

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
ODESA I. I. MECHNIKOV NATIONAL UNIVERSITY
Department of International Relations



"APPROVED"
First Vice-Rector

(Maiia NIKOLAIEVA)
" 1 " September 2025

WORKING PROGRAM OF THE DISCIPLINE

"Regional Studies"

Level of higher education: Second (master's) level

Field of knowledge: C Social sciences, journalism, information and international relations

Specialty: C3 International relations

Educational and professional program: International relations, public communications and regional studies

ONU
2025

The working program of the discipline "Regional studies". Odesa: ONU, 2025. 13 p.

Developer: **Brusylovska Olga, Dr, Prof, Head of the Department of International Relations.**

The work program was approved at a meeting of the Department of International Relations

Protocol No. 1 from "29" August 2025 year
Head of the department [signature] (Olga BRUSYLOVSKA)

Agreed with the guarantor of the OPP International Relations, Public Communications and Regional Studies

[signature] (Olga BRUSYLOVSKA)

Approved by the Educational and Methodological Commission (NMK) of the Faculty of International Relations, Political Science and Sociology

Protocol No. 1 from "24" September 2025 year
Head of NMK [signature] (Oleg Khoroshilov)

Reviewed and approved at a meeting of the Department of International Relations

Protocol No. ____ from " ____ " ____ 20__ year
Head of the department _____ (Olga BRUSYLOVSKA)

Reviewed and approved at a meeting of the Department of International Relations

Protocol No. ____ from " ____ " ____ 20__ year
Head of the Department _____ (Olga Brusylovska)

1. Description of the discipline
"Regional Studies"

Name of indicators	Field of study, specialty, specialization, level of higher education	Characteristics of the academic discipline	
		<i>full-time education</i>	<i>correspondence form of education</i>
		<i>Full-time education</i>	<i>External form of education</i>
Total number: ECTS – 4 hours - 120 content modules - 2	Field of study C Social sciences, journalism, information and international relations Specialty C3 International relations Level of higher education: <i>Second (master's)</i>	<i>Mandatory / Selective course</i>	
		Mandatory	
		<i>Year of studies:</i>	
		1st	-and
		<i>Semester</i>	
		2nd	-and
		<i>Lectures</i>	
		14 hours	hours
		<i>Practical, seminar</i>	
		26 hours	hours
		<i>Laboratory</i>	
		hours	hours
		<i>Independent work</i>	
		80 hours	hours
		Final assessment: <i>exam</i>	

2. Purpose and objectives of the discipline

The purpose of the discipline is to present regionalism as a phenomenon of international relations. The course offers a comprehensive approach to thinking about regions and regionalism. The concept of regionalism is considered in four interacting perspectives: historical, spatial, comparative and global. Regions are seen as territorial or non-territorial units or subsystems larger than a "state" but smaller than a "global" system. The course presents definitions, concepts and categories of regional studies. The course demonstrates that regionalism and regions have moved to the centre of the development of the theory and practice of international relations.

The objectives of the discipline:

- to trace the origins and evolution of regional studies as an object and as a field of research;
- to identify four main phases: early regionalism, old regionalism (both in Europe and in developing countries), new regionalism and the current phase of regionalism, which is called comparative regionalism;
- to provide an overview of the most important schools of scientific thought in the field in terms of theoretical and conceptual formulations, as well as empirical focus;
- to identify theories that are most useful for the study of regionalism;
- to propose a comparison as a starting point for studying and theorizing regionalism;
- to illustrate, using the examples of Europe, Asia, Africa, Latin America and North America, the combination of formal and informal actors and institutions in the regions;
- to reveal the variety of types of regions and ways of organizing the regional space;
- to illustrate the multidimensionality of modern regionalism, focusing on security regionalism, economic and development regionalism, environmental and social regionalism;
- to present the variety of complex connections between civil society and political regions, as well as external forces and donor organizations;
- to show the connection between the internal consolidation of regions and the strengthening of external influence;
- to describe the role of regions in global governance through comparisons in the areas of security, trade, health, culture and environment.

The process of studying the discipline is aimed at forming elements of the following **competencies**:

1. The ability to learn and master modern knowledge (ZK2).
2. The ability to identify, pose and solve problems (ZK3).
3. The ability to identify and analyse the peculiarities of the development of countries and regions, modern global, regional and local processes, and the place of Ukraine in them (SK9).
4. The ability to carry out analytical research in the field of international relations, public communications and regional studies, taking into account the specifics of the development of the Black Sea-Mediterranean region (SK11).

