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

"31" August 2026

Course program

INTERNATIONAL SECURITY LAW

Level of academic degree:	**first (bachelor's degree level)**
Subject area:	**29 International Relations**
Special field:	**293 International Law**
Program of study:	**International Law**
Type of discipline:	**Compulsory**
Faculty:	**School of Law**

2026/2027 academic year

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

"31" August 2026, Protocol №1

DEVELOPER — Renov I.V., Associate Professor at the Department International and European Law of V.N. Karazin Kharkiv National University, PhD in Law.

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

Protocol of "28" August 2026, №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 293 International Law

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

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

Protocol of "31" August 2026, №1

Head of the Scientific and Methodological Committee — Hanna ZUBENKO

INTRODUCTION

The program of the study discipline "International Security Law" is compiled in accordance with the educational and professional training program of the bachelor's field of knowledge 29 International relation, specialty 293 International law.

1. Description of the academic discipline

1.1. The goal of teaching an academic discipline is for students to master: general knowledge of concepts, goals and principles of international security law; theoretical provisions that allow distinguishing the forms and mechanisms of the universal and regional levels of international security; characteristics of the SPD of the European Union; basic legal information about the legal basis for the implementation of SPBO within the EU; specifics of the institutional cooperation mechanisms of NATO states; knowledge of cooperation mechanisms within the framework of the OSCE; a vision of the prospects of Ukraine's place in the system of global and regional security systems.

1.2. The main tasks of studying the discipline: formation of students' ideas about concepts and principles of international security law; familiarization with the principles of construction and directions of implementation of forms and mechanisms of universal and global levels of international security; mastering key legal terminology and concepts from the field of international security; to learn to navigate the content of basic legal information about the legal foundations of the universal and regional levels of international security; to reveal the specifics of the institutional mechanisms of the European and Euro-Atlantic security system; develop skills in understanding the mechanisms of development and implementation of the Common Security and Defense Policy; getting an idea of the prospects and methods of Ukraine's integration into the European security system; to outline the key directions of further development of universal and regional systems of international security.

1.3. The number of credits is 4.
1.4. The total number of hours is 120.

1.5. Characteristics of the discipline. The subject of study of the academic discipline is basic information in the field of the legal framework of international cooperation in the field of security, the history of its development, the content and principles of formation, directions and mechanism of implementation and development prospects. The program of the academic discipline consists of one part, which examines the content, principles, directions and forms of international cooperation in the field of international security, as well as the functioning mechanism of the universal and regional levels of international security and the prospects for their development.	
Normative	
Day form of education	Correspondence (remote) form of education
Year of preparation	
4	4
Semester	
7	7
Lectures	
32	8
Practical, seminar classes	
32	4

Laboratory classes	
–	–
Independent work	
56	108
Individual tasks	
–	
Control work	
1	
Form of control	
test	

1.6. List of competencies formed by this discipline:

GC 2. Knowledge and understanding of the subject area and understanding of professional activity. GC 6. Ability to apply knowledge in practical situations. GC 10. Ability to work in an international context. GC.14 The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of international law, its place in the general system of knowledge about nature and society and in the development of society, technology and technology. PC 2. Knowledge and understanding of the retrospective of the formation of international institutions, foreign policy structures, legal and state institutions. PC7. Knowledge and understanding of European law and the law of the European Union. PC 9. Knowledge and understanding of the peculiarities of the implementation and application of the norms of material and procedural law.

1.7. Planned learning outcomes

As a result of studying the academic discipline, applicants must achieve the following program results:

PLO 9. Independently determine the circumstances in which clarification is needed, and act in accordance with the received recommendations;

PLO 13. Convey to specialists and non-specialists information, ideas, problems, solutions and own experience on current issues of international law;

PLO 14. It is necessary to use statistical information obtained from primary and secondary sources for one's professional activities;

PLO 19. Demonstrate the necessary knowledge and understanding of the essence and content of the main legal institutions and norms of the fundamental branches of national law; international law; European law and the law of the European Union

PLO 21. Apply acquired knowledge and skills in international relations, international law when solving practical tasks;

PLO 22. To prepare drafts of the necessary acts of application of international law in accordance with the legal opinion made in various legal situations.

