

## Course descriptions

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## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-210/19	<b>Course title:</b> Comparative European Social Policy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The course is evaluated throughout the semester. Students can earn 100 points in total, 10 for active participation in the class, 30 for their oral presentations, 60 for their final paper. For an A grade, students must earn at least 91 points, for B at least 81 points, for C at least 73 points, for D at least 66 points, and for E at least 60 points. Students who earn less than 60 points will not receive credits for the course. For each topic students will be split into groups and present one chapter or one article as a group.	
<b>Course requirements:</b>	
<b>Learning outcomes:</b> The students should learn to understand the dynamics of different welfare regimes; gain a comparative perspective of welfare policies; be able to critically analyze the welfare literature; begin considering how social policies could be changed	
<b>Class syllabus:</b> 1. Introduction 2. Welfare Regimes 3. Esping Andersen 4. Labor market 5. Family Policy 6. Retrenchment 7. Social Exclusion	
<b>Recommended literature:</b> Students will read one chapter or article from each category <b>Welfare Regimes</b> Arts, Wil and Gelissen, John (2002) "Three worlds of welfare capitalism or more? A state-of-the-art report," Journal of European Social Policy, Vol. 12, No. 2, 137-158 Esping-Andersen, Gøsta (1990) The Three Worlds of Welfare Capitalism (Cambridge: Polity Press). Lewis, Jane (1997) "Gender and Welfare Regimes: Further Thoughts," Social Politics, summer, 1997. <b>Labor Market:</b> Gallie D., Paugam S. (2000) Welfare Regimes and the Experience of Unemployment in Europe (Oxford Univ. Press). de Konning J. (2001) Labour Market Policy and Unemployment. (Cheltenham: Edward Elgar,). <b>Family Policy:</b>	

<p>Pfau-Effinger, Birgit (2004): Historical paths of the male breadwinner family model – explanation for cross-national differences. British Journal of Sociology, 55, 3.</p> <p>Saxonberg, Steven (2014) Gendering Family Policy in Post-Communist Europe (Houndmills: Palgrave)</p> <p>Retrenchment</p> <p>Giuliano, Bonoli, George, Vic &amp; Taylor-Gooby, Peter (2000) European Welfare Futures: Towards a Theory of Retrenchment. Cambridge: Polity Press)</p> <p>Pierson, Paul (red.) (2000), The New Politics of the Welfare State. Oxford: Oxford University Press</p> <p>Social Exclusion</p> <p>Social Exclusion Unit (2001) Preventing Social Exclusion <a href="http://www.bristol.ac.uk/poverty/downloads/keyofficialdocuments/Preventing%20Social%20Exclusion.pdf">http://www.bristol.ac.uk/poverty/downloads/keyofficialdocuments/Preventing%20Social%20Exclusion.pdf</a></p>																	
<p><b>Languages necessary to complete the course:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 38</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>47,37</td><td>26,32</td><td>21,05</td><td>5,26</td><td>0,0</td><td>0,0</td></tr> </table>						A	B	C	D	E	FX	47,37	26,32	21,05	5,26	0,0	0,0
A	B	C	D	E	FX												
47,37	26,32	21,05	5,26	0,0	0,0												
<p><b>Lecturers:</b></p>																	
<p><b>Last change:</b> 28.08.2019</p>																	
<p><b>Approved by:</b></p>																	

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-610/15	<b>Course title:</b> Contemporary IR Theories
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Assignments are 30% of the final grade. Short tests are 30% of the final grade. The exam is 40% of the final grade. Plagiarism and other forms of academic misconduct will be punished by expulsion from the course.	
<b>Learning outcomes:</b> The course introduces the students to major contemporary ways of theorizing international relations and world politics. Each theory is examined in a nexus with a specific empirical phenomenon (regional integration, international law, nuclear arms, etc.) to stimulate the student's analytical facilities.	
<b>Class syllabus:</b> Session 1. Theorizing international law Session 2. War, hegemony, and the rise of China: offensive realism Session 3. Nuclear arms and deterrence: strategic realism and game theory Session 4. Domestic politics and foreign policies: neoclassical realism Session 5. International institutions and regimes: liberalism and rational choice theory Session 6. Theorizing regional integration. Neofunctionalism and intergovernmentalism Session 7. Non-governmental organizations and international humanitarian aid: neo-institutionalist organizational theory Session 8. National interest, identity and recognition: "a narrative theory of action" (social constructivism) Session 9. Critical perspectives on international security. Securitization theory Session 10. Borders, spaces and regions: post-structuralism and critical geopolitics	
<b>Recommended literature:</b> Abbot K. W. et al. (2000) The Concept of Legalization. International Organization: 54 (3), 401-419 Reus-Smit, C. The politics of international law. In: Reus-Smit, C. (ed.) The Politics of International Law. Cambridge University Press, 2004: 14-44	

Gurowitz, A. International law, politics, and migrant rights. In: Reus-Smit, C. (ed.) *The Politics of International Law*. Cambridge University Press, 2004: 131-150

Mearsheimer, J. *The Tragedy of Great Power Politics*. W.W. Norton&Company, 2001: 1-54, 138-167, 267-272, 288-304.

Interview: *Crouching Tiger: John Mearsheimer on Strangling China & the Inevitability of War*. Available at: < <https://www.youtube.com/watch?v=yXSkY4QKDIA>>

Quackenbush S.L. *Understanding General Deterrence. Theory and Application*. Palgrave Macmillan, 2011: 1-20 (Chapter 1)

Thomas Schelling. *The art of commitment*. In: Schelling T.C. *Arms and Influence*. Yale University Press, 2008: 35-92

Coleman D.G. & J.M. Siracusa. *Real-World Nuclear Deterrence: The Making of International Strategy*. Praeger Security International, 2006: 19-43 (Chapter 2), 45-53 (Chapter 3), 55-72 (Chapter 4).

Schweller R.L. *Unanswered Threats. Political Constraints on the Balance of Power*. Princeton University Press, 2008: 1-21, 69-84, 103-130

Keohane, R.O. (1998) *International institutions: can interdependence work?* In: Keohane R.O. (ed.). *Power and Governance in a Partially Globalized World*. Routledge, 2002: 27-38

Keohane, R.O. (1990) *International liberalism reconsidered*. In: Keohane R.O. (ed.). *Power and Governance in a Partially Globalized World*. Routledge, 2002: 39-62

Keohane, R.O. *After Hegemony. Cooperation and Discord in the World Political Economy*. Princeton University Press, 1984: 65-109 (Chapter 5-6)

Wiener, A. & T. Diez. *European Integration Theory*. Oxford University Press, 2009: 1-22, 45-66, 67-86

March J.G. & J.P. Olsen. *Rediscovering Institutions. The Organizational Basis of Politics*. The Free Press, 1989: 159-172 (Chapter 9).

March J.G. & J.P. Olsen. (1998) *The Institutional Dynamics of International Political Orders*. *International Organization*, 52: 4, 943-969

Heyse, L. (2013) *Tragic Choices in Humanitarian Aid: A Framework of Organizational Determinants of NGO Decision Making*. *Voluntas*, 24:68–92

Ossewaarde R. et al. (2008). *Dynamics of NGO legitimacy: how organizing betrays core missions of NGOs*. *Public Administration and Development*, 28: 42-53

Ringmar, E. *Identity, interest and action. A cultural explanation of Sweden's intervention in the Thirty Years War*. Cambridge University Press, 1996: 1-16, 66-83, 145-193

Buzan B., O. Wæver & J. de Wilde. *Security. A New Framework for Analysis*. Lynne Rienner Publishers, 1998: 21-70 (Chapters 2, 3)

Kazharski, A. & C. Tabosa. *New patterns of securitization in Central and Eastern Europe*. In: Turcsányi R. Q. & M. Vorotnyuk (eds.) *Theorizing security in the Eastern European Neighborhood: Issues and Approaches*. Stratpol, 2018: 60-81

Tuathail G. *Critical Geopolitics: The Politics of Writing Global Space*. Routledge, 1996: 16-43

Moisio, S. 2007. *Redrawing the map of Europe: Spatial formation of the EU's Eastern Dimension*. *Geography Compass* 1/1: 82-10

Wolff, L. *Inventing Eastern Europe*. Stanford University Press, 1994: 1-49 (Introduction, Chapter One)

