

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

**ЗАТВЕРДЖЕНО**

на засіданні кафедри  
міжнародних відносин і політичної  
філософії  
Протокол № 17 від 28.08.2025 р.

**ПОГОДЖЕНО**

Проректор з навчально-методичної  
роботи



Каріна ПЕМАШКАЛО

**Країнознавство  
робоча програма навчальної дисципліни (РПНД)**

Галузь знань	С «Соціальні науки, журналістика, інформація та міжнародні відносини»	
Спеціальність	СЗ «Міжнародні відносини»	
Освітній рівень	Перший (бакалаврський)	
Освітня програма	Міжнародні відносини	
Статус дисципліни		обов'язкова
Мова викладання, навчання та оцінювання		англійська

Розробники:  
викл.

Данило НЕПОЧАТОВ

Завідувач кафедри  
міжнародних відносин і політичної  
філософії

Олег КУЗЬ

Гарант програми

Ірина ЖЕРЕБЯТНІКОВА

Харків  
2025

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF  
ECONOMICS**

**APPROVED**

at the meeting of the Department of  
International Relations and Political  
Philosophy  
Protocol №. 17 of 28.08.2025



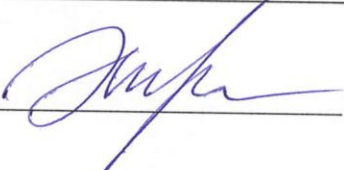
**AGREED**

Vice Rector for educational and  
methodical work



Karina NEMASHKALO

**Country Studies  
Programme of the Course**

Field of Knowledge	<b>C «Social Sciences, Journalism, Information and International Relations»</b>	
Specialty	<b>C3 «International Relations»</b>	
Study Cycle	<b>First (Bachelor's)</b>	
Study Programme	<b>International Relations</b>	
Course Status		<b>Mandatory</b>
Language		<b>English</b>
Developers: Lecturer		Danylo NEPOCHATOV
Head of the Department of International Relations and Political Philosophy		Oleh KUZ
Head of Study Programme		Iryna ZHEREBIATNIKOVA

Kharkiv  
2025

## RODUCTION

Course Programme *Country Studies* is an integral component of the educational and professional training programme for Bachelor's students majoring in *C3 International Relations*. Its relevance is determined by the dynamic evolution of the contemporary world order, the increasing significance of cultural narratives in international relations, the intensification of global information flows, and the growing influence of regional power centres. Modern states appear not only as political institutions but also as complex sociocultural systems whose image is shaped by historical memory, myths, popular culture, and international interactions. In such a context, it is essential for specialists to be able to analyse states comprehensively — through the lens of identity, historical experience, resources, political institutions, and their role in global affairs.

The course offers an integrated, interdisciplinary perspective on what constitutes a “country”, structured around several key questions that frame the intellectual foundations of the discipline:

Why do states and nations emerge? Why do communities choose to live together? Why do nations construct stereotypes about themselves and others? What role is played by heritage and collective memory? Who shapes the image of a country — the government, society, or global media platforms such as Netflix or Hollywood?

The Course is grounded in case studies from various regions of the world: the European Union as an institutional project; the United States as a global hegemon; African and Middle Eastern countries as spaces of postcolonial transformation; East Asia (China, South Korea, Japan) as centres of innovation and cultural diplomacy; and the new leaders of the Global South — India, Brazil, and Turkey. Particular attention is paid to questions of geopolitical competition, including the case of Taiwan as one of the key nodes of global politics.

The knowledge and skills acquired in this course will enable students to analyse states as political, cultural, and economic systems, to interpret international processes, and to formulate their own analytical conclusions based on diverse empirical examples.

*The object of the course* is modern states, nations, and regional entities as actors in international relations and carriers of cultural-historical narratives.

*The subject of the course* comprises the political, cultural, informational, economic, and historical factors shaping national identity, models of state development, and the characteristics of regional processes in the globalised world.