1.8. Prerequisites: Constitutional Law of Ukraine, International public law (the fundamentals of theory), International public law (the main branches).

2. Thematic plan of the educational discipline

Topic 1. International Security Law

International security law: concept and principles. Types of international security. Disarmament and international security. Key international legal instruments in the field of security.

Topic 2. Universal Level of International Security

Main approaches to defining the universal (global) level of international security and stages of its formation. Legal characteristics of the global level of international security at the present stage. The UN in the international security system (UNSC, UNGA, First Committee). Conference on Disarmament.

Topic 3. Main Areas of Cooperation among Leading Actors in International Relations in the Field of Global Security

Legal foundations for combating major challenges to international peace and security (regional conflicts, drug trafficking, transnational crime, terrorism, proliferation of WMDs, illicit arms trade, cybercrime, etc.). Main components of the international legal framework for state security (prohibition of aggression, right to individual and collective self-defense, sanction measures).

Topic 4. Legal Aspects of the Use of Force in International Relations

Measures for Maintaining and Restoring Peace Actions of the UN Security Council in case of threats to peace, breaches of peace, or acts of aggression. Legal regulation of measures involving the use of armed forces. Concept of "humanitarian intervention" and the issue of responding to international crises. Preventive diplomacy and mediation. UN peacekeeping activities. UN political missions and good offices. Legal regulation of UN peacebuilding activities. Legal regulation of international cooperation in counter-terrorism. Major international forums and organizations in the field of disarmament. Confidence- and security-building measures in the post-confrontation period and their international legal consolidation (regulation).

Topic 5. Regional Level of International Security

Legal basis for the establishment and functioning of regional systems for ensuring international security. Features of the structure and operation of security cooperation systems in specific regions.

Topic 6. European System of Security Cooperation

Formation and main stages of evolution of the security cooperation system of European states. League of Nations, Kellogg-Briand Pact, international conferences of the interwar period and their decisions. Evolution of security cooperation in Europe in the second half of the 20th century.

Topic 7. Forms and Mechanisms for Implementing the EU Common Security and Defence Policy

Concept of CSDP and its treaty basis for formation and implementation. Powers of EU institutions in the field of CSDP. Permanent bodies and mechanisms for implementing CSDP. EU Global Strategy for Foreign and Security Policy (2016).

Topic 8. OSCE in the European Security System

Helsinki Final Act. Reform of the CSCE after the end of the Cold War. OSCE field operations. OSCE and the issue of disarmament. OSCE activities in counter-terrorism.

Topic 9. NATO in the Euro-Atlantic Security System

Evolution of the competence of main NATO bodies in military and security cooperation among member states. Expansion of security cooperation within NATO after the end of the Cold War. Partnership for Peace. Mediterranean Dialogue. NATO and counter-terrorism. EU-NATO cooperation in security and defense.

Topic 10. Security Cooperation of CIS States

Establishment of the CIS and formation of a security cooperation system among member states. Signing of the CSTO, its functions and strategy. Security partnership within the CIS. CSTO in the

system of international organizations. Interaction between CSTO and OSCE. CSTO and SCO as elements of the regional security system. Issues and prospects of CSTO-NATO relations.

Topic 11. American Regional System of Security Cooperation

Inter-American Treaty of Reciprocal Assistance and formation of regional security cooperation systems. Organization of American States. Main challenges to the regional security cooperation system. International cooperation of countries in the region in combating drug trafficking.

Topic 12. Security Cooperation of African Countries

Regional organizations forming the regional security system of the African continent. Regional international conflicts. International cooperation of countries in combating piracy, terrorism, and human trafficking. International cooperation of African countries in combating drug trafficking. Combating money laundering and terrorist financing.