**Languages necessary to complete the course:**

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 266					
A	B	C	D	E	FX
15,79	18,05	22,93	19,17	8,65	15,41
<b>Lecturers:</b> Mgr. Aliaksei Kazharski, PhD.					
<b>Last change:</b> 30.04.2019					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-100/18		<b>Course title:</b> Delivering the EU – Economic and Financial Policy Perspective			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b>					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 18					
A	B	C	D	E	FX
11,11	5,56	16,67	33,33	27,78	5,56
<b>Lecturers:</b>					
<b>Last change:</b>					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-630/15	<b>Course title:</b> Development Cooperation in Political Theory and Practice
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> To get an A one needs at least 91 points, to get a B one needs 81 points, to get a C one needs 73 points, to get a D one needs 66 points and to get an E one needs 60 points. Those who fail to obtain 60 points will not receive the credits for the course. Seminar paper 30% (for evaluation see <a href="http://writing2.richmond.edu/writing/wweb/polisci/grading.html">http://writing2.richmond.edu/writing/wweb/polisci/grading.html</a> ) Presentation 30% (the duration of the presentation has to be between 12-16 minutes, for evaluation see <a href="http://www.ece.mtu.edu/labs/presentation_grade_sheet.htm">http://www.ece.mtu.edu/labs/presentation_grade_sheet.htm</a> ) Test 30% (the questions on the test can be concerned with anything that may be found in the compulsory literature and anything that has been said during the course) Presence (more than three absences mean Fx, signing the attendance list and then leaving means Fx, the use of a mobile phone or a computer during the class unless demanded or allowed by the teacher can mean a deduction of five points from the overall assessment) Summaries 10% (the summary from compulsory literature containing 400-800 is to be upload to moodle 24 hours before the beginning of the class. Depending on the number of students, each student will have either one or two or three summaries graded (each student will have the same number of summaries graded), the summaries will be chosen randomly to the extent to which this choice respects the previous rule. This task ends with the last handed summary after which the grades will be put into AIS. The grading depends on the capability to convey the main idea and the quality of its presentation, for more information about the grading see the syllabus. Plagiarism, which in the case of summaries includes unacknowledged copying from the summarised text means 0 points for a summary). <b>PLAGIARISM IN ANY FORM MEANS FAILING THE COURSE.</b> The student has to accept the date of a presentation assigned to him by the teacher. A student can have his or her presentation moved to another date once only due to illness.	
<b>Learning outcomes:</b> The aim of this course is to introduce the basic elements of development cooperation. These include the origins of development cooperation (briefly) going back to state involvement during European industrialization and then to colonial development before and after the Second World War. The students will the gain knowledge about the main development theories, which make up the traditional canon of development studies. The crucial part of the course will focus on development	



discourse, on the current dominant approaches to development – Millenium Development Goals (until 2015) and Sustainable Development Goals (since 2015) – and on the practice of development cooperation and its problems. The course will problematize racism in development cooperation and will engage with radical critique of development in the form of the post-development approach. One lecture will be dedicated to the Slovak development cooperation and one to the migration and development phenomenon. Finally, the question “What then should we do?” will be posed to conclude the course.

**Class syllabus:**

1. Introductory seminar
2. What is development aid?
3. Development discourse
4. Philosophical origins of development
5. Colonialism and Colonial Development
6. Development theories
7. MDGs and SDGs
8. Development in practice
9. Racism in development
10. Post-development approach
11. Slovak development apparatus
12. Policy coherence for (sustainable) development
13. Concluding the course

**Recommended literature:**

- Sachs, W. (1995b): Introduction in: Sachs, W. (ed., 1995): The Development Dictionary. A Guide to Knowledge as Power, London, Zed Books, pp. 1-5.
- Esteva, G. (1992): Development, in: Sachs, W. (ed., 1992): The Development Dictionary. A Guide to Knowledge as Power, London, Zed Books, pp. 6–25.
- Hodge, J.M., Hödl, G., 2014. Introduction, in: Hodge, J.M., Hödl, G., Kopf, M. (Eds.), Developing Africa. Concepts and Practices in Twentieth Century Colonialism. Manchester University Press, Manchester, pp. 1–34.
- Martinussen, J., 1997. Society, state and market. A guide to competing theories of development. Zed Books, London and New Jersey.
- Rist, G., 2008. The History of Development: From Western Origins to Global Faith. Zed Books, London and New York.
- Escobar, A. (1984): Discourse and power in development: Michel Foucault and the relevance of his work to the Third World, Alternatives, Winter 1984-85, pp. 377-400.
- Ziai, Aram (2014): Progressing towards incoherence: Development discourse since the 1980s. Momentum Quarterly: Zeitschrift für sozialen Fortschritt, Vol. 3, No. 1, s. 3–14.
- Ziai, Aram (2011): The Millennium Development Goals: back to the future? Third World Quarterly, Vol. 32, No. 1, s. 27–43.
- Ferguson, J. (1997): Development and Bureaucratic Power in Lesotho in: Rahnema, M. (ed.): The Post-Development Reader, London, Zed Books, pp. 223-233.
- Frank, L. (1997): The Development Game, in: Rahnema, M. (ed.): The Post-Development Reader, London, Zed Books, pp. 263-273.

**Languages necessary to complete the course:****Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 70					
A	B	C	D	E	FX
10,0	18,57	14,29	15,71	21,43	20,0
<b>Lecturers:</b> Mgr. Tomáš Profant, PhD.					
<b>Last change:</b> 15.04.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-530/13		<b>Course title:</b> Diploma Thesis			
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> 60% completion and submission of the thesis according to the guidelines 40% consultations with the supervisor. Evaluation scale: A: 100-91 B: 90-81 C: 80-73 D: 72-66 E: 65-60 FX: 59- 0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 418					
A	B	C	D	E	FX
63,16	20,33	7,18	2,39	1,91	5,02
<b>Lecturers:</b>					
<b>Last change:</b> 30.04.2019					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-560/15	<b>Course title:</b> EU Enlargement and Democratic Consolidation
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> To complete the course a minimal mark of 60% is necessary. For the mark A, 91% is necessary; for B, 81%; for C, 73%; for D, 66% and for E at least 60%. 59% or below is a fail (FX). 10% attendance, 20% summaries, 20% presentation, 50% essay 2,500 words.	
<b>Learning outcomes:</b> The course examines the analytic and theoretical approaches necessary for understanding the dynamics of the process of EU enlargement, with an emphasis on its influence on democratic consolidation in candidate countries. It focuses on the interaction between domestic political factors and external drivers, and on more complex definitions of terms such as democratic consolidation, conditionality and Europeanisation. After completing the course, students will understand the current developments in EU enlargement, and will be able to explain the successes and weaknesses of past enlargement waves, as well as analysing the challenges facing future enlargements.	
<b>Class syllabus:</b> 1. Introduction: The EU in a divided Europe: original goals and early enlargements. 2. Southern Europe: European integration as a means of anchoring democracy. 3. Theories and democratization and democratic consolidation. 4. Democratisation in Central and Eastern Europe. 5. The European Commission's avis, democratic conditionality and the negotiation process. 6. Referendums on EU accession: advantages and disadvantages of membership in the eyes of politicians and public. 7. Europeanisation and challenges for the EU after the 'Eastern enlargement'. 8. EU policy in the Western Balkans. 9. European Neighbourhood Policy and the 'Arab Spring'. 10. The Eastern Partnership: Limits to enlargement?	
<b>Recommended literature:</b> Grabbe, H. (2006), The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe, Basingstoke: Palgrave. Nugent, N (ed.) (2004), European Union Enlargement, Basingstoke: Palgrave. Vachudova, M.A. (2004) Europe Undivided, Oxford: OUP. Youngs, R. (ed.) (2010), The European Union and Democracy Promotion: A critical global assessment, Baltimore: John Hopkins.	
<b>Languages necessary to complete the course:</b>	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 176					
A	B	C	D	E	FX
51,14	34,66	8,52	1,14	2,27	2,27
<b>Lecturers:</b> doc. Karen Henderson, PhD.					
<b>Last change:</b> 28.04.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-390/11		<b>Course title:</b> EU Policies			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> To complete the course a minimal mark of 60% is necessary. For the mark A, 91% is necessary; for B, 81%; for C, 73%; for D, 66% and for E at least 60%. 59% or below is a fail (FX). 10% participation, 20% memos, 20% presentation, 50% essay 2,000 words.					
<b>Learning outcomes:</b> The course focuses on selected recent academic analyses of the emerging political system of the European Union and analyses key policy areas. Students will deepen their knowledge of the development and current state of individual spheres of EU activity, and after completing the course will be able to analyse the advangages, disadvantages and controversial issues of EU policies.					
<b>Class syllabus:</b> 1. Introduction to EU Policies. 2. EU as a political entity: Europeanisation 3. Common Agricultural Policy and Environment Policy. 4. The Single Market and Economic & Monetary Union. 5. Structural Funds and Regional Policy. 6. Unity and Diversity: Models and Social Policy in the EU. 7. The Area of Freedom, Security and Justice. 8. Brexit. 9. EU Enlargement and the European Neighbourhood Policy . 10. Challenges of EU policy making.					
<b>Recommended literature:</b> Cini M. & N. Pérez-Solórzano Borragán (eds) (2016), European Union Politics, 5th edition. Oxford: Oxford University Press. D. Dinan, N. Nugent & W.E. Paterson (eds) (2017), The European Union in Crisis. London, Palgrave. H. Zimmermann & A. Dür (eds) (2016), Key Controversies in European Integration, 2nd edition. London, Palgrave. Journal of Common Market Studies.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 579					
A	B	C	D	E	FX
31,78	31,09	19,17	7,94	6,74	3,28

<b>Lecturers:</b> doc. Karen Henderson, PhD., Mgr. Anton Gazarek
<b>Last change:</b> 28.04.2021
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-280/10	<b>Course title:</b> European Union in Political and Public Discourse
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> weekly annotations of mandatory readings 30 %; presentation 30 %; final essay 40 % Evaluation scale: A: 100-91 B: 90-81 C: 80-73 D: 72-66 E: 65-60 FX: 59- 0	
<b>Learning outcomes:</b> The course aims to explore the political and public discourse about the European Union, EU-politics and policies, mainly in Slovakia but also in other European countries. The course aims to equip students with advanced level knowledge and understanding of EU as an issue in political competition, in identifying political actors, and factors which affect the public debates. Moreover, patterns of voting behaviour in EP elections across the EU are analysed.	
<b>Class syllabus:</b> European Union in Political and Public Discourse focuses on public perception of the EU, and different aspects of EU understanding as well as patterns of voting behaviour in the European Parliament elections across the EU countries. It will explore also the images of EU and symbols related to the EU. Cultural patterns and images of EU integration and EU enlargement will be analyzed as well as some EU related referenda as case studies. The methodology of the course combines several approaches – quantitative and qualitative analyses, discourse analyses, but also analyses of marketing, campaigning and advertising. In addition to the academic readings media and campaign materials, public opinion polls, and other resources will be used.	
<b>Recommended literature:</b> Haughton, T.– Malova, D.: Emerging Patterns of EU Membership: Drawing Lessons from Slovakia's First Two Years as a Member State', Politics, 27, 2, (2007), pp. 69-75. Henderson, K.: Slovakia: The Escape from Invisibility. Routledge, New York, 2002.	