*The purpose of the course* is to develop in students a systematic understanding of how states and nations emerge, function, and transform, as well as to teach them to apply comparative and case-based approaches in analysing global and regional trends.

*The tasks of the course are as follows:*

- to familiarise students with key theories of nationalism, identity formation, and memory politics;
- to explain the logic behind the emergence of states, nations, and regional blocs through the analysis of concrete case studies;
- to reveal the role of popular culture, media, cultural diplomacy, and stereotypes in shaping the image of a country;
- to master methods of country analysis (comparative, geopolitical, cultural, institutional);
- to develop the ability to work with case studies of the EU, the United States, Africa, China, India, Turkey, Latin America, and regional structures (ASEAN, SCO, AU, LAS);
- to form the capacity to interpret global trends, including regionalisation, digitalisation, resource competition, and environmental and migration challenges;
- to promote critical thinking regarding information flows and international communications that shape perceptions of countries;
- to develop skills in preparing analytical overviews and country profiles based on case analysis.

The learning outcomes and competencies formed by the course are presented in Table 1.

Table 1

Learning Outcomes and Competencies Formed by the Course

<b>Learning Outcomes</b>	<b>Competencies</b>
LO1.	GC5, SC2, SC9.
LO6.	GC3, SC2, SC10.
LO8.	GC6, GC8, SC2, SC5, SC9.

where, LO01. To know and understand the nature of international relations and regional development, the evolution and current state of theoretical research in international relations and world politics, as well as the nature and sources of state policy in the international arena and the activities of other actors in international relations.

LO06. To know the nature and characteristics of interactions between individual states and regions at the global, regional, and local levels.

LO08. To collect, process, and analyse large volumes of information on the state of international relations, the foreign policy of Ukraine and other states, regional systems, and international communications.

LO09. To study issues of international relations, regional development, foreign policy, and international communications using modern political, economic, and legal theories and concepts, scientific methods, and interdisciplinary approaches; to present research results and provide relevant recommendations.

LO13. To conduct professional discussion on issues of international relations, international communications, regional studies, and foreign policy; to argue one's position and respect opponents and their viewpoints.

GC3. Ability to learn and acquire up-to-date knowledge.

GC5. Ability to work in an international context.

GC6. Ability to generate new ideas (creativity).

GC8. Ability for abstract thinking, analysis, and synthesis.

GC12. Ability to search for, process, and analyse information from various sources.

SC2. Ability to analyse international processes in various contexts, including political, security, legal, economic, social, cultural, and informational.

SC5. Ability to analyse the influence of the global economy, international law, and domestic politics on the structure and dynamics of international relations and the foreign policy of states.

SC9. Ability to apply knowledge of the development characteristics of countries and regions, the specificities and regularities of global processes, and the role of individual states in them to solve complex specialised tasks and problems.

SC10. Ability to analyse the structure and dynamics of international public communications and identify their influence on the international system, state institutions, and societal institutions.

SC11. Ability to analyse the nature and evolution of international organisations, their place in the system of international relations, and the main forms and prospects of Ukraine's cooperation with them.

## **COURSE CONTENT**

### **Topic 1. Why Do Nations Emerge? National Identity, Memory Politics, and Historical Myths**

The topic explores the main theories of nation formation, mechanisms of national identity construction, and the role of historical and cultural narratives in legitimising statehood. It analyses memory politics, the construction of images of "us" and "them", and the influence of historical myths on contemporary politics.

*Key questions:*

Why do communities choose to live together?

How are national myths constructed?

What role does historical memory play in political processes?

### **Topic 2. Colonialism, Decolonisation, and Post-Imperial Spaces as Factors Shaping Modern States**

The topic focuses on the historical experience of colonialism, the waves of decolonisation, and the transformation of post-imperial territories. It examines the impact of imperial legacy on borders, institutions, economic models, and the social structures of modern states.

*Key questions:*

How did empires shape the modern world map?