3. The structure of the discipline

Section names	Number of hours											
	Full-time						Part-time					
	total	including					total	including				
		Lectures	Pract.	Lab.	Indiv.	Indep.		Lectures	Pract.	Lab.	Ind.	Indep.
1	2	3	4	5	6	7	8	9	10	11	12	13
Topic 1. International Security Law	10	2	2	-	-	6	10	1	-	-	-	9
Topic 2. Universal Level of International Security	10	2	4	-	-	4	10		1	-	-	9
Topic 3. Main Areas of Cooperation among Leading Actors in International Relations in the Field of Global Security	10	4	2	-	-	4	10	1		-	-	9
Topic 4. Legal Aspects of the Use of Force in International Relations	10	2	4	-	-	4	10		1	-	-	9
Topic 5. Regional Level of International Security	10	2	2	-	-	6	10	1		-	-	9
Topic 6. European System of Security Cooperation	10	4	2	-	-	4	10	1		-	-	9
Topic 7. Forms and Mechanisms for Implementing the EU Common Security and Defence Policy	10	4	4			2	10		1			9
Topic 8. OSCE in the European Security System	10	2	2			6	10	1				9
Topic 9. NATO in the Euro-Atlantic Security System	10	2	4			4	10		1			9
Topic 10. Security Cooperation of CIS States	10	2	2			6	10	1				9

Topic 11. American Regional System of Security Cooperation	10	2	2			6	10	1				9
Topic 12. Security Cooperation of African Countries	10	4	2			4	10	1				9
Total hours:	120	32	32	-	-	56	120	8	4	-	-	108

4. Topics of seminar (practical, laboratory) classes

4.1. Topics of seminar (practical, laboratory) classes for full-time education

№	Name topics	Number Hours Full-time / part-time
1.	International Security Law	2/
2.	Universal Level of International Security	4/1
3.	Main Areas of Cooperation among Leading Actors in International Relations in the Field of Global Security	2/
4.	Legal Aspects of the Use of Force in International Relations	4/1
5.	Regional Level of International Security	2/
6.	European System of Security Cooperation	2/
7	Forms and Mechanisms for Implementing the EU Common Security and Defence Policy	4/1
8	OSCE in the European Security System	2/
9	NATO in the Euro-Atlantic Security System	4/1
10	Security Cooperation of CIS States	2/
11	American Regional System of Security Cooperation	2/
12	Security Cooperation of African Countries	2/
	total:	**32/4**

5. Tasks for independent work

№	Types, content of independent work	Number hours full-time / part-time
1.	**Topic 1. International Security Law** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic.	6/18
2.	**Topic 2. The Universal Level of International Security** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	4/18

3.	**Topic 3. Main Areas of Cooperation among Key Actors in International Relations in the Field of Security at the Global Level** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	4/9
4.	**Topic 4. Legal Aspects of the Use of Force in International Relations. Measures for the Maintenance and Restoration of Peace** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	4/9
5.	**Topic 5. The Regional Level of International Security** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	6/9
6.	**Topic 6. The European System of Security Cooperation** **Assignment:** Review the lecture materials; study the key international documents related to the topic (including those concerning special missions, etc.); compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	4/9
7.	**Topic 7. Forms and Mechanisms for Implementing the EU Common Security and Defence Policy** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic.	2/9
8.	**Topic 8. The OSCE in the European Security System** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	6/9
9.	**Topic 9. NATO in the Euro-Atlantic Security System** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	4/9
10.	**Topic 10. Security Cooperation among the CIS Member States** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	6/9
11.	**Topic 11. The American Regional System of Security Cooperation** **Assignment:** Review the lecture materials; study the theoretical foundations of the course; compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	6/9
12.	**Topic 12. Security Cooperation among African States** **Assignment:** Review the lecture materials; study the key international documents related to the topic (including those concerning special missions, etc.); compile a thesaurus (glossary) of specialized legal terms related to the topic; prepare answers to the review questions.	4/9
	total:	**56/108**

6. Individual Assignments

Individual assignments are a form of learning activity that develop students' capacity for independent work, contribute to an in-depth study of theoretical material, and foster the ability to apply acquired knowledge to the solution of relevant practical tasks.