<p>Szczerbiak, A. – Taggart, P (eds) The party politics of euroscepticism. Oxford, Oxford University Press 2005.</p> <p>Marsh, M., S. Mikhaylov and H. Schmitt, Eds. (2007): European Elections after Eastern Enlargement: Preliminary Results of the European Election Study 2004, Mannheimer Zentrum für Europäische Sozialforschung, Mannheim.</p> <p>(selected chapters + <a href="http://www.europeanelectionstudies.net">http://www.europeanelectionstudies.net</a>)</p>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 298					
A	B	C	D	E	FX
44,3	36,58	12,08	4,03	2,35	0,67
<b>Lecturers:</b> doc. PhDr. Oľga Gyárfášová, PhD.					
<b>Last change:</b> 30.04.2019					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-170/10	<b>Course title:</b> Foreign Policy of Slovakia
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: weekly flashnews - 30%; 2xPolicy paper - 30% during the semester. Final team reserach project - 40%	
<b>Learning outcomes:</b> The course focuses on key factors forming the current foreign policy of Slovakia. The aim of the course is to provide fundamentals for the study of Slovak republic's foreign policy within regional and international structures. The course is based on selected areas of Slovak external relations in regards to contemporary domestic and international development. During the lectures and seminar discussions students will acquire an understanding of key challenges in the conduct of Slovak foreign policy.	
<b>Class syllabus:</b> The course structure covers topics such as the historical background of Slovak foreign policy; orientation on extraordinary activities of Slovak diplomacy in international structures; development aid, position within V4; public diplomacy and its implications; Identity Policy and National State (in cooperation with ÚSA FSEV UK).	
<b>Recommended literature:</b> Dangerfield, M. (2012). Visegrad Group Co#operation and Russia. JCMS: Journal of Common Market Studies, 50(6), 958-974. Dangerfield, M. (2014). V4: A new brand for Europe? Ten years of post-accession regional cooperation in Central Europe. Poznan University of Economics Review. 2014, Vol. 14 Issue 4, p71-90. 20p. Retrieved on 26. 04. 2019, Available at: <a href="http://www.ebr.edu.pl/pub/2014_4_71.pdf">http://www.ebr.edu.pl/pub/2014_4_71.pdf</a> Griessler, C. (2018, 9 15). The V4 Countries' Foreign Policy concerning the Western Bal-kans. Retrieved 4 26, 2019, from <a href="http://www.content.sciendo.com">www.content.sciendo.com</a> : <a href="https://content.sciendo.com/view/journals/pce/14/2/article-p141.xml">https://content.sciendo.com/view/journals/pce/14/2/article-p141.xml</a> Göllner, R. (2017). The Visegrád Group – A Rising Star Post-Brexit? Changing Distribution of Power in the European Council. Open Political Science, 1(1), pp.1-6. Henderson, K. (2002) Slovakia: The Escape from invisibility. Routledge Kucharczyk, J. - Mesežnikov, G. (eds.) (2015) Diverging Voices, Converging Policies: The Visegrad States' Reactions to the Russia-Ukraine Conflict. Warsaw: Heinrich-Boll-Stiftung	

Milo, D., Klingová, K., Hajdu, D. (2018). GLOBSEC Trends 2018. Central Europe: One Region, Different Perspectives Bratislava: GLOBSEC Policy Institute

Nič, M. (2016). The Visegrád Group in the EU: 2016 as a Turning-point?. *European View*, 15(2), 281-290. doi: 10.1007/s12290-016-0422-6 Available at: <https://link.springer.com/content/pdf/10.1007%2Fs12290-016-0422-6.pdf>

Rechtik, M., Mareš, M. (2021). Russia Disinformation Threat: Comparative Case Study of Czech and Slovak Approaches. *Journal of Comparative Politics*, 14 (1). Retrieved from <http://www.jofcp.org/assets/jcp/Articles-1-2021/JCPRechtik-Mares.pdf>

Stražay, T. (2015): Exploring possibilities of deepening the internal cohesion of the V4: Polish and Slovak perspectives. available at: [http://www.sfp.sk/wpcontent/uploads/2015/09/InternalCohesionoftheV4\\_SKandPLperspectives.pdf](http://www.sfp.sk/wpcontent/uploads/2015/09/InternalCohesionoftheV4_SKandPLperspectives.pdf) .

Šimlačík, M. (2018). Multilateralism as a tool in Slovak China policy: The case of 16+1, V4+China, and the EU+China. China-CEE Institute Working Paper no. 18. ISSN: 2560-1628. Retrieved from <https://www.asian.sk/wp-content/uploads/2018/07/Matej-S%CC%8Cimalc%CC%8Ci%CC%81k.pdf>

Valášek, T., Nič, M., Jarábik, B. & Bátora, J. (2010) Bruselenie valašiek. Naša zahraničná politika po novom. Bratislava: Kalligram

Tabosa, C. (2020). Constructing Foreign Policy vis-à-vis the Migration Crisis: the Czech and Slovak Cases. *Czech Journal of International Relations*, 55 (2), pp. 5-23. Doi: <https://doi.org/10.32422/mv.1687>

Mojžita, M. (2003) Belehrad Poznámky 1995 - 2001, Dilema

Raunio, T., & Wagner, W. (2016). Towards parliamentarisation of foreign and security policy? *West European Politics*, 40(1), pp. 1–19. doi:10.1080/01402382.2016.1240411

Pajtinka, E. (2007) Slovenská diplomacia a jej dimenzie v 21. storočí. In *Zahraničná politika a diplomacia Slovenskej republiky v kontexte európskej integrácie (zborník z vedeckej konferencie)*. Bratislava: Ekonomická univerzita v Bratislave.

Vášáryová, M. (2008) *Polnočný sused*. Bratislava: Kalligram

Denca, S. S. (2009). Europeanization of foreign policy: Empirical findings from Hungary, Romania and Slovakia. *Journal of Contemporary European Research*, 5(3), 389-404.

Kazharski, A. (2019). Two kinds of small? The 'EU core' in Slovak and Czech geopolitical imagination. *Journal of Contemporary European Studies*, 27 (4), pp. 424-438

Matlak, M., Schemmelfennig F., Wozniakowski, T.P. (2018) *Europeanization Revisited: Central and Eastern Europe in the European Union*. European University Institute, Robert Schuman Centre for Advanced Studies.

Pridham, G. (2002) The European Union's Democratic Conditionality and Domestic Politics in Slovakia: The Meciar and Dzurinda Governments Compared, *Europe-Asia Studies*, 54:2, 203-227, DOI: 10.1080/09668130120116583

Schemmelfennig, F., Engert, S. & Knobel, H. (2003) Costs, Commitment and Compliance: The Impact of EU Democratic Conditionality on Latvia, Slovakia and Turkey. *Journal of Common Market Studies*, vol. 41, no. 3, pp. 495-518

Dijkstra, H., Mahr, E., Petrov, P., Đokić, K., & Zartsdahl, P. H. (2018). The EU's partners in crisis response and peacebuilding: complementarities and synergies with the UN and OSCE. *Global Affairs*, 4(2-3), pp. 185-196.

