — предоставить читателю современные форматы доступа к учебной литературе: чтение в онлайн и офлайн-режимах.

### **Преимущества цифровых изданий:**

- соответствуют ГОСТ Р 7.0.83-2013 «СИБИД. Электронные издания. Основные виды и выходные сведения» (введен в действие 1 марта 2014г.), утвержденный приказом Росстандарта от 15.10.2013 №1163-ст.;
- имеют криптографическую (DRM) защиту: от копирования и незаконного распространения, Print Screen и снятия экранных копий;
- размещаются в информационном пространстве образовательной организации, на персональных и мобильных устройствах;
- многопользовательский доступ с любого персонального компьютера, планшета, мобильного устройства;
- разовая активация пароля посредством установки бесплатного приложения StarForce Reader (Windows, Android, iOS и macOS);
- техподдержка.

### **StarForce Reader:**

- удобная навигация и масштабирование документов;
- добавление заметок к тексту;
- быстрый поиск по заголовкам и тексту защищённых документов;
- запоминание позиции документа при закрытии, что позволяет продолжить чтение с того момента, где остановились в последний раз;
- открытие обычных PDF и ePub документов;
- опция копирование/печать в объеме 10% – в разработке.

Печать

Масштабирование: подогнать по ширине, страница целиком, увеличить/уменьшить масштаб, переход по страницам

Поиск по текстовому слою и заглавию

The screenshot shows the StarForce Reader application window. The title bar reads "Текст\_Минаева\_42\_Ebook.pdf - StarForce Reader". The menu bar includes "Файл", "Вид", and "Помощь". The toolbar contains icons for printing, navigation, zooming (set to 247%), and search. On the left, a "Содержание" (Table of Contents) pane is open, showing a tree view with "PROJECT FOCUS" selected. Below it is a "Заметки" (Notes) pane with a table:

Комментарий	Страница
Виды сепаратизма по рег...	89
Вестник ВГУ	92
Образцовая дипломатия	94

An arrow points from the text "Добавление заметок к тексту" to the "Вестник ВГУ" entry in the notes table. The main document area displays a table with the following content:

PROJECT FOCUS	
region	characteristics
	по линейке. В нынешний период, когда во всем мире происходит всплеск национального самосознания, Африка не остается в стороне. Все чаще выдвигаются требования пересмотра несправедливых границ, разделивших на части единые и родственные этносы
б. Американская разновидность. Примеры: канадская провинция Квебек, мексиканский штат Чьяпас, самоуправляющаяся территория Дании Гренландия, остров Невис в составе Федерации Сен-Китс и Невис	Прежде сепаратистские настроения на континенте имели большее распространение. Именно они привели к распаду Великой Колумбии (1830 г.) и Соединенных провинций Центральной Америки (1838–1839 гг.), выделению Уругвая из состава Аргентины (1828 г.) и Панамы из Колумбии (1903 г.). Во-первых, это переселенческий характер государств Нового Света, практически исключая глубокие и непреодолимые противоречия между этническими и конфессиональными группами эмигрантов


Below the table, there is a citation: "(based on: Нели Фонсека, Природа сепаратизма в современном мире // ВЕСТНИК ВГУ. СЕРИЯ: ИСТОРИЯ. ПОЛИТОЛОГИЯ. СОЦИОЛОГИЯ. 2012. № 1, Вестник ВГУ http://www.vestnik.vsu.ru)". Below the citation is the text "Recommended online resources:" followed by three URLs: <https://bit.ly/3tw8jqt>, <https://bit.ly/36OX9mE>, and <https://etd.ohiolink.edu>. The status bar at the bottom indicates "Страница 92 из 162".

Добавление заметок к тексту



## Переход по ссылкам осуществляется

(на примере 6. Negotiations | Model Diplomacy (track 8-6), <https://www.youtube.com/watch?v=e6a7nvuOEnU>)



The screenshot shows a YouTube video player. The video content features a young man with glasses and a striped shirt speaking. A semi-transparent white box with the text "Scotland Votes NO" is overlaid on the left side of the video. The video player controls at the bottom show a progress bar at 0:02 / 3:07, along with play, volume, and other standard controls.

