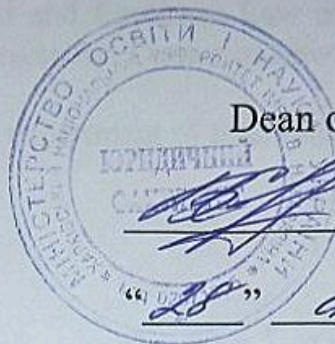


Ministry of Education and Science of Ukraine
V.N. Karazin Kharkiv National University

Department of International and European Law



"APPROVED" by
Dean of the School of Law

Vitalii SEROHIN

"28" August 2025

Course program

HISTORY OF DIPLOMACY

Level of academic degree:	first (bachelor's degree level)
Subject area:	D Business, Administration and Law
Special field:	D9 International Law
Program of study:	International Law
Type of discipline:	Compulsory
Faculty:	School of Law

2025/2026 academic year

The program is recommended for approval by the Academic Council of School of Law

“28” August 2025, Protocol №1

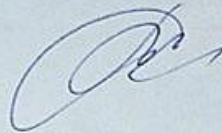
DEVELOPERS:

Havrylenko O. A., professor at the department of International and European Law of V.N. Karazin Kharkiv National University, Doctor of Law, Professor.

The program was approved at the meeting of the department of International and European Law

Protocol of “27” August 2025, №1

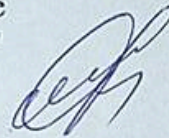
Head of the department of
International and European Law



Tetiana SYROID

The program was agreed with the guarantor of the educational and professional program of the first (bachelor) level of higher education in the specialty D9 International Law

Guarantor of the educational and professional program of the first (bachelor) level of higher education "International Law"
PhD in Law, associate professor



Lina FOMINA

The program is approved by the Scientific and Methodological Committee of School of Law

Protocol of “28” August 2025, №1

Head of the Scientific and Methodological Committee



Hanna ZUBENKO

INTRODUCTION

The program of the discipline "History of diplomacy" is made according to the educational-professional bachelor's training program of the field of knowledge D Business, administration and law D9 International law.

1. Description of the discipline

1.1. The purpose and tasks of the discipline

The purpose of teaching the discipline is to familiarize students with the formation and development of diplomatic activity and diplomatic service during its historical development: in the states of the Ancient East, ancient Greece and Rome, during the Middle Ages, new and modern times. Particular attention is paid to the study of the peculiarities and circumstances of the origin and evolution of forms and methods, the principles and methods of conducting diplomatic relations between States. Objectives of the discipline - to form the students with an objective view of the origin of diplomacy, the circumstances of the emergence and development of the current operating apparatus of the professional diplomatic service.

1.2. The main tasks of studying the discipline

The main tasks of studying the discipline are: mastering the basic concepts and terms that are crucial in the field of diplomacy and diplomatic service in the context of their historical development; studying the peculiarities of the emergence and formation of diplomacy, the laws of its development in different historical periods; paying attention to the study of the necessary literature, documents, reference materials on the subjects of discipline; an analysis of certain trends and processes in the history of the development of diplomacy; studying the evolution of forms and institutions for conducting diplomatic relations such as missions, embassies, consulates, international conferences, diplomatic correspondence, etc., as well as a ceremony, protocol, theoretical foundations for the development of diplomatic activity; learn to navigate the historical trends in the development of diplomacy and use the acquired theoretical knowledge in their analysis; ability to use the acquired knowledge skillfully at the time of performance after the end of the educational institution; acquisition of special competence SK 1 – Ability to critically analyze the problems and regularities of the functioning and development of international relations, determine trends in the development of world politics, assess the impact of global political processes on national legal, political and economic systems.

1.3. Amount of credits – 4

1.4. Total hours – 120

1.5. Characteristics of the discipline

The subject of studying the discipline is aimed at studying the history and development of political relations between the states, the principles and institutions that regulate them, the evolution of methods for establishing inter-state relations, and others like that.

Study Program: Ancient Egyptian Diplomacy .; Diplomacy of Ancient India; "Laws of Manu" as a source for the study of ancient Indian diplomatic art; international relations and diplomacy in ancient China; forms of international relations in ancient Greece; Greek diplomacy of the classical period; diplomacy and international relations in the Hellenistic world; the main features of Roman diplomacy; diplomacy of the pope; historical circumstances of the development of the diplomatic service in the Italian city-states; political map of Europe in the seventeenth century; periodization of the diplomatic history of the seventeenth and eighteenth centuries. and the main lines of foreign policy and diplomacy of European states; diplomacy of the Russian state at the end of the fifteenth and eighteenth centuries; Viennese Congress and its role in the development of European diplomacy of the nineteenth century; European diplomacy during the revolutions of 1848-1849. Washington Conference and its decisions; The League of Nations, the problems of disarmament and diplomacy of pacifism; diplomatic history of the Second World War; creation of the UN; the formation of the international legal framework for diplomatic activity; the UN Charter; Vienna Convention on Diplomatic Relations (1961); Vienna Convention on Consular Relations (1963); features of modern diplomacy.