The types of assignments available to students within the course (research papers, conference papers, essays, presentations, etc.) are determined by the instructor. A student's choice consists of completing one of the above types of work on a topic assigned by the instructor or selected by the student in consultation with the instructor. The deadlines for receiving, completing, and presenting the results of the selected assignment are determined by the instructor.

Assignments are completed independently by the student, with the necessary consultations provided by the academic staff member. In certain cases, assignments on a comprehensive topic may be completed jointly by several students.

Conference Abstracts

An abstract is a concise, logically structured text presenting the main arguments, ideas, and findings of a researcher's work. Conference abstracts are used as a basis for selecting participants for various conferences, forums, and academic seminars. Following such events, collections of selected abstracts may be published.

Preparing a Conference Paper

Preparing a conference paper is a highly responsible academic task. The researcher should not only present their findings but also communicate them effectively, demonstrating both the validity of the arguments presented and the innovative aspects of the research.

Statement of the Research Objective and Introduction.

The statement of the research objective and the introduction should consist of one or two short paragraphs describing the relevance of the chosen topic and its significance for contemporary academic research. Essentially, this section provides an overview of the field within which the author conducts the research.

Brief Review of Existing Research and Its Limitations.

After stating the research objective, the author should provide a brief description of two or three studies directly related to the chosen topic, identify their limitations, and explain what aspects require further development in light of the needs of contemporary research in international relations.

Description of the Research Conducted and Main Findings.

This section should address the following questions:

- What work was carried out personally by the author, and which research methods were applied?
- How many experiments or research procedures were conducted, and what were their main results?
- What is the practical or academic value of the findings, and what is their contribution to the relevant field of research?
- What are the prospects for applying or further developing the results?

Conclusions.

The paper should conclude with a summary of the main findings, as well as an outline of possible further research and directions in which the study could be continued. The need for further research is generally justified by the fact that every study has certain limitations and, therefore, may be further developed and improved.

Required Components

The text should contain the following components:

- statement of the research objectives and tasks;
- hypotheses;
- main arguments and findings of the study;
- conclusions, overall findings, and directions for further research.

Formatting Requirements

- **Title of the paper:** bold, centered, on the first line.
- **Author's full name:** italicized, aligned to the right.
- **Year of study:** italicized, aligned to the right.
- **Academic supervisor's full name:** italicized, aligned to the right.
- **Font:** Times New Roman, 12 or 14 pt.
- **Line spacing:** 1.5.
- **Margins:** 2 cm on the top and bottom; 2 cm on the left and right.
- **Length:** no more than 3 pages.

Important Considerations

The quality of a conference abstract is significantly enhanced by the author's ability to demonstrate independent and original analysis of the subject matter.

An abstract submitted to an academic conference should not merely provide a "dry" presentation of material already known to the author or previously established in the relevant field. The author should necessarily provide their own analysis of the research problem and formulate clear proposals, approaches, or directions for addressing the identified problem.

Research Article

A research article is a type of academic publication that presents the results of a study or a group of studies united by a common topic and conducted by the authors. Research articles are published in academic journals or in collections of scholarly works. A research article is one of the most common forms of communicating and publishing research findings.

Functions of Research Articles

- **Research function** — present research findings and serve as a source of new scholarly knowledge.
- **Presentational function** — represent the researcher within the academic community and demonstrate their contribution to the development of scholarly knowledge.
- **Evaluative function** — assess the state of research on a particular issue.
- **Communicative function** — serve as a means of communication among researchers.