Why was decolonisation often accompanied by conflict?

How do post-imperial states choose their development strategies?

### **Topic 3. Netflix, Hollywood, and K-Pop: Stereotypes in the Construction of National Images**

The topic analyses the influence of cultural industries on shaping national images in global perception. It examines the phenomenon of soft power, cultural diplomacy, the transmission of stereotypes, and the role of mass media and entertainment industries in constructing national images.

*Key questions:*

Who shapes the image of a country — the state itself or global platforms?

How do stereotypes about nations emerge and spread?

Why has popular culture become an instrument of international politics?

### **Topic 4. The Global South vs the West: Who Will Prevail in the 21st Century?**

The topic examines the competition between Western states and the Global South, contrasting models of development, political systems, and economic strategies. It analyses the shifting balance of power and the emergence of alternative centres of influence.

*Key questions:*

Why has the Global South become a key factor in world politics?

Is it forming an alternative model of international order?

How is the global balance of power changing?

### **Topic 5. The European Union as a Global Player in World Politics**

The topic considers the EU as a supranational entity, its foreign policy, strategic interests, and role in the international system. It analyses the balance between the “normative” and “geopolitical” dimensions of EU policy.

*Key questions:*

Is the EU capable of acting as a unified global actor?

How does the EU shape its international identity?

What challenges limit its global role?

### **Topic 6. The Rise and Decline of U.S. Influence in the World**

The topic analyses the historical trajectory of the United States as a global leader, the instruments of American power, and the factors influencing the transformation of its role in a multipolar world. It examines issues of competition, domestic challenges, and strategic adaptation.

*Key questions:*

Is the global dominance of the United States declining?

Which factors sustain American influence?

How is the United States adapting to the new structure of the international system?

### **Topic 7. Africa's Role in Contemporary Global Politics**

The topic examines Africa as a region with growing political, economic, and demographic significance. It explores development prospects, challenges, and the interaction of the continent with global actors.

*Key questions:*

Why is Africa becoming an important centre of world politics?

How do external powers influence political processes in the region?

Which factors determine Africa's long-term development?

### **Topic 8. Regional Alliances of the World: ASEAN, SCO, Arab League, African Union**

The topic provides an overview of key regional organisations, their institutional models, strategic objectives, and influence on the international system. It analyses the phenomenon of regionalisation and its relevance for global politics.

*Key questions:*

Why do states form regional alliances?

Which models of regional integration are most effective?

How does regionalisation change the structure of the world order?

### **Topic 9. New Global Leaders: China, Brazil, India, and Turkey**

The topic examines states that are forming new centres of power due to economic growth, technological development, demographic potential, and active foreign policy. It analyses their strategies in the global context.

*Key questions:*

Why are these states becoming centres of global influence?

Which development models do they offer?

Do they represent an alternative to Western approaches?

### **Topic 10. The Taiwan Question: Strategic Importance for the United States and China**

The topic is devoted to the strategic role of Taiwan in world politics, the history of the conflict, security issues, economic significance, and major-power competition for influence in East Asia. Special attention is paid to the technological dimension and international risks.

*Key questions:*

Why is Taiwan one of the key nodes of global politics?

How do different actors define their interests regarding Taiwan?

Which scenarios of future development are possible in the 21st century?

The list of practical (seminar) classes and tasks for the course is given in Table 2.