Expected learning outcomes. As a result of studying the academic discipline, the student should

- To know and understand the nature, sources and directions of the evolution of international relations, international politics, the foreign policy of states, the state of theoretical studies of international relations and world politics (RN1).
- Identify, assess and forecast political, diplomatic, security, social and other risks in the field of international relations and global development (RN6).
- Formulate modelling tasks, create and research models of objects and processes of international relations, foreign policy, public communications and regional studies (RN12).
- Carry out analytical research in the field of international relations, public communications and regional studies, taking into account the peculiarities of the development of the Black Sea-Mediterranean region (RN15).

3. The content of the discipline

CONTENT MODULE I. REGIONAL STUDIES AS AN OBJECT AND AS A FIELD OF RESEARCH

Topic 1. Definition and categories of regional studies

Definition of regionalism in historical, spatial, comparative and global perspective. Concepts of region, "regionness" and "regionhood". Features of the region (economic, social, and administrative). Regionalism as a natural principle of territorial organization. Regionalism as a problem of power distribution between the national and regional levels of power. Classifications/typologies of regionalism. Regionalism and regionalization. Reasons, types and forms of regional development. Categories of regional studies. Results of regionalization.

Topic 2. The origin of regional studies: the interdisciplinary nature of humanitarian and social studies

Origins of the theory of regionalism: geoeconomic and geocultural approaches. Local direction in local studies (German, Anglo-American schools). Traditional, technological, socio-historical and innovative theories. The main factors of the evolution of local history after the Second World War. Early regionalism. The concept of the region as a social construct. Methods of regional research.

Topic 3. Ideas and theories of old and new regionalism.

Stages of development of the theory of regionalism. Primary conceptualization of the science of regionalism. Old regionalism in the USA and Europe. Old regionalism in developing countries: development and state formation. New regionalism after the "Cold War" in the USA, EU, Great Britain, and developing countries. Rationalist, constructivist and reflexive approaches to regionalism. Increasing attention to the importance of non-state actors in regional studies.

Topic 4. Comparative regionalism. Modern studies of regional studies

Regional studies of the countries of Western Europe, Central Eastern Europe, Southeastern Europe and New Eastern Europe. Local studies of the countries of the Middle East. Regional studies of African countries. Local history of Asian countries. Regional studies of the countries of North America. Local history of Latin American countries. The main directions of further studies of regionalism.

CONTENT MODULE II. MULTIDIMENSIONALITY OF REGIONAL STUDIES

Topic 5. Debate on formal and informal regionalism

Basic scientific approaches to the typology of regions and ways of organizing regional space. Formal regionalism. Peculiarities of informal regionalism. Cases of Asia and Africa in studies of formal and informal regionalism. The case of the Black Sea-Mediterranean region.

Topic 6. Multidimensional regionalism: security, socio-economic sphere and development, environment

Security regionalism. The regional security complex theory (RSCT) by B. Buzan. On dreams of security in the "third world" by M. Ayub. The identity of A. Wendt and M. Castells. Geographic proximity of D. Lake. Regionalism of economy and development. Social regionalism. Ecological regionalism. The case of the Black Sea-Mediterranean region.

Topic 7. Regions in interregionalism

The Black Sea-Mediterranean as a case of interregional development. International and political significance of the Black Sea-Mediterranean region: integration processes, regional identity,

macro-regional initiatives. Demographic, social and economic potential of the Black Sea-Mediterranean countries. Regional balance of power in the Black Sea-Mediterranean.

Topic 8.Regions in global governance

Concept of Global Governance.Civil society and political regions. Influence of external factors and donor organizations on the regions. The role of regions in global governance in security, trade, health, culture, and environment. Dichotomy or cooperation: internal consolidation of regions and external influence.

Topic 9. Cross-border and transnational relations

Cross-border and transnational relations. Cross-border cooperation (CBC). States and international regions in interactions at the local level. CBC with the participation of Ukraine.