**Which Regions Are Fighting For Independence?**  
843 473 просмотра • 19 сент. 2014 г. 👍 10 тыс. 💬 551 ➦ ПОДЕЛИТЬСЯ 📌 СОХРАНИТЬ ⋮

**NowThis World** ✓  
2,21 млн подписчиков ПОДПИСАТЬСЯ

Why Do Some People Become Terrorists? <http://bit.ly/1SE907j>

**Покупайте с бесплатной доставкой**

**Доставка за 0 р** Реклама market.yandex.ru УЗНАТЬ КАК

- FIGHTING FOR INDEPENDENCE** Which Regions Are Fighting For Independence? Part 2  
NowThis World ✓  
355 тыс. просмотров • 5 лет назад 2:37
- FIGHTING FOR INDEPENDENCE** Which Regions Are Fighting For Independence? Part 3  
NowThis World ✓  
355 тыс. просмотров • 5 лет назад 2:23
- СВЯЗЬ ВРЕМЁН / Фильм. Военный**  
Eric Media ✓  
1,3 млн просмотров • 1 месяц назад 1:40:39
- Chopin - Relaxing Classical Music**  
HALIDONMUSIC ✓  
7,3 млн просмотров • 10 месяцев назад 2:41:00
- Who's Fighting For Independence in 2017? [...]**  
NowThis World ✓  
281 тыс. просмотров • 2017

## Методы защиты

Издательство «КУРС» гарантирует соблюдение авторских прав и защиту от несанкционированного доступа в партнерстве с компанией **StarForce\***, что позволяет нашим авторам обеспечить сохранность файлов, в которые был вложен профессионализм и большой объем работы. Мы постоянно взаимодействуем с нашей аудиторией для поиска наиболее удобных и эффективных способов, направленных на предотвращение инцидентов со снятием видео с экрана и дальнейшем его распространением в сети Интернет.

Одной из ключевых функций системы защиты **SFContent.com** является защита от захвата экрана программными методами, то есть при помощи привычной всем функции Print Screen или через специализированное программное обеспечение, способное делать копии экрана.

Для удобства пользователей и повышения уровня защиты сервис использует несколько способов борьбы от снятия скриншотов и записи с экрана в зависимости от используемой операционной системы.

Система блокировки процессов может быть отключена по желанию издателя. Но файлы не останутся без защиты: в этом случае будет работать система «Черный квадрат», которая позволяет обеспечить надежную защиту от снятия видео или скриншотов с экрана другим способом.

В рамках системы защиты от захвата экрана данная технология является константой и не может быть отключена в настройках серийного номера.

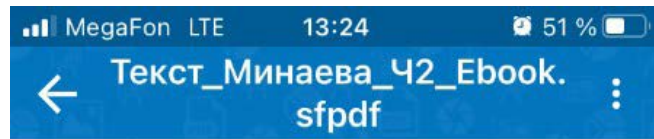
Суть «Черного квадрата» заключается в том, что данная опция не запрещает пользователю делать скриншоты экрана или показывать свой экран другим пользователям с помощью специальных приложений (например, TeamViewer, Skype и пр.). Вместо окна с защищенным материалом на полученном скриншоте или при трансляции у другого пользователя будет виден только черный прямоугольник. Реальный документ или видео может видеть только тот пользователь, который работает за устройством, где был активирован серийный номер.



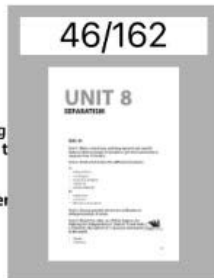
*\*StarForce Content входит в реестр рекомендованного российского ПО  
Сайт производителя <https://www.sfcontent.com/ru/>*



# Мобильная версия:



## UNIT 8 SEPARATISM



### LEAD-IN

Task 1. Make a mind map outlining features driving groups of people to separate from a country

Task 2. Think what makes the difference

- A)
- independence
  - sovereignty
  - territorial integrity
  - statehood
  - national identity