Structure of a Research Article

A conventional research article consists of the following sections:

- **Introduction.** In the introduction, the authors briefly introduce the reader to the research topic and the current state of scholarly knowledge in the relevant field based on the academic literature. The introduction also identifies the questions that the authors seek to answer. It often concludes with a brief statement of the research objective and the methodology selected to address it.
- **Sources and Methods.** In this section, the authors provide a detailed description of the methods and tools used to obtain the research findings. The methodology should be described in sufficient detail to enable other researchers to reproduce the research process where appropriate.
- **Discussion.** In the discussion, the authors analyse their findings, compare them with the results of other studies addressing the same or related issues, and propose possible directions for further research.
- **Results.** This section presents the results of the research in detail.
- **Conclusions.** This section may summarise the principal findings arising from the analysis and discussion of the results.
- **Acknowledgements.** This optional section recognises individuals who made a contribution to the publication that was not sufficient to qualify them for authorship. It may also acknowledge research grants or other funding that supported the study.
- **References.**

Not all academic journals require authors to follow exactly this structure; however, its principal elements are generally retained to ensure a comprehensive presentation of the research.

Types of Research Articles

Depending on the scope and focus of the research, academic articles may be divided into several types:

- research article;
- short communication;
- response or reply to an article;
- review article.

A **research article** presents the results of a particular study. The authors identify a research problem, select an appropriate research method (such as an experiment, observation, analysis, etc.), and discuss their findings in the context of existing scholarly knowledge concerning the problem. Such research may focus on a particular phenomenon, object, or body of existing knowledge.

A distinct subtype of the research article is the **methodological article**. In such an article, the authors describe a new method or a new modification of an existing method that they propose. Such articles are characterised by a particularly detailed description of the research procedure, experiment, or observation.

Short Communication

Sometimes the results of a study are limited in scope but nevertheless important for specialists. The available material may not be sufficient for a full-length research article, while there may be a need to communicate the findings promptly and without a comprehensive presentation of the entire study. In such cases, a **short communication** may be prepared.

A short communication is a brief academic paper (usually no more than three pages) and is often not divided into the conventional sections of a research article.

Such communications may be published as brief reports on a particular phenomenon or as descriptions of unusual cases from professional practice, particularly in academic medical journals.

The typical length of a research article ranges from **6 to 24 pages**, equivalent to approximately **0.35–1 author's sheet**. The formatting requirements for the text are generally similar to those applicable to conference abstracts.

6.1. Topics for performing tasks of the student's choice

1. The concept of international security law, principles and norms
2. Legal foundations of international security
3. Legal characteristics of the global level of international security
4. The United Nations in the international security system (UN Security Council, UN General Assembly, First Committee) Conference on disarmament.
5. Legal bases for combating the main challenges to international peace and security (regional conflicts, drug trade, transnational crime, terrorism, WMD proliferation, illegal arms trade, cybercrime, etc.)
6. The main components of international legal security of states (prohibition of aggression, the right to individual and collective self-defense, remedial measures)
7. Legal aspects of the use of force in international relations
8. Actions of the UN Security Council in the event of a threat to peace, acts of aggression.
9. Legal regulation of activities involving the use of armed forces.
10. The concept of "humanitarian intervention" and the problem of responding to international crises.
11. Preventive diplomacy and mediation.
12. Peacekeeping activities within the framework of the UN.
13. UN political missions and good offices.
14. Legal regulation of UN peacebuilding activities.
15. Legal regulation of international cooperation in the field of combating terrorism.

16. Main international forums and organizations in the field of disarmament.

17. Confidence and security measures in the post-confrontation period and their international legal consolidation (regulation).

18. The planning and decision-making process within the framework of the European security and defense policy.

19. Competence of the European Council in the sphere of CSDP.

20. Legal basis of the EPPO according to the Treaty of Nice of February 26, 2001.

21. The legal basis for establishing the competence of the Council of the EU in the field of ESDP

22. COREPER (Committee of Permanent Representatives) in the decision-making process in the field of EPPO.

23. The Policy and Security Committee (PSC) its tasks and principles of functioning.

24. Advisory structures in the process of approving decisions in the field of ESDP (Military-Political Group and Group on Foreign Policy (RELEX))

25. Mechanisms of interaction of the Policy and Security Committee with the Committee on Public Aspects of Crisis Management (CIVCOM) and the EU Military Committee (EUMC).

