

SYLLABUS
Fall Semester 2023-2024 Academic Year
Educational Program 6B03106 “Political Science”, Full Time, 3/4-year

ID Course Title: International Policy and Diplomacy of Kazakhstan	Student Independent Work (SIW)/Individual Submissions	Credits Number			Total Credits Number	Independent Work Consultations /Office Hours
		Lectures (L)	Practical (PC)/ Seminars	Lab. (LC)		
	5.	1	2	None	5	6
COURSE DESCRIPTION						
Learning Format	Cycle, compo nent	Lecture types	Types of practical classes	Final Evaluation Format and Platform		
<i>Full-time Offline</i>		Introductory, informative, problem-solving; discussion, inter- active	Discussion of reading materials and fulfillment of practical tasks	Written Examination - Offline		
Lecturer - (s)	Marem Buzurtanova					
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Phone :	8(727) 377-33-33 (1756)					
Aim of course	Expected Learning Outcomes (LO) Upon completion of the course, students shall...		Indicators of LO achievement (ID)			
<p>The course “International Policy and Diplomacy of Kazakhstan” is aimed at Bachelor’s students, is to be taught during one semester and consists of three modules.</p> <p>The course starts with an overview of means and instruments of bilateral and multilateral diplomacy as a realization of a foreign policy course of a state according to its national interests and proceeds to apply those concepts and analytical tools to the case of Kazakhstan.</p>	LO 1 (cognitive or concept related): be competent in conceptualizing the notions of ‘international relations’, ‘world politics’, ‘sovereignty’, ‘state’, ‘national interests’ and ‘foreign policy’, ‘multi-vector foreign policy’, ‘bilateral diplomacy’, ‘multilateral diplomacy’		ID 1.1. knowledge and operation with the terms and concepts related to “foreign policy”, “international relations” and “diplomacy”; ID 1.2. knowledge of the stipulations of the Vienna convention on Diplomatic Relations (1961); ID 1.3. knowledge of the “Concept of Foreign Policy of Kazakhstan until 2030”. (multiple-choice test)			
	LO 2 (cognitive or concept related): be competent in identifying the major stages, spheres, and instruments of Kazakhstan’s bilateral relations with the Central Asian states, the USA and the EU, Russia and China.		ID 2.1. knowledge of foreign policy and diplomacy of Kazakhstan towards Central Asian states, the USA and the EU, Russia and China; ID 2.2. knowledge of foreign policy strategies of Central Asian states, the USA and the EU, Russia and China towards Kazakhstan. (open-question test)			
	LO 3 (cognitive or concept related): to know the structure and charter stipulations of such IGOs such as the UN, OCSE, SCO, CSTO and Kazakhstan’s membership therein, its initiatives and achievements.		ID 3.1. knowledge and operation of terms and concepts related to international regimes, international institutions, and intergovernmental organization; ID 3.2. knowledge of structure, purpose and charter stipulations of the UN, OCSE, SCO, CSTO. (multiple-choice test)			
	LO 4 (functional or process related): be competent in fulfilling various types of assignments, namely argumentative, comparative essays as well as informative, analytical, and prognostic projects on Kazakhstan’s multilateral and bilateral diplomacy.		ID 4.1. systemic knowledge of Kazakhstan’s bilateral diplomacy and ability to assess critically its achievements and prospects. ID 4.2. systemic knowledge of Kazakhstan’s multilateral diplomacy and ability to assess critically its achievements and prospects.			