Normative / Optional	
Normative	
Full-time education	Part-time (distance) form of education
Year of preparation	
1	-
Semester	
1	-
Lectures	
32 hours	-
Seminar classes	
32 hours.	-
Independent work	
56 hours.	-
Control work	
1	
Form of control: offset	

1.6. List of competencies formed by this discipline

According to the requirements of the educational and professional program, applicants must acquire the following competencies: GK 05. Ability to search, process and analyze information from various sources, GK 07. Ability to work in an international context. GK 10. Ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and engineering, use various types and forms of physical activity for active recreation and leading a healthy lifestyle. PK 1. Ability to critically understand theories, principles, methods and concepts of international law, European Union law, comparative law, take into account the temporal factor and predict the main directions of development of legal systems.

1.7. List of learning outcomes that form this discipline

According to the requirements of the educational and professional program, applicants must achieve the following program results: PLO 2. Understand the historical context of the formation of international legal norms and institutions, the values that underlie them, predict the main directions of development of international and national law. PLO 10. Communicate freely on professional issues in the state and foreign language(s) orally and in writing, use legal terminology professionally. PLO 11. Ensure effective communication in an international environment, know and use the rules of diplomatic protocol and business etiquette, take into account the peculiarities of intercultural communication, show tolerance, respect for diversity, traditions and values of representatives of other states. PLO 12. Communicate information, ideas, problems, solutions and personal experience on current issues of European and Euro-Atlantic integration, international law, national law and jurisprudence to specialists and non-specialists. PLO 13. Make joint decisions, work in a team, demonstrate leadership qualities, determine priority goals in professional and educational contexts, plan individual and group work to achieve them. PLO 14. Possess the skills of professional oral and written translation from/to a foreign language(s), in particular, on the professional topic of international law. PLO 15. Use modern digital technologies, collect from various sources, systematize and analyze information on international and national legal processes and phenomena. PLO 18. Predict the consequences of legally significant actions and decisions for individual individuals, legal entities and the state.

1.8. Prerequisites

According to the requirements of the educational and professional program, before studying this discipline, applicants must master the following academic disciplines: History, English language (within the school course).

2. Thematic plan of the discipline

Section 1. History of diplomacy of the ancient world and the Middle Ages

Topic № 1. Diplomacy of the Ancient East

Ancient Egyptian diplomacy. Tel-Amarna correspondence. Treaty of Ramesses II with Hattusil III of 1278 BC. International politics and diplomacy of Assyria during its power in the 8-7th centuries. B.C. Diplomacy of Ancient India. "Laws of Manu" as a source for the study of ancient Indian diplomatic art. International relations and diplomacy in ancient China.

Topic № 2. Ancient Greek diplomacy

Forms of International Relations in Ancient Greece. Proxenia. Amphitheology. Contracts and unions. Ambassadors and embassies. The origin of diplomacy in the Homeric period. Greek diplomacy of the classical period. Diplomacy during the Greco-Persian Wars and the Peloponnesian War. Diplomacy and international relations in the Hellenistic world.

Topic № 3. Diplomacy of Ancient Rome

The main features of Roman diplomacy. Forms of international relations in Rome. Diplomatic bodies. The birth of Roman diplomacy in the royal period. Diplomacy during the republic. Diplomacy during "Punic Wars". Organization of the diplomatic apparatus in the era of the empire. Internal diplomacy. Rhetoric-diplomatic schools.

Topic №4. Features of medieval diplomacy. Byzantine diplomacy

Diplomacy of the time of the "great relocation of peoples". Roman Empire and "Barbarians". Diplomacy of "barbarian kingdoms". Features of Byzantine diplomacy. Her techniques and methods. Diplomacy of Justinian I (527-565). Embassy in Byzantium. Diplomacy of the popes of Rome. The relationship of the popes with the Frankish state. Features of European diplomacy during the period of feudal fragmentation. Holy Roman Empire and Papacy. Crusades and diplomacy.

Topic № 5 Diplomacy of the Italian cities-states and France in the XII-XV centuries.

Historical circumstances of the development of the diplomatic service in Italian city-states. International connections of Italian cities. Organization of the Consular Service. The emergence of permanent diplomacy. Florentine diplomats. Venetian diplomacy. Embassy in Venice. Features of the historical development of France in the XII-XV centuries. Strengthening the feudal monarchy. Philip IV

and Bonifacio VIII. Diplomacy during the Hundred Years War. Louis XI and his diplomacy

Section 2. The history of diplomacy in the period of New and Newest History

Topic № 6. European diplomacy and diplomatic bodies in the seventeenth and eighteenth centuries.