26. EU Military Headquarters (EUMS): legal basis of activity, structure, main tasks.

27. EU Situation Center: legal basis of activity, structure, main tasks.

28. Agreement "Berlin +"

29. EU tools in the field of planning and conducting crisis response operations.

30. The 2007 Lisbon Treaty on the Reform of the EU: the main provisions in the field of the European Union.

31. Global Strategy of the European Union on Foreign and Security Policy (June 2016)

32. Implementation plan of the Global Strategy of the European Union on Foreign Policy and Security Policy (adopted by the Council of the EU in 2016)

33. European Defense Action Plan 2016 (adopted by the European Commission)

34. Legal mechanisms of cooperation between the EU and NATO in the field of security and defense.

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. Control methods

Control methods are methods of diagnostic activity that allow feedback in the learning process in order to obtain data on the success of learning and 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-assessment by applicants for higher education of the quality of mastering the educational material of the discipline (section, topic). To this end, the textbooks for each topic (section), as well as methodological developments for seminars provide questions for self-control.

Cathedral control is carried out in order to assess the level of training of students in the discipline at different stages of its study and is carried out in the form of incoming, current, boundary and semester control.

The following types of control of learning outcomes are used in the educational process: entrance, current during the semester, control works provided by the curriculum, acceptance of individual tasks, term papers, final semester, deferred control.

Entrance control is carried out before studying a new course in order to determine the level of preparation of students in the disciplines that provide this course. Entrance control is carried out in the first lesson on the basis of tasks that correspond to the programs of previous training. The results of control are analyzed at the departmental (interdepartmental) meetings and meetings of methodical commissions together with scientific and pedagogical workers who conduct classes to ensure discipline. Based on the results of the entrance control, measures are developed to provide individual assistance to students, or to adjust the educational process.

Current control is carried out during all types of classes during the semester. Ongoing control can take the form of an oral interview or written control in practical, seminar or lecture classes, in the form of a colloquium, student speeches when discussing issues in seminars, in the form of computer-based testing, and so on. Specific forms of current control and criteria for assessing the level of knowledge are determined by the curriculum. The results of the evaluation of students' work must be communicated to students in a timely manner. The form of current control is rector's control works. The results of the evaluation of rector's tests can be counted as the results of tests, provided by the curriculum.

Semester test - a form of final control, which consists in assessing the assimilation of students' lecture material, as well as their work on certain seminars. Semester credit does not provide for the mandatory presence of students, provided they perform all types of work provided for in the curriculum for the semester.

The maximum amount of points that a student can score when taking a test in the discipline is 40.

The score of the final control is set on a national scale as the sum of points earned by the applicant during the semester during the control activities provided by the program of the discipline (practice) and points scored during the semester exam (credit).

The maximum amount of points that a student can score in the study of the discipline is 100.