Bátora, J. (2013). Compliance and non-compliance as sources of recognition: Slovakia and NATO. *Communist and Post-Communist Studies*. Volume 46. Issue 3. Pages 387-396. Retrieved on 31.03. 2019 at: <https://www.sciencedirect.com/science/article/pii/S0967067X13000330>

Dostal, V. - Meseznikov, G. (2017). Maximum možného? 25 rokov samostatnej českej a slovenskej zahraničnej politiky. Heinrich Boll Stiftung

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- Griessler, Ch. (2018). The V4 Countries' Foreign Policy concerning the Western Balkans. *Politics in Central Europe*, 14 (2). Pp. 141-164. doi: <https://doi.org/10.2478/pce-2018-0013>
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- Gyárfášová, O., Henderson, K. (2018). Slovakia and the turnout conundrum, *East European Politics*, 34:1, 77-96, DOI: 10.1080/21599165.2017.1419189
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- Duleba A. (2018). The Janus-Face of Slovakia's Eastern Policy in 2017 in *Yearbook of Slovakia's Foreign Policy*. Slovak Foreign Policy Association. pp. 71-75. Retrieved from: [http://www.sfpa.sk/wp-content/uploads/2018/04/Rocenka\\_2017\\_web985.pdf](http://www.sfpa.sk/wp-content/uploads/2018/04/Rocenka_2017_web985.pdf)
- Fischer, D. (2020). Between Two Pillars: Slovak Security in the Light of NATO-EU Cooperation. In Varga, G. (2020). *The Nato and EU Relations of Central and Eastern European Nations*. Budapest: Dialóg Campus. retrieved from [https://nkerepo.uni-nke.hu/xmlui/bitstream/handle/123456789/16018/Web\\_PDF\\_The%20NATO%20and%20EU%20Relations%20of%20Central-Eastern%20color.pdf?sequence=1#page=44](https://nkerepo.uni-nke.hu/xmlui/bitstream/handle/123456789/16018/Web_PDF_The%20NATO%20and%20EU%20Relations%20of%20Central-Eastern%20color.pdf?sequence=1#page=44)
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- Hajdu, D., Klingová, K. (2019). Strategická komunikácia v podmienkach Slovenskej republiky. Analýza štruktúr a procesov verejnej správ v oblasti strategickej komunikácie. GLOBSEC. Retrieved from <https://www.globsec.org/publications/strategicka-komunikacia-v-podmienkach-slovenskej-republiky/>
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Umińska-Woroniecka, A. (2017). Cultural Diplomacy in International Relations Theory and Studies on Diplomacy. *Actual Problems of International Relations*, 2(127), 4-19-19. <https://doi.org/10.17721/apmv.2016.127.2.4-19>

Slovensko - krajina s potencialom

Bolečeková, M., & Olejárová, B. (2018). Instruments of migration policy: A case of the Slovak Republic. *Journal of International Studies*, 11(1), pp. 225-239.

Brubaker, R. (1993). Myths and misconceptions in the study of nationalism. In Mall, J. (1993) *The State of the Nations*. Cambridge University Press.

Buzalka, J. (2012) Slovenska ideologia a kriza. Kapitola v Slovenska ideologia a kriza. Eseje z antropologie politiky. Kalligram, 17-36.

Buzalka, J. (2012) Ohrozuje Europa existenciu naroda?. Kapitola v Slovenska ideologia a kriza. Eseje z antropologie politiky. Kalligram, 104-111.

Holmes, D. (2000) *Inner Landscapes*. Chapter in *Integral Europe*. Princeton University Press.

Kazharski, A. (2018). The End of 'Central Europe'? The Rise of the Radical Rights and the Contestation of Identities in Slovakia and the Visegrad Four. *Geopolitics*, 23 (4), pp. 754-780

Kissová, L. (2018). The Production of (Un)deserving and (Un)acceptable: Shifting Representations of Migrants within Political Discourse in Slovakia. *East European Politics & Societies*, 32(4), 743–766. <https://doi.org/10.1177/0888325417745127>

Szalai M. (2017): The identity of smallness and its implications for foreign policy – the case of Hungary and Slovakia, *Journal of Contemporary Central and Eastern Europe*, DOI: 10.1080/25739638.2017.1406182

Beňáková, N., (2010) SlovakAid – an Unemployed Foreign Policy Tool. *International Issues & Slovak Foreign Policy Affairs*, p.3-22

Bodenstein, T., & Faust, J. (2017). Who Cares? European Public Opinion on Foreign Aid and Political Conditionality. *JCMS: Journal of Common Market Studies*, 55(5), 955–973. doi:10.1111/jcms.12556

Profant, T. (2018). The Social Construction of Slovakia as a Donor and its Power Effects. *Europe-Asia Studies*, 70(3), pp. 365-387.

Szent-Iványi, B., & Tétényi, A. (2013). The East-Central European donors: mapping capacity building and remaining challenges. *Journal of International Development*, 25 (6), 819–831. <https://doi.org/10.1002/jid.2922>

**Languages necessary to complete the course:**

The course is conducted in Slovak. Students of English study program will have adjusted teaching method in the form of teaching blocks.

**Notes:**

Extended and more concrete information on the subject is part of the Syllabus presented at the first lesson of the subject. Further on it is distributed through students emails or e-learning tools.

**Past grade distribution**

Total number of evaluated students: 719

A	B	C	D	E	FX
29,9	30,74	19,89	9,32	8,76	1,39

**Lecturers:** Mgr. Andrea Figulová, PhD., Mgr. Kristína Janková, PhD.

**Last change:** 30.04.2021

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-010/10	<b>Course title:</b> Foreign Policy of the EU
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> research proposal - 40%, case study - presentation, discussion and report - 40%, seminar assignments within block A - 10%, activity 10%	
<b>Learning outcomes:</b> The course Foreign policy of the European Union is focused on the interpretation of the position of the individual foreign policy, its historical development, position within the EU institutional system, content, its main objectives and implementation.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Foreign policy in EU agenda – historical development</li> <li>2. Research traditions and EU FP</li> <li>3. The role of institutions in EU FP and decision-making processm</li> <li>4. New Institutionalism and EU FP</li> <li>5. Identity and the Europeanisation of FP. Identity and Interests.</li> <li>6. Enlargement policy and Neighbourhood policy</li> <li>7. Humanitarian Assistance and Development Cooperation</li> <li>8. Human rights and rule of law</li> <li>9. Migration and Asylum Policy</li> <li>10. Security and Defence as integral part of EU FP</li> <li>11. External aspect of EU energy policy</li> <li>12. EU's roles and actorness in global world</li> <li>13. EU and Multilateralism</li> </ol>	
<b>Recommended literature:</b> Bindi, F.: The Foreign Policy of the European Union: assessing Europe's role in the world. Washington, Brookings, 2010 Biscop, S. – Andersson, J.J.: The EU and the European Security Strategy. Routledge, 2008 Boin, A. – Ekengren, M. – Rhinard, M.: The European Union as Crisis Manager (patterns and prospects). Cambridge University Press, 2013 Bretherton, Ch. – Vogler, J. The European Union as a Global Actor. Routledge, 2006 (2nd ed.) Dyduch, J. – Michalewska-Pawlak, M. – Murphy, R.: European Union as a Global Actor. Warsaw, 2014	

Eeckhout, P.: EU External Relations Law. Oxford, 2012

Elgstrom, O. - Smith, M.: The European Union's roles in international politics. Concepts and analysis. Routledge, 2006

Ferreira, N. – Kostakopoulou, D.: The Human Face of the European Union. Cambridge University Press, 2016

Hill, Ch. – Smith, M. – Vanhoonacker, S.: International Relations and the European Union (3rd edition). Oxford University Press, 2017

Hudson, V.: Foreign policy analysis: Actor-Specific Theory and the ground of International Relations. In Foreign Policy Analysis. 2005

Kaddous, Ch.: The European Union in International Organisations and Global Governance. Bloomsbury, Hart Publishing, 2017

Keukeleire, T. – Delreux, T. The Foreign policy of the European Union, Palgrave, 2014

Manners, I.: Normative Power Europe: A contradiction in terms? Journal of Common Market Studies, 2002, vol. 40, no. 2, 235-258.

March, J.G. – Olsen, J.P.: The Institutional Dynamics of International Political Order. International Organizations, 1998, vol. 54, no. 4, pp. 943 – 969.

□Pinos, J.C.: The Conflicting Aims of the European Neighborhood Policy and its Secondary Effects, Journal of Borderlands Studies, 2014, vol. 29, no. 2, pp. 133

Sedelmeier, U.: EU Enlargement, Identity and the Analysis of European Foreign Policy: Identity Formation Through Policy Practice, 2003. On-line working paper. [http://cadmus.eui.eu/bitstream/handle/1814/1855/03\\_13.pdf?sequence=1](http://cadmus.eui.eu/bitstream/handle/1814/1855/03_13.pdf?sequence=1) □

Smith, M.E.: Institutionalization, Policy Adaptation and European Foreign Policy Cooperation. European Journal of International Relations, 2004, vol. 10, no. 1, pp. 95-136

Smith, M. E. (2004). Toward a theory of EU foreign policy-making: multi-level governance, domestic politics, and national adaptation to Europe's common foreign and security policy. Journal of European Public Policy, 11:4.

Thomas, D.C. (ed.): Making EU Foreign Policy. National Preferences, European Norms and Common Policies. Palgrave, 2011

Tocci, N.: The EU and Conflict Resolution. Promoting peace in the backyard. Routledge, 2007

Tonra, B. - Christiansen, T.: Rethinking EU Foreign Policy. Manchester University Press, 2014

Youngs, R.: Democracy and Human Rights. Chapter 5 in The EU's role in world politics. A retreat from liberal internationalism. Routledge. 2010, pp. 58-78.