Political map of Europe in the seventeenth century. "Public interest" as the main principle of foreign policy. Foreign Policy and Diplomatic Institutions in the seventeenth and eighteenth centuries. Diplomatic service during this period. The origin of the science of international law. Life and customs of diplomats of the seventeenth and eighteenth centuries. Periodization of the diplomatic history of the seventeenth and eighteenth centuries. and the main lines of foreign policy and diplomacy of European states. Ukrainian diplomacy in the middle of the XVII - early XVIII centuries.

Topic № 7. Development of diplomacy in the XIX - the beginning of XX century.

Vienna Congress and its role in the development of European diplomacy of the nineteenth century. Convocation, constitution and organization of the work of the congress. Diplomatic struggle for major territorial issues. Viennese regulations. Clemens Metternich as a diplomat. Aachen Protocol of 1818, "Regulations on Diplomatic Agents", establishing division into diplomatic representatives' classes. "Holy Alliance" and its political activities. Congresses at Troopau, Laybach, Verona. European diplomacy during the period of the revolutions of 1848-1849. Diplomacy during the Crimean War, the Paris Congress. Diplomacy of Otto von Bismarck. Diplomatic History of World War I. Paris Peace Conference and Versailles Treaty. Washington Conference and its solution. Ukrainian diplomacy in 1917–1921.

Topic № 8. The formation of diplomacy of the XXth - the beginning of the XXI century.

The League of Nations, the problems of disarmament and diplomacy of pacifism. Diplomatic History of World War II. Tehran-Yalta-Potsdam. Creation of the UN. Formation of the international legal framework for diplomatic activities: the UN Charter, the Vienna Convention on Diplomatic Relations (1961), the

Vienna Convention on Consular Relations (1963) and others. Features of modern diplomacy.

3. Structure of the discipline

Titles of the sections and and topics	Course hours											
	Full-time						Part-time					
	totaly	including					Total	including				
		le c	pr	lab	in/w	in/t		l e c	pr	lab	in/w	i n / t
1	2	3	4	5	6	7	8	9	10	11	12	13
Section 1. History of diplomacy of the ancient world and the Middle Ages.												
Topic № 1. Diplomacy of the Ancient East	15	4	4			7						
Topic № 2. Ancient Greek diplomacy	15	4	4			7						
Topic № 3. Diplomacy of Ancient Rome	15	4	4			7						
Topic №4. Features of medieval diplomacy. Byzantine diplomacy	15	4	4			7						
Topic № 5 Diplomacy of the Italian cities-states and France in the XII-XV centuries	15	4	4			7						
Section 2. The history of diplomacy in the period of New and Newest History												
Topic № 6. European diplomacy and diplomatic organs in the seventeenth and eighteenth centuries	15	4	4			7						
Development of diplomacy in the XIX - the beginning of XX century.	15	4	4			7						
Topic № 8. The formation of diplomacy of the XXth - the beginning of the XXI	15	4	4			7						

century												
Total hours	120	32	32			56						

4. Topics of the seminars

№	Title of topic	Number of hours
1.	Diplomacy of the Ancient East	2
2.	Ancient Greek diplomacy	2
3.	Diplomacy of Ancient Rome	2
4.	Features of medieval diplomacy. Byzantine diplomacy.	2
5.	Diplomacy of Russia. Treaties of Byzantium. Inter-princely treaties. Diplomacy of the Galician-Volyn princes.	2
6.	Diplomacy of Italian states in the XII-XV centuries.	2
7.	Diplomacy of France in the XII-XV centuries.	2
8.	European diplomacy and diplomatic bodies in the 16th-18th centuries.	2
9.	Ukrainian diplomacy in the middle of the XVII - early XVIII centuries.	2
10.	Congress of Vienna and its role in the development of 19th century European diplomacy.	2
11.	European Diplomacy during the Revolution of 1848-1849	2
12.	Diplomacy in the First World War.	2
13.	Features of World Diplomacy during the period of the League of Nations.	2
14.	Ukrainian diplomacy in 1917 - 1921	2
15.	The development of diplomacy in the middle - the second half of XX century.	2
16.	Diplomatic Relations at the Beginning of the 21st Century: Achievements and Problems	2
In total:		32

5. Tasks for independent work

№	Types, content of independent work	Number of hours
1	Topic: Diplomacy of the Ancient East Objective: to study Egyptian diplomacy; Diplomacy of the countries of the Inter-riots; diplomacy of ancient India; the diplomacy of Ancient China: expedition Zhang Qian, the launch of the Great Silk Road, diplomatic ties of the countries of the Far East; the ideology of the foreign policy of Ancient China; get acquainted with the lecture material, prepare responses to the control questions.	7