8.1. Questions for the current and final control

1. International Security Law: Concept and Principles.
2. Types of International Security.
3. Disarmament and International Security.
4. Key International Legal Instruments in the Field of Security.
5. Legal Characteristics of the Global Level of International Security.
6. The UN in the International Security System (UNSC, UNGA, First Committee). Conference on Disarmament.
7. Legal Foundations for Combating Major Challenges to International Peace and Security (regional conflicts, drug trafficking, transnational crime, terrorism, proliferation of WMDs, illicit arms trade, cybercrime, etc.).
8. Main Components of the International Legal Framework for State Security (prohibition of aggression, right to individual and collective self-defense, sanction measures).
9. Actions of the UN Security Council in Case of Threats to Peace or Acts of Aggression.
10. Legal Regulation of Measures Involving the Use of Armed Forces. Concept of "Humanitarian Intervention" and the Issue of Responding to International Crises.
11. Preventive Diplomacy and Mediation.
12. UN Peacekeeping Activities.
13. UN Political Missions and Good Offices.
14. Legal Regulation of UN Peacebuilding Activities.
15. Legal Regulation of International Cooperation in Counter-Terrorism.
16. Major International Forums and Organizations in the Field of Disarmament.
17. Confidence- and Security-Building Measures in the Post-Confrontation Period and Their International Legal Consolidation (Regulation).
18. Concept of CSDP and Its Treaty Basis for Formation and Implementation.
19. Powers of EU Institutions in the Field of CSDP.
20. Permanent Bodies and Mechanisms for Implementing CSDP.
21. EU Global Strategy for Foreign and Security Policy (2016).
22. Evolution of the Competence of Main NATO Bodies in Military and Security Cooperation Among Member States.
23. Expansion of Security Cooperation Within NATO After the End of the Cold War.
24. Partnership for Peace. Mediterranean Dialogue. NATO and Counter-Terrorism.
25. EU-NATO Interaction in the Field of Security and Defense.
26. Helsinki Final Act.
27. Reform of the CSCE After the End of the Cold War.
28. OSCE Field Operations.
29. OSCE and the Issue of Disarmament.
30. OSCE Activities in Counter-Terrorism.
31. Establishment of the CIS and Formation of a Security Cooperation System Among Member States.
32. Signing of the CSTO, Its Functions and Strategy.
33. Security Partnership Within the CIS.
34. CSTO in the System of International Organizations.
35. Interaction Between CSTO and OSCE.
36. CSTO and SCO as Elements of the Regional Security System.

37. Issues and Prospects of CSTO-NATO Relations.
38. Inter-American Treaty of Reciprocal Assistance and Formation of Regional Security Cooperation Systems.
39. Organization of American States.
40. Main Challenges to the Regional Security Cooperation System.
41. International Cooperation of Countries in the Region in Combating Drug Trafficking.
42. Regional Organizations Forming the Regional Security System of the African Continent.
43. Regional International Conflicts.
44. International Cooperation of Countries in Combating Piracy, Terrorism, and Human Trafficking.
45. International Cooperation of African Countries in Combating Drug Trafficking.
46. Combating Money Laundering and Terrorist Financing.

9. Scoring scheme
Full-time (distance) mode of study

The total number of points is 100.
The number of points for the exam is 40.
Number of points during the semester - 60:
Number of points for answers at seminars - 40: Formula about

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

Note:
Σ40 - the sum of the maximum number of points
Σ1 - the sum of the points received by the student for answers to practical (seminar) classes.
Σ2 the number of practical (seminary) classes during the semester.
8 is the coefficient
Control work - 20 points.

Current control, independent work, individual tasks											Test	total
T1	T2	T3	T4	T5	T 6			CW	Individual task	total		
40								20	-	60	40	100

T1, T2 ... – topics sections

Exam (final test) scoring criteria

The exam is conducted in the form of a written work consisting of 40 test tasks on the topics provided by the syllabus within the questions for the final control. Each correct answer to one test task is rated at 1 point. The maximum number of points scored during the final exam is 40.

Individual task scoring criteria

Test scoring criteria

The control work is conducted in the form of a written work consisting of test tasks on the topics provided by the syllabus within the questions for the final control. The maximum number of points scored is 20.

Oral response scoring criteria

Criteria for evaluating oral answers.

The answer to the seminar is 1-5 points.

The current control is carried out, in particular, in the form of a survey and verification of the results of speeches at seminars and practical classes in a five-point scale of assessments.

5 points are put under the following conditions:

- the student actively works during all practical lessons;
- gives a complete, correct, consistent, coherent, substantiated statement of the issue, accompanied by correct examples and a reference to the current legislation;
- all that is taught should indicate a profound understanding and orientation in the phenomena and processes being studied;
- correct comprehensive answers to additional questions of the teacher.