Wallace, H.- Pollack, M.A. – Young, A.R.: Policy-Making in the European Union, Oxford University Press, 2015

Wong, R. and Hill, C. (2011). "Introduction" in Wong, R. and Hill, C. (eds.): National and European Foreign Policies: Towards Europeanization. London: Routledge.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 745

A	B	C	D	E	FX
17,58	19,46	18,26	13,96	20,4	10,34

**Lecturers:** doc. PhDr. JUDr. Lucia Mokrá, PhD., Mgr. Kristína Janková, PhD.

**Last change:** 04.09.2020

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-340/10	<b>Course title:</b> Global Challenges
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> attendance 30%, discussions 40%; case study presentation 30%	
<b>Learning outcomes:</b> The aim of the course is to build broad awareness and basic understanding of selected global trends affecting directly the base of the Maslow pyramid of human needs and understanding of the challenges that will fundamentally shape lives of the upcoming generation	
<b>Class syllabus:</b> 1. Climate Change and the Future of Civilization , 2. Peak Oil, Peak Everything 3. When the Rivers Run Dry , 4. Food Security - Past, Present and Future , 5. Population Growth – Past, Present and Future 6. Diseases, the Great Regulator: Epidemics and humankind 7. Financial and Economic Crisis 8. Social polarization and survival of democracies 9. Big Synthesis: Perfect Storm. Now What?	
<b>Recommended literature:</b> Mark Lynnas, Six Degrees, James Hansen, The Storms of my Grandchildren Robert Hirsch: The Impeding Energy Mess Fred Pearce: When the Rivers Run Dry, Lester Brown: Plan B Jarred Diamond: Guns, Germs and Steel, Brian Fagan: The Long Summer R. Bartlett – Arithmetics, Population and Energy John Barry: The Great Influenza Jan Keller , Three Social Worlds Jarred Diamond, Collapse , John M. Greer – The Long Descent, James Lovelock : The Revenge of Gaia, Dmitry Orlov - Reinventing Collapse	
<b>Languages necessary to complete the course:</b>	
<b>Notes:</b>	



<b>Past grade distribution</b>					
Total number of evaluated students: 329					
A	B	C	D	E	FX
65,96	24,01	6,69	1,22	0,61	1,52
<b>Lecturers:</b> Mgr. Zuzana Fialová, PhD.					
<b>Last change:</b> 20.06.2016					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-060/16	<b>Course title:</b> Human Rights Protection in the EU
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> preliminary assessment: 70% (attendance, written assignment on seminar's topic, semester paper); final assessment: 30% (final written assignment)	
<b>Learning outcomes:</b> The objective of the course is in complex to inform students on dynamic development of human rights protection system in the EU. The main focus is given to the concept of human rights, division in positive-legal and natural-legal theory. The course is dealing mainly with the regulation in Charter of fundamental rights in the EU and institutional regulation and competences of agencies, bodies established for the aim to protect human rights in the EU.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Term and classification of fundamental rights and freedoms</li> <li>2. Universal and European regional system of human rights protection</li> <li>3. EU citizenship and specific mechanism of human rights protection</li> <li>4. European Court for Human Rights and the EU accession to the European Convention of Human Rights</li> <li>5. European Union - fundamental rights protection in interaction between the Court of the EU and the European Court of Human Rights</li> <li>6. Jurisdiction and judiciary of European Court of Justice</li> <li>7. Legal regulation in primary law of EU</li> <li>8. Legal regulation in secondary law of EU</li> <li>9. Charter of fundamental rights of the EU – Political and legal status</li> <li>10. Charter of fundamental rights of the EU – Content and application</li> <li>11. Non-judicial institutional protection of fundamental rights in the EU</li> </ol>	
<b>Recommended literature:</b> Patricia Popelier (ed.), Catherine Van de Heyning (ed.), Piet Van Nuffel (ed.): Human rights protection in the European legal order: The interaction between the European and the national courts. Intersentia, June 2011 Craigh, P. - Burca, G. de: EC Law: Text, Cases and Materials. Oxford: Clarendon Press, 1994 Fridrich, B. – Miháliková, S. – Mokrá, L. – Siman, M.: Ochrana ľudských práv v EÚ. Bratislava: FSEV UK, 2008.	

Siman, M. – Slašťan, M.: Primárne právo EÚ. Bratislava, 2010 Šišková, N.: Dimenze ochrany lidských práv EU. ASPI, 2003					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 65					
A	B	C	D	E	FX
27,69	38,46	23,08	0,0	6,15	4,62
<b>Lecturers:</b> doc. PhDr. JUDr. Lucia Mokrá, PhD., JUDr. Alexandra Strážnická, PhD., LL.M., Mgr. Henrieta Kunová					
<b>Last change:</b> 30.04.2019					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-840/16	<b>Course title:</b> International Human Rights Protection
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preliminary Assessment: I. block of presentations - elaboration of a written paper (essey) focused on the analysis either a) periodical State report within the UN monitoring system or b) analysis of a concrete decision of one of the UN Commiittees (case-study) - 20 points II. block of presentations - elaboration of a written paper (essey) focused on the analysis of a concrete judgment of the European Court of Human Rights - 20 points Active participation on the seminars including students' verbal presentations, discussions, case-study - 30 points Final Assessment: - written test (focused on theoretical knowledge) - 30 points Credits awarded: A 100 – 91 B 90 – 81 C 80 – 73 D 72 – 66 E 65 – 60 FX – 59	
<b>Learning outcomes:</b> The main focus of the course is placed on the introduction of international and regional human rights protection systems, including the consideration of human rights concepts from philosophical, historical, political and legal point of view. The students of the course will obtain an ability to reflect international human rights protection regulation, the concept of state responsibility and the role international organizations in this field, to analyse conceptual and strategic documents, to prepare operative documents on national level, to reflect the international jurisdiction and to formulate recommendations in the form of policy on national level in human rights issues.	
<b>Class syllabus:</b> 1. Human Rights Concept in International Law (Universal and European Protection Systems) – general introduction 2. International Protection of Migrants, Asylum Seekers and Stateless Persons	

3. International Women's Rights Protection
4. International Protection of Children's Rights
5. International Protection of Disabled Persons
6. Council of Europe – European Court of Human Rights – European Convention on Human Rights and Fundamental Freedoms – general overview of the jurisdiction and the structure of the Court, proceedings before the Court, admissibility criteria, execution of judgments
7. The Right to Life (Art.2) – Prohibition of Torture (Art. 3) – general overview of respective rights and their interpretation in the case-law of the Court
8. The Right to Liberty and Security of Persons (Art.5) - general overview of the respective right and its interpretation in the case-law of the Court
9. The Right to Respect for private and Family Life (Art.8) and Prohibition of Discrimination (Art. 14) - general overview of respective rights and their interpretation in the case-law of the Court
10. The Freedom of Expression (Art. 10) – The Freedom of Thought, Conscience and Religion (Art.9) - general overview of the respective rights and their interpretation in the case-law of the Court
11. The Right to a Fair Trial (Art.6) - general overview of the respective right and its interpretation in the case-law of the Court

**Recommended literature:**

Donnelly, J.: Universal System of Human Rights in Theory and Practice.  
 Hunt, Lynn: Inventing Human Rights: A History.  
 Forsythe, D.P.: Human Rights in International Relations.  
 Lauren, P.G.: The Evolution of International Human Rights: Visions Seen.  
 Hayden, P.: Philosophy of Human Rights: Readings in Context (Paragon Issues in Philosophy).  
 Donnelly, J.: International Human Rights (Dilemmas in World Politics).  
 Strážnická, V. a kolektív: Medzinárodná a európska ochrana ľudských práv, EUROKODEX 2013.  
 Fridrich, B., Júdová, E., Strážnická, A.: Analýza plnenia záväzkov v oblasti ochrany práv dieťaťa Slovenskou republikou, Sládkovičovo, 2013.  
 publications of the Research Centre for Human Rights:  
<https://fses.uniba.sk/en/departments/departments-of-the-deans-office/research-center-for-human-rights/publications/>

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 84

A	B	C	D	E	FX
34,52	39,29	15,48	2,38	5,95	2,38

**Lecturers:** JUDr. Alexandra Strážnická, PhD., LL.M., doc. PhDr. JUDr. Lucia Mokrá, PhD.

**Last change:** 30.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-110/10	<b>Course title:</b> International Law
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% seminar's assignment 20% presentation 30% activity in groups	
<b>Learning outcomes:</b> The purpose of the course International Law is to provide students information and overview in the area of International law regulations. The aim of the course is to inform about the problematics, norms and implementation of international law in concrete areas, mainly in the context as formal framework of international relations regulated by international law norms (consular law, diplomatic law, human rights protection, cyber law, environmental law, law of state territory etc.).	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. The nature of public international law</li> <li>2. The sources of public international law</li> <li>3. The law of treaties</li> <li>4. Legal personality and the creation of the state</li> <li>5. Citizenship</li> <li>6. State Territory</li> <li>7. Law of Sea</li> <li>8. State institutions for international affairs</li> <li>9. State responsibility and jurisdiction</li> <li>10. State and diplomatic immunity</li> <li>11. Arbitration and judicial settlement of disputes</li> <li>12. Use of force by states: unilateral/multilateral</li> <li>13. International human rights law and institutions</li> <li>14. International humanitarian law</li> <li>15. International criminal law</li> </ol>	
<b>Recommended literature:</b> Dixon, M.: Textbook on International Law (6th edition). Oxford University Press, 2007 Donnelly, J.: Universal Human Rights (3rd edition). Cornell University, 2013 Evans, M.D.: International Law. Oxford: Oxford University Press, 2nd edition 2006.	