4. Structure of the discipline

Topics	Hours									
	Full-time					Correspondence form				
	Total	including				Total	including			
		L	P	-	I			L	P	-
Content module 1. REGIONAL STUDIES AS AN OBJECT AND AS A FIELD OF RESEARCH										
Topic 1. Definition and categories of regional studies	14	2	2		10					
Topic 2. Origin of regional studies	14	2	2		10					
Topic 3. Ideas and theories of old and new regionalism	14	2	2		10					
Topic 4. Comparative regionalism	14	2	2		10					
Total in module 1	56	8	8		40					
Content module 2.MULTIDIMENSIONALITY OF REGIONAL STUDIES										
Topic 5. Debate on formal and informal regionalism	12	2	2		8					
Topic 6. Multidimensional regionalism	14	2	4		8					
Topic 7. Regions in interregionalism	14	2	4		8					
Topic 8. Regions in global governance	12	-	4		8					
Topic 9. Cross-border and transnational relations	12	-	4		8					
Total in module 2	64	6	18		40					
Total hours	120	14	26		80					

5. Topics of seminar classes

According to the curriculum seminar classes are not provided.

6. Topics of practical classes

No s/p	Topic name	Number of hours
1	Topic 1. Definition, concepts and categories of regional studies <i>Question for discussion.</i> 1. Definition of regional studies in a historical, spatial, comparative and global perspective. 2. Regions as territorial or non-territorial subsystems. 3. Concept of regional studies. 4. Categories of regional studies.	2
2	Topic 2. Origin and evolution of regionalism <i>Question for discussion.</i> 1. Origin of regional studies. 2. Comparison as a starting point for studying and theorizing regional studies. 3. Evolution of regionalism.	2
3	Topic 3. Ideas and theories of old and new regionalism. <i>Question for discussion.</i> 1. Origins of the theory of regionalism. 2. Stages of development of the theory of regionalism. 3. Early regionalism. 4. Old regionalism. 5. Features of new regionalism. 6. Features of comparative regionalism.	2
4	Topic 4. Comparative regionalism. <i>Question for discussion.</i> 1. Regional studies of the countries of Western Europe, Central Eastern Europe, Southeastern Europe and New Eastern Europe. 2. Regional studies of the countries of the Middle East. 3. Regional studies of African countries. 4. Local history of Asian countries. 5. Regional studies of the countries of North America. 6. Local history of Latin American countries.	2
5	Topic 5. Debate on formal and informal regionalism <i>Question for discussion.</i> 1. Types of regions and methods of regional space organization. 2. Formal and informal regionalism: the case of the Black Sea-Mediterranean region.	2
6	Topic 6. Multidimensional regionalism <i>Question for discussion.</i>	4

	1. Security regionalism. 2. Regionalism of the economy and development. 3. Ecological regionalism. 4. Social regionalism. 5. The case of the Black Sea-Mediterranean region.	
7	Topic 7. Regions in interregionalism. <i>Question for discussion.</i> 1. The Black Sea-Mediterranean as a case of interregional development. 2. International and political significance of the Black Sea-Mediterranean region: integration processes, regional identity, macro-regional initiatives. 3. Demographic, social and economic potential of the Black Sea-Mediterranean countries. 4. Regional balance of forces in the Black Sea-Mediterranean.	4
8	Topic 8. Regions in global governance <i>Question for discussion.</i> 1. Concept of Global Governance. 2. Civil society and political regions. 3. Influence of external factors and donor organizations on the regions. 4. The role of regions in global governance in the areas of security, trade, health, culture and environment. 5. Dichotomy or cooperation: internal consolidation of regions and external influence.	4
9	Topic 9. Cross-border and transnational relations <i>Question for discussion.</i> 1. Cross-border and transnational relations. 2. Cross-border cooperation (CBC). 3. States and international regions in interactions at the local level. 4. The CBC with the participation of Ukraine.	4
	Total	26