Table 2

**List of Practical (Seminar) Studies / Tasks**

Task	Content
Task 1.	Discussion of ideas in B. Anderson’s Imagined Communities and R. Harrison’s Forgetting to remember, remembering to forget. Debates: Why do nations exist in the 21st century?
Task 2.	Presentation of works: Colonial Practices of Empires: From Great Britain to Japan. Discussion: Can empires exist today?
Task 3.	Debates: How does Netflix reshape the imagination of a country? Small-group work: Analyse a selected series/film for representations of stereotypes.
Task 4.	Role-play: Negotiations on Taiwan’s recognition between the United States and China.
Task 5.	Presentation of works: EU Institutions Responsible for Shaping Foreign Policy. Didactic game: Alarm! The Russian Federation has attacked the EU.
Task 6.	Presentation and analysis: U.S. Power in the World: Rise or Decline?
Task 7.	Discussion: Geopolitical Changes—How Is Africa Becoming a New Global Player? Presentation: Specifics of Development in African States.
Task 8.	Role-play: Inter-state alliances addressing an environmental crisis. Discussion: Do inter-state alliances have a future?
Task 9.	Group work: Analysis of Megatrends in International Relations in the 21st Century.
Task 10.	Analysis of one climate policy document. Group work: Identify the relationship between climate, conflict, and migration.
Task 11.	Presentation: Specifics of the Policies of New Global Leaders.
Task 12.	Method project: A Strategy for the Defence of Taiwan under Rising Tensions Between the United States and China.

The list of self-studies in the course is given in Table 3.

Table 3

**List of self-studies**

Task	Content
Task 1	Reading of B. Anderson’s Imagined Communities and R. Harrison’s Forgetting to remember, remembering to forget.
Task 2, 5, 6, 11	Completion of individual tasks.
Task 1, 3, 7, 8	Working through discussion questions
Task 4, 8	Preparation for and participation in role-playing activities.
Task 5	Preparation for and participation in a didactic game.
Task 3, 9, 10	Preparation for and participation in group work.
Task 12	Preparation and presentation of the method project.

The number of lecture hours, practical (seminar) hours, and hours of self-study is given in the technological map of the course.

**TEACHING METHODS**

The course “*Country Studies*” employs both traditional and innovative teaching methods. These methods are aimed at developing analytical thinking, comparative analysis skills, text interpretation, and the ability to understand global processes. Students are engaged in active learning formats that combine lectures, seminars, discussions, and research-project activities.

**Verbal methods:**

- lecture (Topics 1, 4, 5, 7, 9);
- problem-based lecture (Topics 1, 2);
- mini-lecture with elements of multimedia content analysis (Topics 3, 4, 10).

**Visual methods:**

- demonstration and analysis of film fragments, videos, and media materials (Topics 3, 4);
- presentation of structures of regional organisations and global trends (Topics 5, 8, 9);
- use of maps, infographics, and statistical data (Topics 6, 7, 10).

**Practical methods:**

- reading and analysis of texts (Topic 1);
- completion of individual assignments (Topics 2, 5, 6, 9);
- working through discussion questions (Topics 1, 3, 7, 8), analysis of interpretations and alternative positions;
- role-plays and simulations: modelling situations of international tension (Topics 4, 8);
- didactic game (Topic 5);
- group work (Topics 3, 9, 10).

**Methods for enhancing learning and cognitive activity:**

- research-based learning during the preparation of analytical presentations, individual assignments, and the semester project (Topics 1–10);
- problem-solving and inquiry-based tasks (Topics 2, 3, 8, 9);
- case methods involving analysis of real political situations (Topics 4, 7);
- project method during the final assignment (Topic 10).

### **FORMS AND METHODS OF ASSESSMENT**

The University uses a 100-point cumulative system for assessing the learning outcomes of students. Ongoing (formative) assessment is conducted during lectures and practical (seminar) classes and is aimed at verifying the level of preparedness of the student for performing specific tasks. Assessment is based on the total number of points earned: for courses with a semester form of control as pass/fail, the maximum score is 100 points; the minimum passing score is 60 points.