d'Aspremont, J.: Participants in the International legal system. Multiple perspectives on non-state actors in international law. Routledge, 2011  
 Gray, Ch.: International Law and the Use of Force (3rd edition). Oxford University Press, 2008  
 Karns, M.P. – Mingst, K.A.: International Organizations: The politics and processes of global governance. London: Lynne Rienner Publishers, 2nd edition, 2010  
 Lowe, V.: International Law. Clarendon, 2007  
 Nixon, M.: Textbook on international law. Oxford: Oxford University Press, 2007  
 Scott, S.V.: International Law in World Politics. London: Lynne Rienner Publishers, 2nd edition, 2010

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 748

A	B	C	D	E	FX
19,12	46,79	22,46	6,68	4,41	0,53

**Lecturers:** doc. PhDr. JUDr. Lucia Mokrá, PhD., Mgr. Bibiana Bajzová

**Last change:** 30.04.2019

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-590/15	<b>Course title:</b> International Political Economy
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> To get an A one needs at least 91 points, to get a B one needs 81 points, to get a C one needs 73 points, to get a D one needs 66 points and to get an E one needs 60 points. Those who fail to obtain 60 points will not receive the credits for the course. Seminar paper 30% (for evaluation see <a href="http://writing2.richmond.edu/writing/wweb/polisci/grading.html">http://writing2.richmond.edu/writing/wweb/polisci/grading.html</a> ) Presentation 30% (the duration of the presentation has to be between 12-16 minutes, for evaluation see <a href="http://www.ece.mtu.edu/labs/presentation_grade_sheet.htm">http://www.ece.mtu.edu/labs/presentation_grade_sheet.htm</a> ) Test 30% (the questions on the test can be concerned with anything that may be found in the compulsory literature and anything that has been said during the course) Presence (more than three absences mean Fx, signing the attendance list and then leaving means Fx, the use of a mobile phone or a computer during the class unless demanded or allowed by the teacher can mean a deduction of five points from the overall assessment) Summaries 10% (the summary from compulsory literature containing 400-800 is to be upload to moodle 24 hours before the beginning of the class. Depending on the number of students, each student will have either one or two or three summaries graded (each student will have the same number of summaries graded), the summaries will be chosen randomly to the extent to which this choice respects the previous rule. This task ends with the last handed summary after which the grades will be put into AIS. The grading depends on the capability to convey the main idea and the quality of its presentation, for more information about the grading see the syllabus. Plagiarism, which in the case of summaries includes unacknowledged copying from the summarised text means 0 points for a summary). <b>PLAGIARISM IN ANY FORM MEANS FAILING THE COURSE.</b> The student has to accept the date of a presentation assigned to him by the teacher. A student can have his or her presentation moved to another date once only due to illness.	
<b>Learning outcomes:</b> The aim of this course is to offer an eclectic critical approach to International Political Economy together with selected topics of current interest. We will begin with a discussion about how the IPE is constituted as a discipline and then will discuss what capitalism is by focusing on its beginnings. The question what money is and how it is connected to debt will be answered in the fourth class. Afterwards a basic introduction into the economic and development theories and then economic	



models will follow together with a critique of these models. Different approaches to economy will include environmental economics, feminist economics and cultural political economy that will include anthropology of economy and postcolonial approach to economy. A more practically oriented classes will deal with the recent discussion about varieties of capitalism in Central and Eastern Europe, with the discussion about the most recent economic crisis. Overall the students should get an overview of the traditional IPE as well as its criticism from various standpoints.

### **Class syllabus:**

1. Introductory seminar
2. What is IPE?
3. Money and Debt
4. Economic models
5. Neoliberalism and structuralism
6. Post/Washington Consensus and beyond
7. Governmentality and depoliticization in international politics
8. Ecological economics
9. The financial crisis
10. FranceAfrique
11. Gender and the global economy
12. Varieties of capitalism in Central and Eastern Europe
13. Concluding the course

### **Recommended literature:**

Ashworth, Lucian M. 2011. "Missing Voices: Critical IPE, Disciplinary History and H.N. Brailsford's Analysis of the Capitalist International Anarchy". V Critical International Political Economy: Dialogue, Debate and Dissensus, zostavil Stuart Shields, Ian Bruff, a Huw Macartney, 9–26. Basingstoke and New York: Palgrave Macmillan.

Hobson, J.M., 2013a. Part 1 – Revealing the Eurocentric foundations of IPE: A critical historiography of the discipline from the classical to the modern era. *Rev. Int. Polit. Econ.* 20, 1024–1054.

Mellor, Mary. 2010. *The Future of Money: From Financial Crisis to Public Resource*. London and New York: Pluto Press, Chap. 1, pp. 8-30.

Wood, Ellen Meiksins. 2002. *The Origin of Capitalism: A Longer View*. Verso, pp. 2-8, 11-21, 73-134 (available in Czech)

Daly, H.E., Farley, J., 2011. *Ecological Economics: Principles and Applications*. Island Press, Washington D.C., Chap. 4, 5, 6, pp. 61-110.

Hindmoor, A., McConnell, A., 2013. Why Didn't They See it Coming? Warning Signs, Acceptable Risks and the Global Financial Crisis. *Polit. Stud.* 61, 543–560.

Jessop, Bob, a Ngai-Ling Sum. 2013. *Towards a Cultural Political Economy: Putting Culture in Its Place in Political Economy*. Cheltenham and Northampton: Edward Elgar Publishing, Chap. 9, pp. 324-351.

Peterson, V. Spike. 2003. *A Critical Rewriting of Global Political Economy. Integrating Reproductive, Productive and Virtual Economies*. London and New York: Routledge, Chap. 4, pp. 78-112.

Nölke, A., Vliegenthart, A., 2009. Enlarging the Varieties of Capitalism: The Emergence of Dependent Market Economies in East Central Europe. *World Polit.* 61, 670–702.

Mehmet, O., 1995. *Westernizing the Third World. The Eurocentricity of Economic Development Theories*. Routledge, London and New York, Chap. 1, pp. 1-29

### **Languages necessary to complete the course:**

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 44					
A	B	C	D	E	FX
25,0	18,18	27,27	4,55	13,64	11,36
<b>Lecturers:</b> Mgr. Tomáš Profant, PhD.					
<b>Last change:</b> 15.04.2021					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-SS3/11	<b>Course title:</b> International Politics
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b>	
<b>Approved by:</b>	

## STATE EXAM DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-SS1/10	<b>Course title:</b> Master Thesis Defence
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b>	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-120/10		<b>Course title:</b> Master Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 4 <b>per level/semester:</b> 56 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> class participation and activity, 10%; project assignments 40%; final presentation, 50%					
<b>Learning outcomes:</b> The course introduces students to fundamental principles required for developing and writing their master theses. Based on a literature review, students are expected to develop a master thesis project containing a clearly formulated title, research problem, research question, and research methods.					
<b>Class syllabus:</b> 1. Introduction to the Course; 2. Choosing topic, formulating title; 3.-5. Conducting literature review; 6.-8. Formulating research problem and research question; 9.-10. Applying research methods; 11. Basic principles of academic writing; 12.-14. Master thesis project.					
<b>Recommended literature:</b> Annesley, T. M. (2010h). The title says it all. <i>Clinical Chemistry</i> , 56 (3), 357–360. <a href="https://doi.org/10.1373/clinchem.2009.141523">https://doi.org/10.1373/clinchem.2009.141523</a> Annesley, T. M. (2011). Giving credit: Citations and references. <i>Clinical Chemistry</i> , 57 (1), 14–17. <a href="https://doi.org/10.1373/clinchem.2010.158048">https://doi.org/10.1373/clinchem.2010.158048</a> Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). <i>The craft of research</i> (3rd edition). Chicago, IL: University of Chicago Press. Burton, S., & Steane, P. (Eds.). (2004). <i>Surviving your thesis</i> . London; New York, NY: Routledge.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 716					
A	B	C	D	E	FX
59,64	24,16	10,2	3,21	2,23	0,56
<b>Lecturers:</b> doc. PhDr. Andrej Findor, PhD.					
<b>Last change:</b> 27.04.2019					