7. Topics of laboratory classes

According to the curriculum laboratory classes are not provided

8. Independent work

No s/p	Name of the topic/ individual tasks (abstracts)	Number hours
1	Topic 1. Definition, concepts and categories of regional studies.	10
2	Topic 2. Origin and evolution of regionalism.	10
3	Topic 3. Ideas and theories of regionalism.	10
4	Topic 4. A comparative approach in the study of regional studies.	10
5	Topic 5. Debate on formal and informal regionalism.	8
6	Topic 6. Multidimensional regionalism: security, environment, social,	8

	economic regionalism and development regionalism.	
7	Topic 7. Regions in interregionalism.	8
8	Topic 8. Regions in global governance.	8
9	Topic 9. Cross-border and transnational relations	8
	One essay from the above list is chosen by the student at the beginning of the semester and sent to the teacher one month before the end of the course. The length of the essay: 15 pages. Characteristics of the content: according to the content of the course. Requirements for performance and evaluation: the main purpose of the work is an in-depth study of important theoretical or applied questions by preparing an essay (research). It is essential to form such abilities and skills of the student as: independent formulation of a problem, determination of the goal, main tasks, the object and the subject of research; ability to search for and select credible and relevant sources; processing and analysing information; fulfilment of argumentative conclusions; selecting correct scientific and referential material; public presentation of performed work. The topic of the work should be formulated in the context of modern scientific concepts; the key scientific terms should be used reasonably and appropriately. It is very important to highlight scientifically objective positions, to use real examples and reliable statistical information, and to illustrate and confirm theoretical positions. The opinions of domestic and foreign authors and their general theoretical and methodological approaches must be analysed and systematized. The minimum amount of sources used is 15; at the same time materials, retrieved from the Internet, can make up no more than a third in the list of references; most sources should consist of published documents, articles and monographs. For final references, APA style must be used.	
	Together	80
As an independent work, the applicant can take professional courses/trainings, professional internships, online courses, civic education, receive a corresponding certificate on educational platforms, which can be counted as periodic, current and a fragment of the final control. The following courses are offered for consideration, which can be recognized as periodic, current control and/or bonus points (at the applicant's request):		
Title of the educational platform, name of the online course, short description, link¹		Hours
Prometheus, Interaction of state authorities with the public. The purpose of the course is to familiarize specialists with modern principles, standards, mechanisms and tools of interaction of state authorities with the public; to develop skills in planning, implementing and evaluating the results of interaction with the public. The course is designed for employees of structural units of state authorities who interact with the public in their activities; a wide range of individuals		80

¹The applicant can independently choose resources that will correspond to the academic discipline. To be enrolled as a periodic, current or fragment of the final control, the applicant must submit a document confirming non-formal education, a program, and a description of the competencies and learning outcomes formed during non-formal education. The teacher reserves the right to verify the formation of the listed competencies and learning outcomes.

(including representatives of the public) interested in acquiring knowledge about the principles and standards of interaction with the public, which will be useful in their activities. https://prometheus.org.ua/prometheus-free/public-engagement-gov/		
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9. Teaching methods

Development of work competencies (social intelligence, intercultural competence, transdisciplinarity) through group work and discussions during seminars, group work and participation in discussion, public colloquium, public oral presentations, essay writing, presentation preparation.

10. Forms and types of assessment

Methods of continuous assessment: oral survey, evaluation of the performance of individual tasks (essays), presentation of the results of individual tasks.

Final assessment: Exam (in oral form).

GENERAL CRITERIA FOR EVALUATING EDUCATIONAL ACHIEVEMENTS OF HIGHER EDUCATION STUDENTS

Evaluation on a national scale	Theoretical training	Practical training
Seeker of education Excellent	fully absorbs the educational material, freely, independently and presents it during oral presentations and written answers; deeply and comprehensively reveals the content of theoretical issues, while using normative, mandatory and additional literature; draws independent conclusions, reveals cause-and-effect relationships; independently finds additional information and uses it to implement the tasks set before him. The acquirer of education is able to distinguish the essential features of the studied subject by means of synthesis and analysis, identify cause-and-effect relationships, form conclusions and generalizations, freely operate with facts and information.	deeply and comprehensively assesses the essence of practical/calculation tasks, while using normative, mandatory and additional literature; can reasonably choose a rational way of performing the task and evaluate the results of his own practical activity; performs creative tasks and initiates, new ways of their implementation; freely uses acquired theoretical knowledge when analyzing practical material; shows a creative approach to the performance of individual and collective tasks while working independently.
Good	has a sufficiently complete command of the educational material, presents it reasonably during oral presentations and written answers, while using normative and mandatory literature; when presenting some issues displays not enough of depth and argumentation, applies knowledge to solve standard situations; independently analyzes, summarizes and systematizes educational information, but certain	correctly solved most of the calculation / test tasks according to the sample; has stable task performance skills.