		(argumentative essay on “Kazakhstan’s Multilateralism: achievements and prospects”)
	LO 5 (synthetic or subject related) be able to assess critically and analyze, to make prognosis and policy proposals on aspects of Kazakhstan’s multilateral and bilateral diplomacy.	ID 5.1. knowledge and understanding of situation on international arena, its challenges, risks and opportunities; ID 5.2. knowledge and understanding of possible future development on international arena and the role of Kazakhstan. (conference talk)
Pre-requisites	Foreign Policy and National security of Kazakhstan	
Post-requisites	Thesis	
Learning Resources	<p>Literature (mandatory):</p> <ol style="list-style-type: none"> 2020-2030 Foreign Policy Concept of Kazakhstan Tokayev, K. K. (2000). Foreign policy of Kazakhstan in the conditions of globalization. Almaty, Kazakhstan. Nazarbayev, N. A. (2007). New Kazakhstan in the new world. Kazakhstanskaya pravda, (33), 25278. FELTHAN, R.G. (2019). Diplomatic HANDBOOK. LONGMAN London and New York Hocking, B. (2020). Communication and Diplomacy: Change and Continuity. In Global Diplomacy (pp. 79-96). Palgrave Macmillan, Cham. <p>Internet resources</p> <ol style="list-style-type: none"> http://elibrary.kaznu.kz/ru UN Audiovisual Library // https://www.youtube.com/@UNAudiovisualLibrary Understanding International Relations // https://www.youtube.com/playlist?list=PLhQpDGfX5e7C6FA5IYU3VPYN7kWHI1mxQ Prof James Ker-Lindsay // https://www.youtube.com/@JamesKerLindsay Jeffrey Sachs Official // https://www.youtube.com/@JeffreySachsOfficial2023 	
Academic Policy	<p>See the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University // https://univer.kaznu.kz/Content/instructions</p> <p>Integration of Science and Education. The research work of students on undergraduate and doctoral levels is a core of the educational process. It is organized directly at the departments, laboratories of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. The research results shall be integrated into lectures and seminars and into the requirements of the Individual submissions in accordance to the respective syllabi.</p> <p>Attendance and Deadline Meeting. The deadline for each task is indicated in the syllabus for each course. Failure to meet deadlines shall result in loss of points, so may the failure to attend the classes.</p> <p>Academic Integrity. Independent critical thinking and creativity is what we strive for during the educational process in its entirety.</p> <p>Attention! Plagiarism, forgery, use of cheat sheets, other ways of cheating at all stages of completing the tasks stipulated in the syllabus and during tests/examinations is strictly forbidden!</p> <p>The standards of compliance with the Academic Integrity Policy during theoretical training and examinations is regulated by the "Regulations on the Final Evaluation Procedures" , "Regulations on Anti-plagiarism Procedures" available on Univer System.</p> <p>Inclusive Education. The educational environment of the university is a safe place and equal attitude from the instructor to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health, etc. All students, especially those with disabilities and other special needs, can receive counseling assistance by the instructor at buzurtanova.marem@kaznu.kz and respective officers of the University administration.</p>	

ACADEMIC PERFORMANCE ASSESSMENT

Assessment Scores-	Assessment Methods
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Grade	Digital equivalent	% Points	Denomination	Criteria-based assessment is correlating of the demonstrated learning outcomes with the expected learning outcomes stipulated for in the syllabus based on clearly defined criteria (see below). Formative assessment is carried out regular basis during the course to measure of progress of individual student. It shall be done in timely manner in accordance with clearly defined criteria (see <i>Syllabus</i> and other materials in the <i>Course Portfolio</i> at UNIVER). Summative assessment is carried out upon completion of the intermediary stages of the Course (modules) in the format of Individuals Submissions (Student's Independent Work) to measure the academic performance by the standards reflected in the expected earning outcomes.	
A	4.0 _	95-100	Distinction (Excellent)		
A-	3.67	90-94			
B+	3.33	85-89	Merit (Good)		
B	3.0	80-84			
B-	2.67	75-79			
C+	2.33	70-74			
C	2.0	65-69	Satisfactorily	Engagement during the lectures	5
C-	1.67	60-64		Quality of Student's Independent Work/ Individual Submission	25
D+	1.33	55-59	Fail	Independent, critical, and creative thinking	10
D	1.0	50-54		Final evaluation (exam)	40
				TOTAL	100

Course Structure/ Calendar

week	Title	Academic Hours	Grade (max)
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MODULE ONE National Interests and Foreign Policy			
1	Lecture 1. National Interests	1	5
1	Seminar 1. Discussion of the reading materials and fulfillment of practical tasks ¹	2	5
2	Lecture 2. Foreign Policy	1	5
2	Seminar 2. Discussion of the reading materials and fulfillment of practical tasks	2	5
3	Lecture 3. Diplomatic Relations and Diplomacy	1	5
3	Seminar 3. Discussion of the reading materials and fulfillment of practical tasks	2	5
4	Lecture 4. Bilateral Diplomacy	1	5
4	Seminar 4. Discussion of the reading materials and fulfillment of practical tasks	2	5
5	Lecture 5. Multilateral Diplomacy	1	5
5	Office Hours SIW consultation (1)		5
5	Seminar 5. Discussion of the reading materials and fulfillment of practical tasks	2	5
6	Lecture 6. International Regimes and Institutions	1	5
6	Seminar 6. Discussion of the reading materials and fulfillment of practical tasks	2	5
7	Lecture 7. Multi-vector Diplomacy	1	5
7	Seminar 7. Discussion of the reading materials and fulfillment of practical tasks	2	5
7	Office Hours SIW consultation (2)		5
7	SIW 1 Test on National Interests, Foreign Policy and Diplomacy		30
MIDTERM 1			100
MODULE TWO Bilateral Diplomacy of Kazakhstan			