2	<p>Topic: Ancient Greek diplomacy</p> <p>Objective: to study the peculiarities of international relations in the Aegean-Malayasian world in the second half of the II millennium BC. e., interstate relations and diplomacy in archaic Greece; forms of international relations in ancient Greece; Kalliyiv world 449 BC. is.; diplomacy of Alexander of Macedonia in Central Asia and India; get acquainted with the lecture material, prepare responses to the control questions.</p>	7
3	<p>Topic: Diplomacy of Ancient Rome</p> <p>Objective: to study the Masonic conflict 264 BC. is.; Roman diplomacy in the First Punic War; features of international relations in the Western Mediterranean in the 30's and 20's. III. until is.; characteristic features of Rome's foreign policy for Augustus principle; get acquainted with the lecture material, prepare responses to the control questions.</p>	7
4	<p>Topic: Features of medieval diplomacy. Byzantine diplomacy</p> <p>Objective: to study historical facts about the activities of prominent figures of the Byzantine diplomacy of the 5th century; the features of Byzantine diplomacy in the East in the IX century, the foreign policy of the empire behind the Comnenus dynasty; Fourth Crusade and the Byzantine Empire; peculiarities of the diplomacy of the extinct empire; get acquainted with the lecture material, prepare responses to the control questions.</p>	7
5	<p>Topic: Diplomacy of Italian city-states and France in the XII-XV centuries.</p> <p>Objective: to familiarize with the organization of the consular service in Italian city-states, Venetian diplomacy, diplomacy of Louis XI and diplomacy during the Hundred Years War; get acquainted with the lecture material, prepare responses to the control questions.</p>	7
6	<p>Topic: European diplomacy and diplomatic bodies in the seventeenth and eighteenth centuries.</p> <p>The task: to get acquainted with the peculiarities of functioning of foreign policy and diplomacy bodies within the framework of this period; materials on the religious-political struggle in France and the diplomacy of the Catholic camp; the case of the French King Henri IV; diplomatic struggle during the Thirty Years War; the results of the Westphal Congress; the historical period of the birth of science of international law; get acquainted with the lecture material, prepare responses to the control questions.</p>	7
7	<p>Topic: Development of diplomacy in the XIX - the beginning of XX century.</p>	7

	Objective: to get acquainted with the results of the Vienna Congress, its regulations, materials and results of the Paris Peace Conference, the Treaty of Versailles, and the decisions of the Washington Conference; get acquainted with the lecture material, prepare responses to the control questions	
8	Topic: The formation of diplomacy of the XXth - the beginning of the XXI century. Objective: to study the development of diplomatic institutions and institutions in the period from the XX century. to the beginning of the XXI century .; to analyze the development of the diplomatic affairs in the interwar period, to identify the peculiarities of the development of diplomacy on the eve of globalization; to get acquainted with the lecture material; to prepare answers to the control questions.	7
In total:		56

6. Individual Tasks

An individual task is a kind of out of class independent work of a student of educational or educational-research character. Such work of students is mainly aimed at in-depth study of discipline. In doing so, they must learn how to work with scientific publications, methodological literature, conduct a search on the Internet, conduct a theoretical study, etc. At the second year students carry out tasks of a semi-algorithmic experimental model (awareness of the problem to be investigated, analytical processing of scientific sources, determination of the ways of realization of the research problem). The result of such a study may be an analytical review, an abstract, a presentation, an oral report.

The assignment may be chosen by the student either on his own initiative or at the request of the teacher to work out the missed class or in case of improper preparation for the seminar.

List of topics:

1. Tel-Amarna's correspondence (XV-XIV centuries BC)
2. The contract of Ramesses II with Hattushil III of 1278 BC
3. International politics and diplomacy of Assyria in the period XVIII - XVII centuries. B.C.
4. "Laws of Manu" as a source for the study of ancient Indian diplomatic art.
5. International relations and diplomacy in ancient China.
6. Forms of international relations in ancient Greece.
7. Institute of Proxenia in Ancient Greece.
8. Institute of Treaties and Unions in Ancient Greece.
9. Ambassadors and embassies in Ancient Greece.