Satisfactorily	insignificant inaccuracies and minor errors are detected. Has command of the educational material at the basic level or reproduces a certain part of the educational material with elements of logical connections, knows the basic concepts of the educational material; has difficulties in dealing with the essential features of the studied material, during the identification of cause-and-effect relationships and the formulation of conclusions.	can use knowledge in standard situations, has elementary, spotty skills in performing tasks. Solved half of the calculation/test tasks correctly. The acquirer of knowledge has complications in dealing with the essential features of the learned material; struggles when identifying causal relationships and formulating conclusions.
Unsatisfactory with the possibility of retaking exam	possesses educational material superficially and fragmentarily (without ability of argumentation and justification); unsystematically singles out random features of the subject; does not know how to perform the simplest operations of analysis and synthesis; makes generalizations, conclusions; significant mistakes are made during the answer.	does not sufficiently solves practical tasks, while allowing significant inaccuracies, correctly solves individual calculation/test tasks with the help of a instructor, lacks formed skills and abilities.
Unsatisfactory with mandatory repeated study of the discipline	does not display knowledge of the educational material.	performs only elements of the task, needs constant help from the instructor.

11. The final assessment questions

1. Defining Regional Studies: A Historical Perspective.
2. Defining Regional Studies: A Spatial Perspective.
3. Defining Regional Studies: A Comparative Perspective.
4. Defining Area Studies: A Global Perspective.
5. Regions as territorial subsystems.
6. Regions as non-territorial subsystems.
7. Concept of regional studies.
8. Categories of regional studies.
9. The origin of regional studies.
10. Comparison as a starting point for studying and theorizing regionalism.
11. Evolution of regionalism.
12. Origins of the theory of regionalism.
13. Stages of development of the theory of regionalism.
14. Early regionalism.
15. Old regionalism.
16. Features of the new regionalism.
17. Peculiarities of comparative regionalism.
18. Regional studies of European countries.
19. Local studies of the countries of the Middle East.
20. Regional studies of African countries.
21. Local history of Asian countries.
22. Regional studies of the countries of North America.
23. Local history of Latin American countries.
24. Types of regions.
25. Ways of organizing the regional space.
26. Formal regionalism.

27. Peculiarities of informal regionalism.
28. Security regionalism.
29. Regionalism of economy and development.
30. Ecological regionalism.
31. Social regionalism.
32. Multidimensional regionalism in the Black Sea-Mediterranean.
33. International and political significance of the Black Sea-Mediterranean region.
34. Integration processes in the Black Sea-Mediterranean region.
35. Regional identity in the Black Sea-Mediterranean.
36. Macro-regional initiatives in the Black Sea-Mediterranean.
37. Demographic potential of the Black Sea-Mediterranean countries.
38. Social potential of the Black Sea-Mediterranean countries.
39. Economic potential of the Black Sea-Mediterranean countries.
40. Regional balance of power in the Black Sea-Mediterranean.
41. Concept of Global Governance.
42. Civil society and political regions.
43. Influence of external factors on regions.
44. Influence of donor organizations on the regions.
45. The role of regions in global security governance.
46. The role of regions in global trade management.
47. The role of regions in global health governance.
48. The role of regions in global governance in the field of culture.
49. The role of regions in global environmental management.
50. Dichotomy or cooperation: internal consolidation of regions and external influence.
51. Cross-border and transnational relations.
52. Cross-border cooperation (CBC).
53. States and international regions in interactions at the local level.
54. CBC with the participation of Ukraine.

12. Distribution of points received by students

Continuous assessment			Final assessment(exam)	Sum of points
Content module 1 (current control at lectures and seminars)	Content module 2 (current control at lectures and seminars)	Individual independent task ² / Professional course, training, professional internship, online course,		

²The applicant chooses to complete an individual independent task **or** take a professional course/training, professional internship, online course, or civic education.

									civic education (3 ECTS, 90 hours)		
T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	15	40	100
5	5	5	5	5	5	5	5	5			