¹ See "Seminar Preparation Student's Guide" available at UNIVER.

8	Lecture 8. Bilateral diplomatic relations of Kazakhstan and Central Asian states	1	2
8	Seminar 8. Discussion of the reading materials and fulfillment of practical tasks	2	3
9	Lecture 9. Bilateral diplomatic relations of Kazakhstan and the USA and the EU	1	2
9	Seminar 9. Discussion of the reading materials and fulfillment of practical tasks	2	3
9	Office Hours SIW 2 consultation (1)		
10	Lecture 10 Bilateral diplomatic relations of Kazakhstan and Russia	1	2
10	Seminar 10. Discussion of the reading materials and fulfillment of practical tasks	2	3
11	Lecture 11 Bilateral diplomatic relations of Kazakhstan and China	1	2
11	Seminar 11. Discussion of the reading materials and fulfillment of practical tasks	2	3
11	Office Hours SIW 2 consultation (2)		
11	SIW 2 Argumentative essay on “Kazakhstan’s Multilateralism: achievements and prospects”		30
MODULE THREE -Multilateral Diplomacy of Kazakhstan			
12	Lecture 12 Kazakhstan and the UNO	1	2
12	Seminar 12. Discussion of the reading materials and fulfillment of practical tasks	2	3
13	Lecture 13. Kazakhstan and SCO	1	2
13	Office Hours SIW 3 consultation (1)		
13	Seminar 13. Discussion of the reading materials and fulfillment of practical tasks	2	3
14	Lecture 14 Kazakhstan and CSTO	1	2
14	Seminar 14. Discussion of the reading materials and fulfillment of practical tasks	2	3
15	Lecture 15 Kazakhstan and OSCE	1	2
15	Seminar 15. Discussion of the reading materials and fulfillment of practical tasks	2	3
15	Office Hours SIW 3 consultation (2)		
15	SIW 3 International Policy and Diplomacy of Kazakhstan – mini-conference		30
MIDTERM 2			100
Final Examination			100
TOTAL for course			100

Dean

Associate Professor Bekhzhan Meirbayev

Head of Department

Professor Gulnar Nassimova

Lecturer

Senior Lecturer Marem Buzurtanova

RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

Issued at the request of the teacher for each planned summative assessment (IWST)

TEMPLATE

Task name (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %

Example 1. Written assignment "My professional history" (25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
Understanding Theories and concepts of professional identity and professionalism of a teacher	Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.	Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.	Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.	Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.
Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan	Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.	Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.	There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.
Policy proposal or practical recommendations/suggestions	Offers sound policy and/or practical recommendations, proposals for improving the	Offers some policy and/or practical recommendations, proposals for enhancing the	Limited policy and practical recommendations. Recommendations are non-essential, not	Little or no policy and practice advice, or advice of very low quality.

	professional identity and professionalism of teachers in Kazakhstan.	professional identity and professionalism of teachers in Kazakhstan	based on rigorous analysis, and are shallow.	
Letter, APA style	The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.	The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.	The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.	The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.

Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%
Understanding theories and concepts of the professional identity of the teacher and the teaching profession	Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Understanding theories, concepts of the professional identity of the teacher and the teaching profession.	Limited understanding of the concepts of the professional identity of the teacher and the teaching profession.
Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan	Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Limited evidence from empirical research.
Pilot Study	Excellent use of the results of pilot studies (interviews or surveys) in the presentation	Good use of the results of pilot studies (interviews or surveys) in the presentation.	Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation.
Suggestion of policy or practical recommendations/suggestions	Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Limited policy and practical recommendations. Recommendations are non-essential, not based on analysis, and are shallow.
Presentation, teamwork	Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork.	Good engagement, good quality visuals, slides or other materials, good teamwork.	Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork.