10. Pericles draft congressional panel congressional congress (448 BC).
11. Diplomatic struggle in the era of the Peloponese War (431 - 404 years BC).
12. Union conference in Sparta (482 BC).
13. Nikiyev peace (421 BC).
14. A friendly agreement between Sparta and Persia (412 BC).
15. The system of political dualism in Alcibiades.
16. Antalkid World (387 BC).
17. Filocrates peace (346 BC).
18. Debate in the Athens Ecclesia on the Philocrat Peace.
19. Diplomatic letters from Macedonian king Philip to the Athenian people.
20. Corinthian Congress (338 - 337 BC).
21. Forms of international relations in Rome.
22. Diplomatic bodies in Rome.
23. Expansion of diplomatic ties of Rome in the III - II centuries BC.
24. Friendly Alliance Hannibal with the Macedonian King Philip V (215 BC).
25. Organization of the diplomatic apparatus in the era of the Roman Empire.
26. Rhetoric-diplomatic schools.
27. Julia Caesar's Diplomacy in Gaul (58-51 BC).
28. Roman Empire and Barbarians.
29. Diplomacy of Justinian (527 - 665 years).
30. Ambassadorial Law in Byzantium (VI - X centuries).
31. International position of the papacy.
32. Relations of the popes with the Frankish state.
33. Charlemagne Diplomacy.
34. The place of the church in feudal Europe.
35. Diplomacy of Gregory VII and Henry IV.
36. International relations of Italy XII - XV centuries.
37. Organization of consular service in Italy XII - XV centuries.
38. Florentine diplomats.
39. Venetian Diplomacy.
40. Embassy of Venice.
41. Louis XI and his diplomacy.
42. Diplomacy of Spain during its power in Europe. Spain, Charles V and Philip II.
43. Diplomacy of France in the XVI century.
44. English diplomacy in the XVI century.
45. International relations of Kievan IX - X centuries.
46. International relations of Kievan Rus in the XI-XIII centuries.
47. Between Prince diplomacy in Russia XII - XIII centuries.
48. Embassy service of Kievan Rus.
49. The order of concluding contracts in Kievan Rus.
50. Diplomacy of Bogdan Khmelnytsky.
51. International position and diplomacy of the Moscow State in the XVII century.
52. Diplomatic institutions and diplomats of the Moscow State.
53. "Ambassadorial Rite" of the Moscow State in the XVII century.

54. Utrecht World 1713
55. The Secret of the King Louis XV.
56. The war for the Austrian heritage. Frederick II as a diplomat.
57. Seven Years War and Diplomacy of Frederick II.
60. The Vienna Congress and its role in the European diplomacy of the nineteenth century.
61. Clemens Metternich as a diplomat.
62. Aachen Protocol of 1818
63. "Holy Alliance" and its political activities.
64. European diplomacy during the revolutions of 1848-1849.
65. Diplomacy during the Crimean War.
66. The Paris Congress of 1856
67. Diploma of Otto von Bismarck.
68. Diplomatic History of World War I.
69. Ukrainian diplomacy 1917-1920.
69. Paris Peace Conference and Versailles Treaty of 1919
70. The Washington Conference of 1921 - 1922 and its decision.
71. The League of Nations, Problems of Disarmament and Diplomacy of Patients.
72. Vienna Convention on Diplomatic Relations (1961).
73. Vienna Convention on Consular Relations (1963).
74. Features of modern diplomacy.

7. Teaching methods

The teaching method is an interrelated activity of the teacher and the student, aimed at the assimilation of the system of knowledge by students, the acquisition of skills and abilities, their education and general development.

Explanatory and illustrative method or informational and receptive method. Students gain knowledge at lectures, educational or methodological literature. Students perceive and comprehend facts, assessments, conclusions and stay within the limits of reproductive thinking. This method is widely used to transmit a large amount of information.

Reproductive method. Students' activities are algorithmic in nature, that is, they are performed according to instructions, prescriptions, rules in situations that are analogous, similar to the sample shown. Students' activities are organized according to the repeated reproduction of the acquired knowledge. For this purpose, a variety of exercises, practical tasks, programmable control, and various forms of self-control are used.

Problem-based presentation method. Before presenting the material, the scientific and pedagogical worker poses a problem, formulates a cognitive task on the basis of various sources and means. He/she shows a way to solve a problem. The way to achieve the goal is to reveal the system of evidence, compare points of view, different approaches. Students become witnesses and participants in scientific research. Students not only perceive, comprehend and memorize ready-

made information, but also follow the logic of evidence, the movement of thought of scientific and pedagogical workers.

Partial-search, or heuristic, method. It consists in the organisation of an active search for solutions to the cognitive tasks put forward in the training (or formulated independently). The search for a solution takes place under the guidance of the scientific and pedagogical worker. The thinking process becomes productive. The thinking process is gradually directed and controlled by the academic staff or by the students themselves on the basis of work on programs (including computer programs) and textbooks. The method helps to activate students' thinking and arouse their interest in learning at seminars.

Research method. The material, the formulation of problems and tasks, and brief oral or written instruction of students are analyzed. Students independently study literature, sources, and perform other search activities. Tasks that are performed using the research method should contain all the elements of an independent research process (task statement, justification, assumptions, search for appropriate sources of necessary information, task solution process).