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-580/15	<b>Course title:</b> Modern Political Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> preliminary assessment: attendance (10%), written reflection of mandatory readings (20%) and position paper (20), tests (50%) plagiarism results in automatic grade of Fx details in the syllabus Scale of assessment (preliminary/final): The course is graded entirely through preliminary assessment of student's work throughout the term, there is no final exam. A 100-91% B 90-81% C 80-73% D 72-66% E 65-60% Fx <60%	
<b>Learning outcomes:</b> Aims: - To familiarize students with key concepts and arguments of contemporary analytical political philosophy. - To develop the ability to engage the arguments in political philosophy through discussions and writing. - To learn to appreciate the wider social implications of the arguments in political philosophy and to develop the capacity to recognize and apply these arguments in wider social contexts. Learning outcomes: - Identify the main arguments, positions and approaches in modern analytical political philosophy. - Recognize and summarize philosophical arguments clearly and succinctly. - Evaluate, balance and contrast normative arguments. Learn to further develop and construct own arguments in political philosophy.	
<b>Class syllabus:</b> Week 1 Introduction and course overview: What is political philosophy? The is vs ought in politics. The nature and methods of normative theorizing. Introduction of some concepts to be discussed later: liberty, justice, equality etc.; Week 2 Rawls and 'Justice as Fairness': Introducing Rawls' A Theory of Justice, its importance and position in the current world of philosophy, the nature of the argument presented, methodological outline of his main arguments.; Week 3 Rawlsian Distributive Principles and their implications: Two principles of Justice. The Difference principle –	

its implications and feasibility.; Week 4 Robert Nozick and Libertarian Justice: Libertarian critique of Rawls. Liberty, self-ownership and the entitlement theory of justice.; Week 5 Ronald Dworkin and Equality of Resources: “Equality of What?” The role of resources and responsibility in theories of justice. Luck-egalitarian theories; Week 6 G.A. Cohen on Equality, Incentives and Personal Morality: Egalitarian critique of Rawlsian Liberal Equality. Criticism of the difference principle and inequality incentives. “If you are egalitarian, how come you are so rich?” What is the egalitarian ethos?; Week 7 Equality, priority, capabilities or something else?: What is the point of equality? Is equality a desirable normative goal? Parfit and the Leveling down objection. Should we foster capabilities (Sen & Nussbaum), prioritize the needy, provide everyone with what is sufficient enough? Basic minimum income (Ackerman & van Parijs).; Week 8 Gender and Justice: Do liberal theories neglect the importance of gender in the society? Rethinking family and justice. Male-bias and the liberal response to feminist critiques. (Okin, Nussbaum, Rawls); Week 9 Liberal Neutrality vs. Perfectionism: The liberal requirement that state be neutral between differing conceptions of the good. The idea of Public Reason. Should the state be neutral? Can it? (Rawls); Week 10 Multiculturalism: Justice in Culture and Religion: Should some cultural and religious practices be treated differently from others? Diversity of cultures and religions in a liberal society and what makes them special. Issues of multiculturalism and the legitimacy of cultural accommodation. (Song, Barry, Kymlicka); Week 11 Global Justice: Partiality and cosmopolitanism. The issues of global justice. The proper scope of justice and the division of responsibility between states and the international system. Migration and borders. (Carens, Miller); Week 12 Revision and General Overview.

### **Recommended literature:**

Anderson, Elizabeth. 1999. What Is the Point of Equality? *Ethics* 109: 287-337.  
 Barry, Brian, 2001, *Culture and Equality*, Cambridge and London: Harvard University Press.  
 Brighouse, Harry. 2004. *Justice*. Cambridge: Polity Press.  
 Brooks, Thom and Martha Craven Nussbaum, eds. 2015. *Rawls's Political Liberalism*. NY: Columbia University Press.  
 Carens, Joseph. 2013. *The Ethics of Immigration*. Oxford: Oxford University Press.  
 Cohen, G. A., 1989. On the Currency of Egalitarian Justice. *Ethics* 99: 906-944.  
 Cohen, G. A., 1995. *Self-Ownership, Freedom, and Equality*. Cambridge: Cambridge University Press.  
 Cohen, G.A. 2008. *Rescuing Justice and Equality*. Harvard University Press.  
 Dworkin, Ronald. 2000. *Sovereign Virtue: Equality in Theory and Practice*. Cambridge: Harvard University Press.  
 Frankfurt, Harry. 1987. Equality as a Moral Ideal. *Ethics* 98: 21-42.  
 Freeman, Samuel. 2007. *Rawls*. London: Routledge  
 Hampton, Jean. 1997. *Political Philosophy*. Boulder, Colorado: Westview Press.  
 Kaufman, Alexander. 2018. *Rawls's Egalitarianism*. Cambridge: Cambridge University Press.  
 Kymlicka, Will. 2002. *Contemporary Political Philosophy: An Introduction*, 2nd Ed.. Oxford: Oxford University Press.  
 Kymlicka, Will. 1995. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Clarendon Press.  
 Lippert-Rasmussen, Kasper. 2015. *Luck Egalitarianism*. London: Bloomsbury Publishing.  
 Miller, David. 2016. *Strangers in Our Midst: The Political Philosophy of Immigration*. Cambridge, MA: Harvard University Press.  
 Nagel, Thomas. 1991. *Equality and Partiality*. Oxford: Oxford University Press.  
 Nozick, Robert. 1974. *Anarchy, State, and Utopia*. New York: Basic Books.  
 Nussbaum, Martha. 1999. *Sex and Social Justice*. Oxford: Oxford University Press.  
 Okin, Susan Moller. 1991. *Justice, Gender and the Family*. New York: Basic Books



Parfit, Derek. 1997. Equality and Priority. Ratio 10: 202-221.

Pogge, Thomas (ed). 2001. Global Justice. London: Blackwell Publishers.

Quong, Jonathan. 2011. Liberalism without Perfection. Oxford: Oxford University Press.

Rawls, John. 1971. A Theory of Justice. Cambridge: Harvard University Press, rev. ed. 1999.

Rawls, John. 1993. Political Liberalism. New York: Columbia University Press.

Rawls, John. 1999. The Law of Peoples. Cambridge: Harvard University Press.

Rawls, John. 2001. Justice as Fairness: A Restatement, ed. by Erin Kelly, Cambridge: Harvard University Press.

Scanlon, T. M. 2018. Why Does Inequality Matter? Oxford: Oxford University Press.

Song, Sarah. 2007. Justice, Gender, and the Politics of Multiculturalism. Cambridge: Cambridge University Press.

Swift, Adam. 2006. Political Philosophy: A Beginner's Guide for Students and Politicians Cambridge: Polity Press.

Tan, Kok-Chor. 2017. What Is This Thing Called Global Justice? Routledge: London.

van Parijs, Philippe, and Yannick Vanderborght. 2017. Basic Income: A Radical Proposal for a Free Society and a Sane Economy. Harvard University Press.

Wolff, Jonathan. 2016. An Introduction to Political Philosophy, 3rd Ed.. Oxford: Oxford University Press.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 177

A	B	C	D	E	FX
28,81	23,73	14,69	8,47	10,73	13,56

**Lecturers:** Mgr. M. A. Pavol Hardoš, PhD.

**Last change:** 29.04.2021

**Approved by:**

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-640/15		<b>Course title:</b> Policies of Gender Equality			
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 186					
A	B	C	D	E	FX
27,96	38,17	19,89	11,29	1,61	1,08
<b>Lecturers:</b> Mgr. Zuzana Očenášová, PhD.					
<b>Last change:</b> 05.05.2016					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-540/18	<b>Course title:</b> Qualitative Research Methods
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 1. Test from the CDA (15 pts), 2. Presentations (10 pts) 3. Seminar research paper (75 points, subdivided into the following partial parts over the semester and collective in nature, unless indicated otherwise). Assignment A (10 pts) Assignment B (10 pts) Assignment C (10 pts, individual assignement) Assignment D (10 pts) Final Assignment E (35 pts): Final Paper + Presentation of your paper <b>Requirements</b> Every assignment has to be fulfilled on time and brought to the class for discussion Tests have to be passed by a minimum of 50% of expected points. For any assignment that is handed in late, one point will be substructed for each day of late submission. The possibility of a retake applies only to the final assignment (Assignment E) and to test and not to other partial assignments. Attendance will be monitored. Cheating on an exam or seminar paper will result in automatic loss of all points in that assignment and possibly an FX for the whole course. Cheating includes plagiarism of any kind. <b>Grades</b> A: 100-91 B: 90-81 C: 80-73 D: 72-66 E: 65-60 FX: 59-0	
<b>Learning outcomes:</b> The aim of the course is to clarify the basics of scientific research methods and its meaning in political science, including public policy and administration. Furthermore, the aim is to explain to the students the similarities and differences between scientific investigation and other forms of	

gaining insight in the social life. Overall, the course is designed to familiarize graduate students with various research strategies and styles of social science research (qualitative in particular) and to prepare them to employ those methods in writing their seminar papers and final theses. The aim is to give to the students an insight into research from inside, introduce them to the logic of research process, explain to them particular methods of data collection and analysis emphasizing the method of grounded theory and case study. Students will engage in practical research exercises in a combination of individual and team assignments as a preparation to the seminars. Particular methods taught during this course include interviewing, coding, Qualitative Content Analysis (QCA), Critical Discourse Analysis (CDA) and Legal Analysis (LA).

**Class syllabus:**

Introduction  
Philosophy of science  
Research design  
From theory to empirical research  
Textuálna analýza - kódovanie  
CDA1  
Textual analysis - coding  
CDA 2  
Evaluation  
Legal analysis  
Conclusion 1  
Conclusion 2

**Recommended literature:**

Compulsory reading literature  
BURNHAM, P., GILLAND, K., GRANT, W. And Z.LAYTON-HENRY. 2004. Research Methods in Politics. London: Palgrave MacMillan.  
FISHER, Frank. 2003. Reframing Public Policy: Discursive Politics and Deliberative Practices. New York: Oxford University Press. [ďalej Fisher, Reframing Public Policy]  
KVALE, Steiner. 1996. Interviews: An Introduction to Qualitative Research Interviewing. London: Sage Publications.  
MACHIN, David – Mayr, Andrea (2012): How to Do Critical Discourse Analysis. A Multimodal Introduction. London, Thousands Oaks, New Delhi, Singapore: SAGE, pp. 30-49, 57-69, 77-96, 104-131  
RAGIN, Charles, C. 1994. Constructing Social Research. London : Pine Forge Press.  
YIN, Robert. 2003. Case Study Research: Design and Methods. 3rd ed. London: Sage Publications. [ďalej Yin, Case Study].  
Recommended literature  
CRESSWELL, John. W. 1998. Qualitative Inquiry and Research Design: Choosing among Five Traditions. London: Sage Publications. [ďalej Cresswell, Qualitative Inquiry].  
DENZIN, Norman. 2005. The SAGE Handbook of Qualitative Research. 3rd ed. London: Sage Publications.  
DISMAN, Miroslav. 1993. Jak se vyrábí sociologická znalost. Praha: Univerzita Karlova Karolinum.  
HENDL, Jan. 2005. Kvalitativní výzkum: Základní metody a aplikace. Praha: Portál. [ďalej Hendl, Kvalitativní výzkum].  
LEIX, Alicija. 2003. „K problematice transkriptu ve společenských vědách,“ Biograf č.31, s. 69-84.