Ongoing assessment of academic performance is carried out in the following forms:

- participation in thematic discussions — 4 times per semester during seminar sessions, with the submission of a reflective note. The maximum score for a discussion is 5 points (5-point assessment scale; 20 points total per semester). This score may be obtained if the student is able to formulate arguments and defend them in discussion with an opponent.
- participation in debates on assigned problems — 2 times per semester during seminar sessions, with the preparation of an analytical argument map. The maximum score for debates is 4 points (4-point assessment scale; 8 points total per semester).
- presentations of reports on assigned topics — 5 times per semester, with the preparation of written reports. The maximum score for a presentation is 5 points (5-point assessment scale; 25 points total per semester).
- group work on assigned topics — 3 times per semester during seminar sessions, with the preparation of theses. The maximum score is 4 points (4-point assessment scale; 12 points total per semester).
- role-play / didactic games — 3 times per semester on assigned topics; simulation conducted during seminar sessions, with the submission of written theses. The maximum score is 5 points (5-point assessment scale; 15 points total per semester).

- method project — 1 time per semester in accordance with the assigned topic; the presentation is delivered in the form of an oral report followed by discussion.

The maximum score is 20 points (20-point assessment scale; one assignment per semester).

More detailed information on the assessment system is provided in the technological map of the course.

### **The assessment systems used are presented below**

#### **Criteria for Assessing Group Work**

*4-point assessment scale*

Level of Performance	Points
The response is well-reasoned, coherent, and independent. Demonstrates understanding of the material; includes attempts at generalisation; conclusions are formulated, even if minor inaccuracies are present.	4
The response is correct and logical but partially superficial. There are attempts at analysis, but depth or examples are lacking. Errors are minor.	3
The response is fragmentary. There is understanding of the basic material, but argumentation, structure, and independent thinking are insufficient. Errors are significant.	2
The response is superficial or absent. Independent thinking, argumentation, and coherence are not demonstrated. Errors are major or critical.	1

#### **Criteria for Assessing Role-Play Activities, Presentation of Reports, and Participation in Debates**

*5-point assessment scale*

Level of Performance	Points
The response is complete, well-reasoned, and coherent, demonstrating elements of original thinking. Includes analysis and a personal position. Errors are minor or absent.	5
The response is correct and logical. Analysis is present but not fully developed. The structure is mostly clear, and arguments are sufficient. Minor errors are present.	4
The response is generally correct but contains certain errors. Independent thinking is partial. Depth or examples are lacking.	3
The response is fragmentary. Independent thinking is not demonstrated. Argumentation is unclear or absent. Serious errors are present.	2
The response does not meet the requirements. The material is not mastered. Structure, logic, and analysis are absent.	1

#### **Criteria for Assessing the Method Project**

*20-point assessment scale*

Level of performance	Points
The response is exemplary, well-reasoned, demonstrating depth and originality of thought. Fully reflects the content of the course; sources are provided; conclusions are profound and convincing.	20
The response is well-reasoned, demonstrating depth and originality of thinking. Fully covers	19

the content of the discipline; structure is clear; sources are provided; conclusions are well-justified.	
The response is well-reasoned, demonstrating deep and original understanding of the topic. Independent thinking, logical sequence, and personal position are evident; sources are partially used.	18
The response is well-reasoned, demonstrating deep understanding of the topic. Independent thinking, logical consistency, and personal position are evident; sources are partially used.	17
The response demonstrates knowledge of the topic and is generally well-reasoned. Logical organisation and independent conclusions are present, but sources are used selectively.	16
The response is correct and well-reasoned. Rational thinking is evident; however, not all aspects of the question are covered or minor issues in logic occur.	15
The response is generally correct but contains fragmentary coverage of the content. Certain inconsistency in presentation is observed; some conclusions are unsupported.	14
The response demonstrates an overall understanding of the material. Argumentation is weak; conclusions are superficial or contradictory; independent thinking is only partially evident.	13
The response requires improvement; difficulties in logical presentation are evident. Independent thinking and generalisation skills are weak.	12
The response demonstrates fragmentary understanding of the topic. Structure is impaired; logic and argumentation are underdeveloped; conclusions are unclear.	11
The response partially meets the requirements. Lack of confidence in the material is noticeable; argumentation is weak; independent conclusions are absent.	10
The response contains significant shortcomings and conceptual errors. Structure is chaotic; sources are absent.	9
The response is fragmentary with weak logical organisation. Considerable difficulty in formulating conclusions; sources not used.	8
The response is superficial; factual material is only partially used. Thinking is inconsistent; arguments are weak or absent.	7
The response demonstrates only a formal knowledge of the topic. Independent thinking and analytical skills are nearly absent.	6
The response is fragmentary or composed of formulaic statements. Argumentation and conclusions are not formulated.	5
The response reflects only a general idea of the topic. Conclusions and analysis are absent.	4
The response does not reflect the content of the question; knowledge is fragmentary; logic is absent.	3
The response demonstrates a near absence of independent thinking; generalisations and conclusions are not made.	2
The response lacks substantive content; essentially unacceptable	1