Discussion methods. Elements of discussion (disputes, clashes of positions, deliberate exacerbation and even exaggeration of contradictions in the discussed content) can be used in almost any organizational form of learning, including lectures.

Modeling method. Modeling situations during the educational process is the creation of such situations-models where real objects are replaced by symbols and the relationships between the participants in the activity are not natural, but are organized specifically under the guidance of the scientific and pedagogical worker, that is, artificially.

8. Methods of control

Control methods are methods of diagnostic activity that allow feedback in the learning process to obtain data on the success of learning, the effectiveness of the learning process.

Control measures determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education.

Self-control is intended for self-evaluation by higher education graduates of the acquisition of the educational material of the discipline (section, themes). For this purpose, in the training manuals for each topic (section), as well as in methodological developments for seminars, questions are foreseen for self-control.

The control of the cathedral is conducted in order to assess the level of preparation of students in the discipline at various stages of its study and is carried out in the form of entrance, current, rubric and semester control.

In the educational process, the following types of control of learning outcomes are used: input, current during the semester, control work, provided by the curriculum, individual tasks, coursework, final semester, postponed control.

The entrance examination is conducted before studying a new course in order to determine the level of preparation of students from the disciplines that

provide this course. Entrance control is carried out in the first class on the tasks corresponding to the programs of preliminary training. The results of the control are analyzed at the cathedral (intercultural) meetings and meetings of the methodical commissions together with the scientific and pedagogical workers who conduct classes with the provisioning discipline. According to the results of the entrance control, measures are being developed to provide individual assistance to students, adjusting the educational process.

Current control is carried out on all types of classroom lessons during the semester. Current control can be conducted in the form of oral questioning or written control at practical, seminars, lectures, in the form of a colloquium, speeches of students when discussing issues at seminars, in the form of computer testing, etc. Specific forms of ongoing control and criteria for assessing the level of knowledge are determined by the curriculum. The results of student evaluation should be communicated to students in a timely manner. The form of current control is rector's control work. The results of the evaluation of the rector's tests may be counted as the results of the implementation of the control work provided for by the curriculum.

Semester score is the form of final control, which consists in evaluating students' acquisition of the lecture material, as well as certain works performed by them at seminars. The semester deposit does not stipulate the obligatory presence of students provided that they complete all types of work stipulated by the curriculum for the semester.

The maximum amount of points that a student can score when completing an exam (credit) from a discipline is 40.

Assessment of final control is based on the national scale as the sum of the points scored by the applicant during the semester during the implementation of the control measures envisaged by the program of the discipline (practice) and the points scored during the semester exam (score).

The maximum amount of points that a student can score in studying a discipline (passing a practice) is 100

9. Scoring scheme

The total number of points – 100.

The number of points for the exam/credit – 40.

The number of points during the semester – 60:

Number of points for answers in seminar classes $\sum 40 = 40$:

Calculation formula

$$\sum 40 = \frac{\sum 1}{\sum 2} \times 8 \text{ (eight)}$$

Note:

$\Sigma 40$ – the sum of the maximum number of points

$\Sigma 1$ – the sum of points received by the student for answers in seminar classes.

$\Sigma 2$ – the number of seminar classes during the semester.

8 – the coefficient.

Control work – 20 points.

Current control						Course work	Control work provided by the curriculum	Together	Exam / credit	Sum
T1	T2	T3	T4	T5	TN					
$\Sigma 40$						-	20	60	40	100

T1, T2 ... TN – topics.

For effective scientific work (writing a scientific paper, theses of reports, participation in scientific and practical conferences, participation in the work of a circle, etc.) according to the profile of this discipline, according to the decision of the department in accordance with the criteria established by the program of the academic discipline, the student can receive up to 10 additional (incentive) points, but within the maximum total of 100 points.

The answer at the seminar – **1-5 points**.

Evaluation criteria for an oral answer.

Current control is carried out, in particular, in the form of a survey and verification of the results of presentations at seminars and practical classes on a five-point rating scale.

5 points are assigned under the following conditions:

- the student works actively during the entire practical session;
- gives a complete, correct, consistent, coherent, well-founded presentation of the issue, accompanied by correct examples from doctrinal sources and a reference to current legislation;
- everything that is taught should indicate a deep understanding and orientation in the phenomena and processes being studied;
- correct comprehensive answers to the teacher's additional questions.

4 points are given under the following conditions:

- the student works actively during the practical session;
- gives a correct, complete description of the content of the textbook and the material presented by the teacher, but answers additional control questions that the teacher asks to clarify the depth of understanding and the ability to navigate

phenomena and processes, only with some help from the teacher or colleagues;

- insufficiently comprehensive answers to the teacher's additional questions.