Evaluation scale: national and ECTS

The sum of points for all types of educational activities	RatingECTS	Evaluation on a national scale	
		for an exam, course project (work), practice	Credit is given on a pass-fail system
90 - 100	A	excellent	Passed
85-89	B	good	
75-84	C		
70-74	D	satisfactorily	
60-69	E		
35-59	FX	unsatisfactory with the possibility of retaking exam	Failed with the possibility of retaking
0-34	F	unsatisfactory with mandatory repeated study of the discipline	not enrolled with mandatory repeated study of the discipline

13. Methodological support

1. Brusylovska O. I. Syllabus of the course "Regional Studies". Odesa: ONU, 2024. 5 c.

14. Recommended literature

Basic

1. Acharya A. Comparative Regionalism: A Field Whose Time Has Come. *The International Spectator* . 2012. No. 47(1). P. 3-15.
2. Fawcett L. History and Concept of Regionalism: A Call for a Post-Revisionist Synthesis. *Paper for the International Studies Association Conference 2015*. New Orleans: ISA, 2015.
3. Nolte D. Regional governance from a comparative perspective. *Economy, politics and governance challenges*, 2016. P. 1-16.
4. Regionalism / Eds. De Lombaerde P., Soderbaum F. London: SAGE, 2013.
5. Scott JW De-coding New Regionalism: Shifting Socio-political Contexts in Central Europe and Latin America. Routledge, 2016.
6. Solingen E. Comparative Regionalism: Economics and Security. Routledge, 2014.
7. Söderbaum F. Rethinking Regionalism. Series: Rethinking World Politics. Springer, 2016.
8. Söderbaum F. What's Wrong with Regional Integration? The Problem of Eurocentrism. *EUI Working Papers*, 2013. N 64. P. 1-15.
9. The Oxford Handbook of Comparative Regionalism / Eds. Borzel T., Risse T. Oxford: Oxford University Press, 2016.

Additional

1. Agnew J.A. Arguing with Regions. *Regional Studies*. 2013. N 47(1). P. 6-17.

2. Behr T., Jokela J. Regionalism and Global Governance: The Emerging Agenda. *Notre Europe*. July 2011. URL: <http://www.notre-europe.eu/en/>
3. Bloor K. Regionalism and the European Union. *E-International Relations*. May 21, 2022. URL: <https://www.e-ir.info/2022/05/21/regionalism-and-the-european-union/>
4. Čipin E., Ilieva N. Coping with Demographic Decline in Croatia and Bulgaria. Friedrich Ebert Stiftung, 2017. P. 1-18.
5. Emerson G. An Art of the Region: Towards a Politics of Regionalness. *New Political Economy*. 2014. No. 19(4). P. 559-577.
6. Fukuda-Parr S. Global development goal setting as a policy tool for global governance: Intended and unintended consequences. *Working Paper*. 2013. No. 108.
7. Halkier H., Sagan I. Regionalism Contested: Institution, Society and Governance. Routledge: Urban and Regional Planning and Development Series, 2016.
8. Koinova M. Polycentric governance of transit migration: A relational perspective from the Balkans and the Middle East. *Review of International Studies*. 2022. No. 48(3). P. 461-483.
9. Lenz T., Bezuijen J., Hooghe L., Marks G. Patterns of International Organization: Task Specificvs. General Purpose. *Academia*. 2014. URL: https://www.researchgate.net/publication/271216640_Patterns_of_International_Organization_Task_Specific_vs_General_Purpose
10. Noferini A. Mediterranean+25. Going macro-regional. European Institute of the Mediterranean (IEMed), 2021.
11. Production and Application Perspective. *Science and Public Policy*. 2020. N 47(6). P. 865-875.
12. Rihter L. Social Entrepreneurship in Slovenia: An Opportunity for Sustainable Development? *Revija Za Socijalnu Politiku*. 2018. P. 285-302.
13. Tödtling F., Trippel M., Frangenheim A. Policy Options for Green Regional Development: applying a production and application perspective. *Research Paper*. 2014. N 128. URL: <https://research.wu.ac.at/en/publications/policy-options-for-green-regional-development-applying-a-producti-9>

15. Electronic resources

E-International Relations. URL: <https://www.e-ir.info/>
 Regional Science Policy &
 Practice. URL: <https://rsaconnect.onlinelibrary.wiley.com/journal/17577802>
 Regional Studies. URL: <https://www.tandfonline.com/toc/cres20/current>
 Researchgate. URL: <https://www.researchgate.net/>