## RECOMMENDED LITERATURE

### Main

1. Bayme K. *Political Theories of Modernity* / K. Bayme. – 2nd ed. – Kyiv : Stylos, 2024. – 396 p.
2. Vonsovych S. *Political Analysis and Forecasting: Teaching and Methodological Manual*. Kamianets-Podilskyi : Kamianets-Podilskyi National University named after Ivan Ohiienko, 2023. 228 p. URL: [http://elar.kpnu.edu.ua:8081/xmlui/bitstream/handle/123456789/7048/Pol\\_analiz\\_pos23.pdf?sequence=3&isAllowed=y](http://elar.kpnu.edu.ua:8081/xmlui/bitstream/handle/123456789/7048/Pol_analiz_pos23.pdf?sequence=3&isAllowed=y) .
3. *International Relationships and World Policy* / O. Kuz et al. Kharkiv : Simon Kuznets Kharkiv National University of Economics. Kharkiv, 2020. 200 p. URL: <https://repository.hneu.edu.ua/handle/123456789/25295>.
4. Anderson B. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London, 1983.

### Additional

5. Brovko O. Local government resilience in the face of Russian aggression: the case of Ukraine. *Territory, Politics, Governance*. 2024. P. 1–20. URL: <https://repository.hneu.edu.ua/handle/123456789/32772>.
6. Brzezinski Z. *The Grand Chessboard* / Z. Brzezinski; translated from English by O. Feshovets. – Kharkiv: Ranok : Fabula, 2018. – 288 p.
7. Harrison R. Forgetting to remember, remembering to forget: late modern heritage practices, sustainability and the ‘crisis’ of accumulation of the past. *International Journal of Heritage Studies*. 2013. Vol. 19, no. 6. P. 579–595. URL: <https://doi.org/10.1080/13527258.2012.678371>
8. Jakobsen J. *The Geopolitics of U.S. Overseas Troops and Withdrawal*. Cham: Palgrave Macmillan, 2022. xxi, 302 p. URL: <https://link.springer.com/book/10.1007/978-3-030-94488-9>
9. Kuz O., Konnova N., Korotkov D. *Corruption Models of Behaviour in the Structure of the Political System of Society*. *Dialogue and Universalism*. 2024. Vol. 34, no. 1. P. 131–141. URL: <https://repository.hneu.edu.ua/handle/123456789/32650>
10. Leandro F. *Modeling Geopolitics. Is China a Global Power?* – 2025. pp. 59-170. [https://link.springer.com/chapter/10.1007/978-981-96-4451-3\\_2](https://link.springer.com/chapter/10.1007/978-981-96-4451-3_2)

### Information Resources

11. *The World Factbook* - The World Factbook. We are the Nation's first line of defense - CIA. URL: <https://www.cia.gov/the-world-factbook/>
12. Britannica. Britannica. URL: <https://www.britannica.com> .
13. Atlantic Council. *Atlantic Council*. URL: <http://www.atlanticcouncil.org>

14. Brookings - Quality. Independence. Impact. Brookings. URL:  
<https://www.brookings.edu>