3 points are given under the following conditions:

- the student behaves passively during class, responds only when called upon by the teacher;

- in general demonstrates knowledge of the main educational material under consideration, but makes mistakes during the answer and becomes aware of them only after the instruction of the teacher;

- does not give answers to questions immediately, but only after some strain of memory, and the answers are unclear;

- unable to derive the relationship with other problems of the studied discipline without the help of a teacher;

2 points are given under the following conditions:

- makes significant mistakes or completely misses the material and partially corrects these mistakes only after the instruction of the teacher;

- the student shows ignorance of a significant part of the educational material, explains it illogically and uncertainly, there are pauses and interruptions in the answer, he cannot explain the problem, although he understands it;

- presents the material not coherently and consistently enough.

1 point is given under the following conditions:

- the student makes gross mistakes when presenting the material and does not correct these mistakes even when the teacher points them out;

- reveals a lack of understanding of the educational material and, as a result, a complete lack of skills both in the analysis of phenomena and in the subsequent performance of practical tasks.

Evaluation criteria of control and examination/credit papers.

Control and examination (credit) works are performed in written form. The control work consists of 20 test tasks, the examination/credit work consists of 40 test tasks. Each test item has five answer options, only one of which is correct; one point is awarded for each correct answer.

Grading scale

The amount of points for all types of educational activities during the semester	Score on a national scale	
	for an exam	for a final test
90 – 100	Excellent	Credited
70-89	Good	
50-69	Adequate	

1-49	Inadequate	Not credited
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10. Recommended literature

Basic literature:

1. Black J. A History of Diplomacy. Reaktion Books, 2010. 312 p.
2. Berridge G.R., Diplomacy: Theory and Practice, Palgrave, 2005, 3rd Ed.
3. Craig Gordon, George Alexander. Force and Statecraft: Diplomatic Challenges of our time. Oxford Univ. Press, 2006.
4. Freeman Charles W. The Arts of Power: Statecraft and Diplomacy, U.S. Institute of Peace.
5. Harold H. Saunders, Politics is about relationships: A Blueprint for the Citizen's Century, Palgrave/Macmillan, 2005
6. Anderson, Matthew S. The Rise of Modern Diplomacy, 1450–1919. New York: Longman, 1993
7. Berridge, G. R., Maurice Keens-Soper, and T. G. Otte. Diplomatic Theory from Machiavelli to Kissinger. New York: Palgrave, 2001
8. De Souza, Philip, and John France, eds. War and Peace in Ancient and Medieval History. New York: Cambridge University Press, 2008
9. Hamilton, Keith, and Richard Langhorne. The Practice of Diplomacy: Its Evolution, Theory and Administration. New York: Routledge, 1995.
10. Kissinger, Henry. Diplomacy. New York: Simon and Schuster, 1994.
11. Lauren, Paul Gordon, ed. Diplomacy: New Approaches in History, Theory, and Policy. New York: Free Press, 1979.

Supplementary literature:

1. Bederman D. J. International law in antiquity. Cambridge University Press, 2001. 322 p.
2. Juan Pablo Scarfi. The hidden history of international law in the Americas : empire and legal networks. New York, Oxford University Press, 2017.
3. Will Smiley. From slaves to prisoners of war : the Ottoman empire, Russia, and the making of international law. Oxford University Press, 2018.
4. Martin, Jeanette S., Chaney, Lillian H. Global Business Etiquette. Praeger. 2006.
5. McKercher, B.J.C. (ed.). Routledge Handbook of Diplomacy and Statecraft. Routledge. 2012
6. McMains, Michael J., Mullins, Wayman C. Crisis Negotiations: Managing Critical Incidents and Hostage Situations in Law Enforcement and Correction. LexisNexis. 2010.
7. Melissen, Jan. The New Public Diplomacy: Soft Power in International Relations. Palgrave Macmillan. 2005.
8. Meerts, Paul. Diplomatic Negotiation: Essence and Evolution. Clingendael. 2015