- B)
- separatism
  - secession
  - liberation movement

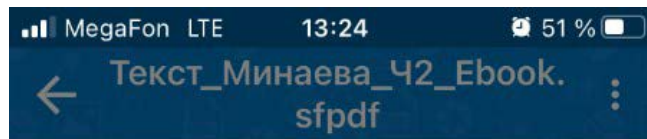
Task 3. Discuss possible drivers for unification or defragmentation of states

Task 4. Watch the video on «Which Regions Are Fighting For Independence?» (track 8-1) and make a schematic description of 3 secession movements in the world:

- Veneto
- Catalonia



45



## UNIT 8 SEPARATISM

### Внимание

Предупреждение:  
документ защищен от  
копирования. При  
повторной попытке  
сделать скриншот  
серийный номер будет  
заблокирован на 24  
часа.

Закреть

defragmentation of states

Task 4. Watch the video on «Which Regions Are Fighting For Independence?» (track 8-1) and make a schematic description of 3 secession movements in the world:

- Veneto
- Catalonia



45

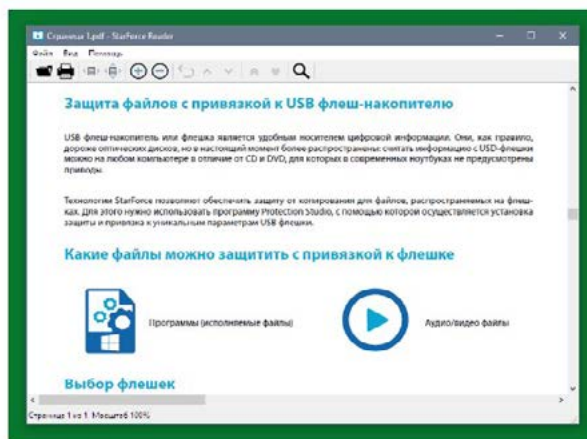


Лицензия заблокирована из-за  
использования скриншотов,  
документ будет доступен через  
24 часа.

OK

# С персональных компьютеров:

Для конечного пользователя



При снятии копии экрана /  
Поделиться экраном



## С чего начать?

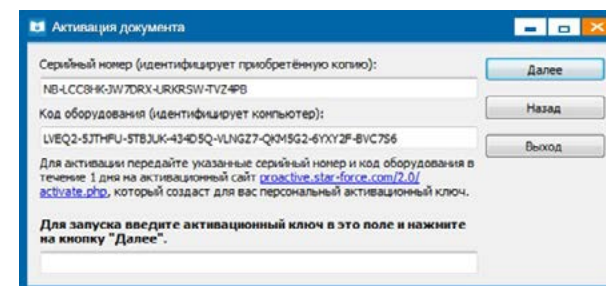
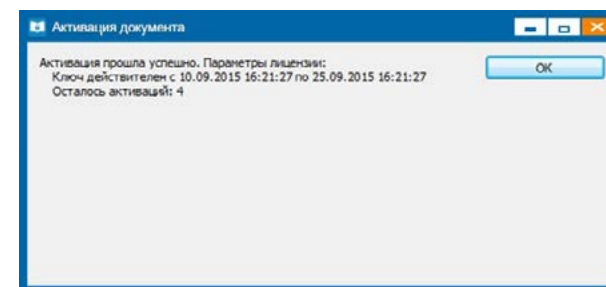
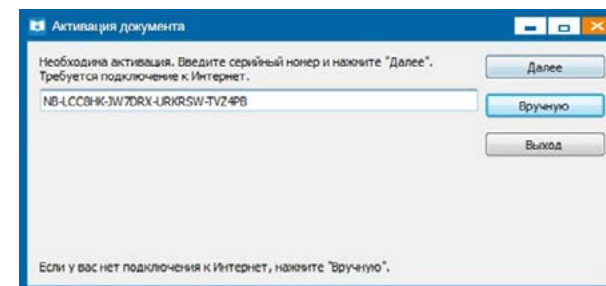
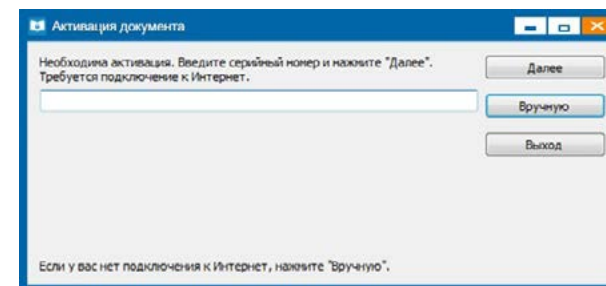
Шаг 1. Оформить / оплатить доступ.