4 points are put under the following conditions:

- the student actively works during the practical training;
- gives a correct, complete statement of the content of the textbook and the material provided by the teacher, but additional control questions that the teacher sets to clarify the depth of understanding and ability to navigate in phenomena and processes, responds only with some help from a teacher or colleagues;
- insufficiently comprehensive answers to additional questions of the teacher.

3 points are put under the following conditions:

- a student behaves passively in the classroom, responds only to the challenge of a teacher;
- in general, reveals the knowledge of the main study material under consideration, but during the answer makes mistakes and recognizes them only after the instruction of the teacher;
- Answers to the questions do not immediately, but only after some tension of memory, with what answers are fuzzy;
- not able to deduce the relationship with other problems of the discipline without the help of the teacher;

2 points are put under the following conditions:

- admits significant errors or completely misses the material and partially corrects these errors only after the instruction of the teacher;
- the student reveals the lack of knowledge of a significant part of the educational material, illogical and uncertainly teaches him, in the answer there are humps and breaks, can not explain the problem, although he understands it;
- the teaching material is not sufficiently connected and consistent.

1 point is put under the following conditions:

- the student assumes gross errors in the presentation of the material and does not correct these errors, even if they instruct them on the teacher; - reveals a lack of understanding of the educational material and, as a result, a complete lack of skills in the analysis of phenomena, and in the further implementation of practical tasks.

Assessment Criteria for Control and Examination/Credit Works

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

During the study of the course, the use of artificial intelligence (AI) technologies shall be carried out in accordance with the Policy on the Use of Artificial Intelligence Technologies of V. N. Karazin Kharkiv National University.

The following AI use models are applied within the course:

“AI Prohibited” Model

The use of artificial intelligence technologies is not permitted during assessment activities aimed at verifying the student's individual knowledge and acquisition of competencies, including oral questioning, modular tests, examinations (pass/fail assessments), unless otherwise specified by the , as well as other forms of assessment for which the instructor has established restrictions on the use of AI.

“AI as an Assistant” Model

During preparation for practical classes and completion of individual assignments, essays, analytical reviews, and other written assignments, students are permitted to use AI for: searching for and systematizing information; selecting and conducting a preliminary analysis of academic sources; explaining complex concepts; improving the structure of a text; checking grammar, style, and formatting; generating ideas, work plans, or examples.

The final text of the assignment, conclusions, analysis, interpretation of results, and decisions made must be prepared independently by the student.

“AI as a Tool” Model

For certain laboratory, practical, project-based, or research assignments, the use of AI technologies may be a mandatory component of the task. In such cases, students may use generative AI models for: data analysis and preparation; generation, analysis, and optimization of code; comparison of the results produced by different AI models; creation of visualizations, diagrams, or images; analysis of large datasets; and conducting experiments using modern AI tools.

All results obtained with the assistance of AI must be critically analyzed, verified, and further developed by the student.

Declaration of AI Use

If artificial intelligence technologies are used, the student is required to indicate: the name of the AI service or model; the date of use; and the nature of the assistance provided (e.g., idea generation, information search, data analysis, code generation, text editing, etc.).

At the instructor's request, the student must provide the prompts used or explain how the AI tools were utilized.

Undeclared use of artificial intelligence technologies or submission of AI-generated material as the student's own academic work shall be considered a violation of the principles of academic integrity in accordance with the University's internal regulations.

Grading scale

The sum of points for all types of educational activities during the semester	Rating	
	for the exam	for a final test
90 – 100	perfectly	credited
70-89	good	
50-69	satisfactorily	
1-49	unsatisfactorily	not credited

10. Recommended literature

Basic literature

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11. Links to information resources on the Internet, video lectures, other methodological support

1. Official website of the Verkhovna Rada of Ukraine. URL: http://zakon.rada.gov.ua.
2. Official website of the European Union. URL: http://europa.eu/

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5. Official website of the OSCE. URL: https://www.osce.org/