9. Murray, Williamson, Sinnreich, Richard H., Lacey, James. *The Shaping of Grand Strategy: Policy, Diplomacy, and War*. Cambridge University Press. 2011.
10. Post, Emily. *Emily Post's Etiquette*. 1960-2011.
11. Rana, Kishan S. *21st Century Diplomacy: A Practitioner's Guide*. Continuum. 2011.
12. Schultz, Kenneth A. *Democracy and Coercive Diplomacy*. Cambridge University Press. 2004.
13. Sending, Ole Jacob, Pouliot, Vincent, Neumann Iver B. *Diplomacy and the Making of World Politics*. Cambridge University Press. 2015.
14. Avenhaus, Rudolf, Zartman, William I. *Diplomacy Games: Formal Models and International Negotiations*. Springer. 2007.
15. Brill, Claude Eilers. (ed.). *Diplomats and Diplomacy in the Roman World*. Brill. 2009.
16. Constantinou, Costas M., Derian, James Der. *Sustainable Diplomacies*. Palgrave Macmillan. 2010.
17. Cooper, Andrew F., Shaw, Timothy M. *The Diplomacies of Small States: Between Vulnerability and Resilience*. Palgrave Macmillan. 2009.
18. Cross, Mai'a K. Davis, Melissen, Jan. *European Public Diplomacy: Soft Power at Work*. Palgrave Macmillan. 2013.
19. Denza, E. *Diplomatic Law, Commentary on the Vienna Convention on Diplomatic Relations*, 2nd edition. Oxford. 2004.
20. Galluccio, Mauro. (ed.). *Handbook of International Negotiation: International, Intercultural and Diplomatic Perspectives*. Springer. 2015. 6
21. Hutchings, Robert, Jeremi, Suri. *Foreign Policy Breakthroughs: Cases in Successful Diplomacy*. Oxford University Press. 2015.
22. Liebmann, George W. *Diplomacy between the Wars*. I.B. Tauris. 2008.
23. Young, John W. *Twentieth-Century Diplomacy*. Cambridge. 2008.
24. Luke, Lee T. *Consular law and practice*. 3rd edition. Oxford. 2008. Roeder, Larry W. Jr., Simard, Albert. *Diplomacy and Negotiation for Humanitarian NGOs*. Springer. 2013.
25. Taylor, Shirley. *E-mail Etiquette*. Marshall Cavendish Business. 2009.
26. Venn, Fiona. *Oil Diplomacy in the Twentieth Century*. St Martin's Press. 1986.

10. Links to information resources on the Internet, video lectures, and other methodological support:

1. United Nations Official Website [Electronic Resource]. - Access to the resource: <http://www.un.org/en/index.html>

National Library of Ukraine named after VI Vernadsky [Electronic resource]. - Access mode: <http://www.nbuv.gov.ua/>

3. Electronic library TWIRPX [Electronic resource]. - Access mode: <http://www.twirpx.com/>

4. International digital library [Electronic resource]. - Access mode: <https://www.wdl.org/en/>

5. Europeans [Electronic resource]. - Access mode: <http://www.europeana.eu/portal/en>

7. The Questia Online Library [Electronic resource]. - Access mode: <https://www.questia.com/>

8. National Parliamentary Library of Ukraine [Electronic resource]. - Access mode: <http://nplu.org/>

9. National Law Library (NUB) [Electronic resource]. - Access mode: http://nbuviap.gov.ua/index.php?option=com_content&view=article&id=27&Itemid=394

10. Scientific electronic library of periodicals of the National Academy of Sciences of Ukraine [Electronic resource]. - Access mode: <http://dspace.nbuv.gov.ua/>

11. Scientific Library. M. Maksymovych of Kyiv National Taras Shevchenko University [Electronic resource]. - Mode of access: <http://www.library.univ.kiev.ua/ukr/title4.php3>

Portal Funag [Electronic resource]. - Access mode: <http://www.funag.gov.br/loja/>

13. MYBRARY [Electronic resource]. - Access mode: <http://mybrary.ru/>

14. Google Scholar (Electronic Academy). - Access mode: <https://scholar.google.com/>

15. World Wide Science [Electronic resource]. - Access mode: <https://worldwidescience.org/indextext>

16. Virtual bibliographic reference [Electronic resource]. - Access mode: <http://chl.kiev.ua/cgi-bin/sp/index.php>

17. BASE (Bielefeld Academic Search Engine) [Electronic resource]. - Access mode: <https://www.base-search.net/>

18. SSM (Simple Search Metadata in Open Archives Ukraine) [Electronic resource]. - Access mode: <http://oai.org.ua/>

19. DOAJ (Directory of Open Access Journals) [Electronic resource]. - Access mode: <https://doaj.org/>

20. Vienna Convention on Diplomatic Relations of April 18, 1961 [Electronic Resource]. - Access mode: http://www.un.org/en/documents/dec_conv/conditions/dip_rel.shtml.

21. Vienna Convention on Consular Relations of April 24, 1963 [Electronic Resource]. - Access mode: http://www.un.org/en/documents/decl_conv/conventions/pdf/consular.pdf.

22. Vienna Convention on the Law of Treaties of 23 May 1969 [Electronic Resource]. - Access mode: http://www.un.org/en/documents/decl_conv/conventions/law_treaties.shtml.

23. Statute of the League of Nations [Electronic resource]. - Resource access mode: <http://hist.msu.ru/Departments/ModernEuUS/INTREL/SOURCES/Legnatus.htm>