Шаг 2. Ввести код активации

В данном случае у вас осталось ещё 4 активации. Это значит, что вы сможете активировать защищённый файл ещё на 4-х компьютерах. Нажмите на кнопку ОК для открытия файла. При последующих просмотрах защищённого файла активация не потребуется, достаточно просто открыть файл.

При отсутствии Интернета вы можете активировать документ вручную. Для этого в окне активации (см. выше) нажмите на кнопку Вручную и следуйте инструкциям в появившемся окне:

*Внимание! Для использования автоматического способа активации, описанного выше, необходимо, чтобы брандмауэры и прочие программы, контролирующие интернет-активность приложений на данном компьютере и/или в локальной сети, не блокировали соединение по TCP-порту 80.*



## ЗАЯВКА ТЕСТОВОГО ДОСТУПА e-book

---

Фамилия, Имя, Отчество \_\_\_\_\_

E-mail: \_\_\_\_\_

Телефон для связи: \_\_\_\_\_

Название учебного заведения: \_\_\_\_\_

Дата открытия тестового доступа: \_\_\_\_\_

**Заполненную заявку направить на:** [enc2.0@yandex.ru](mailto:enc2.0@yandex.ru)

Успанова Екатерина Геннадьевна,

руководитель проекта цифровизации

Телефон: +7 925 127-03-57, +7 (499) 842-35-55



# ИНСТРУКЦИЯ ЧТЕНИЯ КНИГИ

---

УВАЖАЕМЫЙ, ЧИТАТЕЛЬ!

Вы приобрели электронное издание с криптографической защитой.

**ШАГ 1.** Установите бесплатное приложение «StarForce Reader»:

Windows   Windows XP   Android RUS   Android ENG   iOS RUS   iOS ENG   macOS RUS   macOS ENG

**Шаг 2.** Скачайте и Извлеките Архив двойным щелчком (распакуйте):

**Шаг 3.** Введите Код активации (серийный номер)\*:

В случае возникновения вопросов или трудностей при работе с программой и системой защиты в целом, обратитесь в службу технической поддержки: +7 (499) 842-35-55, +7 (991) 223-47-27, <http://enciklopedia.pro>, email: [enc2.0@yandex.ru](mailto:enc2.0@yandex.ru)

\*Информация в данном руководстве является конфиденциальной и не должна раскрываться третьим лицам.

## **КОЛЕСНИКОВА НАТАЛИЯ ЛЬВОВНА**

Кандидат филологических наук,  
доцент кафедры международной коммуникации факультета мировой политики МГУ имени М.В. Ломоносова.  
email: marfundel@gmail.com

Подключиться к конференции Zoom

<https://us02web.zoom.us/j/81353117363?pwd=S25MQ0JCOTN3ZlpGb2thaWxYWUM3dz09>

Идентификатор конференции: 813 5311 7363

Код доступа: 049102

## **НИКИТИНА АЛЛА ВЛАДИМИРОВНА**

Генеральный директор издательства КУРС  
тел.: +7 (495) 203-57-83  
email: kurs-pb@yandex.ru

## **УСПАНОВА ЕКАТЕРИНА ГЕННАДЬЕВНА**

Руководитель программы цифровизации  
тел.: +7 (925) 127-03-57  
email: enc2.0@yandex.ru

**Отдел продаж:**  
+7 (495) 203-57-83,  
+7 (965) 432-99-77  
<http://kursizdat.ru>  
[kursizdat@gmail.com](mailto:kursizdat@gmail.com)

**Электронные издания:**  
+7 (499) 842-35-55,  
+7 (991) 223-47-27  
<http://enciklopedia.pro>  
[enc2.0@yandex.ru](mailto:enc2.0@yandex.ru)

**ООО Издательство «КУРС»**  
127214 Москва,  
ул. Полярная,  
д. 31В, стр. 1,  
офис 207