<p>MILES, Matthew – HUBERMAN, A. Michael. 1994. Qualitative Data Analysis. 2nd ed. London: Sage Publications.</p> <p>PATTON, Michael Q. 2001. Qualitative Research &amp; Evaluation Methods. 3rd ed. Oaklands: Sage Publications.</p> <p>SILVERMAN, David. 1994. Interpreting Qualitative Data. Methods for Analysing Talk, Text and Conversation. London: Sage Publications.</p> <p>STAKE, Robert E. 1995. The Art of Case Study Research. New York: Sage Publications.</p>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 99</p>					
A	B	C	D	E	FX
18,18	28,28	17,17	12,12	11,11	13,13
<p><b>Lecturers:</b> Mgr. Tomáš Profant, PhD., doc. Mgr. Katarína Staroňová, PhD., doc. PhDr. JUDr. Lucia Mokrá, PhD.</p>					
<b>Last change:</b> 29.04.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-790/18	<b>Course title:</b> Quantitative Research Methods
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> weekly tests, 30%; final test, 37%; lab exercises, 33%	
<b>Learning outcomes:</b> The course is an introduction to data analysis and quantitative research methods. Students will learn how to conduct surveys and experiments and how to analyse various types of data and interpret the results by using jamovi statistical software. The course is practically oriented – lab exercises will provide students with opportunities to acquire the necessary analytical rigour and insight required for conducting graduate-level quantitative research projects.	
<b>Class syllabus:</b> 1. Introduction + R setup, jamovi setup and getting started; 2. Scientific approach to social phenomena + data; 3. Research design + descriptive statistics; 4. Measurement + graphs; 5. Surveys and questionnaires + correlations; 6. Reading week; 7. Causality + hypothesis testing; 8. Experimental design + group comparisons; 9. Prediction + linear regression; 10. Evaluation research + multiple regression; 11.-13. Group project; 14. Wrap-up and concluding discussion.	
<b>Recommended literature:</b> Babbie, E. R. (2011). The basics of social research (5th edition). Australia; Belmont, CA: Wadsworth / Cengage Learning. Bryman, A. (2012). Social research methods (4th edition). Oxford; New York, NY: Oxford University Press. Coolican, H. (2014). Research methods and statistics in psychology (6th edition). London; New York, NY: Psychology Press. Crump, M. J. C., & Navarro, D. J. (2018). Answering questions with data: Introductory statistics for psychology students. Retrieved from <a href="https://crumplab.github.io/statistics/">https://crumplab.github.io/statistics/</a> Crump, M. J. C., Price, P. C., Jhangiani, R., Chiang, I.-C. A., & Leighton, D. C. (2017). Research methods for psychology. Retrieved from <a href="https://crumplab.github.io/ResearchMethods/">https://crumplab.github.io/ResearchMethods/</a> Kellstedt, P. M., & Whitten, G. D. (2013). The fundamentals of political science research (2nd edition). Cambridge: Cambridge University Press. Navarro, D. J., & Foxcroft, D. R. (2018). Learning statistics with jamovi: A tutorial for psychology students and other beginners (Version 0.65). Retrieved from <a href="https://sites.google.com/brookes.ac.uk/learning-stats-with-jamovi">https://sites.google.com/brookes.ac.uk/learning-stats-with-jamovi</a>	

<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 146					
A	B	C	D	E	FX
4,79	30,82	30,82	9,59	5,48	18,49
<b>Lecturers:</b> doc. PhDr. Oľga Gyárfášová, PhD., doc. PhDr. Andrej Findor, PhD., Mgr. Matej Hruška, PhD., Mgr. Matúš Sloboda, PhD.					
<b>Last change:</b> 25.04.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-810/16	<b>Course title:</b> Regionalism and Global Order
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 28 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Assignments/quizzes during the semester - 40% Discussant assignment - 30% Final exam – 30%	
<b>Learning outcomes:</b> The students should: <ul style="list-style-type: none"> <li>- master the key concepts (world order, region, regionalism) and their most common theoretical interpretations</li> <li>- familiarize themselves with a variety of contemporary approaches and perspectives on regions, including their economic, political, cultural, security and other aspects</li> <li>- have a general notion of the history and contemporary processes of regional integration in various regions of the world, and be able to make sense of the key agendas of regional integration</li> <li>- become acquainted with the methods of comparative regionalism, problems of regional institutions and regional institutionalization</li> <li>- have a general notion of the present state of relations between the European Union and other regional and the EU's influence on regional processes around the globe</li> <li>- be able to assess the potential role of regions as building blocks of global order in the wake of the global economic crisis</li> </ul> regiónov ako základných stavebných kameňov svetového usporiadania po globálnej kríze.	
<b>Class syllabus:</b> Theoretical notions of world order, historical types of world order World order, hegemony and world regions Conceptualizing regions, contemporary approaches to researching regional integration Western theories of regional integration and their relevance for studying regionalism globally Diverse trajectories of regional integration (comparative regionalism) Regional institutions and regional institutionalization “New regionalism”, “open regionalism” and the political economy of global regions Regionalism as a political ideology and project. Regional identity and region building The role of regions in the post-crisis architecture Mutual dependence and “structuration” of regional and domestic politics	



**Recommended literature:**

- Acharya, A. and Johnston, A.I. (eds.) (2007), *Crafting Cooperation: Regional International Institutions in Comparative Perspective*, Cambridge University Press
- Bátora J., Hardacre A. 2012: *Regional Institutional Diplomacies in Kerr, P. 2012: Diplomacy in a globalizing world: theories and practices*. New York: Oxford University Press, USA
- Bo#rzel, Tanja A. *Roads to regionalism: genesis, design, and effects of regional organizations*. Burlington, VT: Ashgate, 2012. Print.
- Bull, Hedley. *The anarchical society: a study of order in world politics*. New York: Columbia University Press, 1977. Print
- Farrell, M., Hettne, B., Van Langenhove, L. (eds.), *Global Politics of Regionalism. Theory and Practice*, Pluto Press
- Hardacre, A. and Smith, M. (2009), 'The EU And The Diplomacy Of Complex Interregionalism', *The Hague Journal of Diplomacy*, vol. 4, no. 2, pp. 167–188
- Gilpin, Robert. *War and change in world politics*. Cambridge: Cambridge University Press, 1981. Print.
- Hastrup, T. (2013), 'EU as Mentor? Promoting Regionalism as External Relations Practice in EU–Africa Relations', *Journal of European Integration*, vol. 35, no. 7.
- Ikenberry, G. John. *Liberal leviathan: the origins, crisis, and transformation of the American world order*. Princeton, N.J.: Princeton University Press, 2011. Print.
- Jetschke, Anja & Murray, Philomena (2012): *Diffusing Regional Integration: The EU and Southeast Asia*, *West European Politics*, 35:1, 174-191
- Kagan, Robert. *The world America made*. New York: Alfred A. Knopf, 2012. Print.
- Katzenstein, Peter J.. *A world of regions: Asia and Europe in the American imperium*. Ithaca, N.Y.: Cornell University Press, 2005. Print.
- Keohane, Robert O.. *After hegemony: cooperation and discord in the world political economy*. Princeton, N.J.: Princeton University Press, 1984. Print.
- Lenz, T. (2008), 'Problematizing the EU's Model Export to Mercosur– Strategies and Motivations', Paper prepared for the GARNET conference "The European Union in International Aff airs" Brussels, 24–26 April 2008, available from <http://goo.gl/OWTb6T>
- Mansfield, Edward D. and Reinhardt, Eric. *Multilateral Determinants of Regionalism: The Effects of GATT/WTO on the Formation of Preferential Trading Arrangements*. *International Organization*, Vol. 57, No. 4 (Autumn, 2003), pp. 829-862
- Mukhametdinov, Mikhail. *Mercosour and the European Union: Among the Factors of Regional Cohesion*. In *Cooperation and Conflict* 2007 42: 207
- Murray, Philomena. *Comparative regional integration in the EU and East Asia: Moving beyond integration snobbery* *International Politics*, 2010, 47 (3-4): 309-323
- Neumann, Iver B.. *Uses of the other: "The East" in European identity formation*. Minneapolis: University of Minnesota Press, 1999. Print.
- Söderbaum, Frederik and Baert, Francis. *Intersecting interregionalism: Regions, Global Governance and the EU*. Springer, 2014
- Telò, Mario. *European Union and new regionalism regional actors and global governance in a post-hegemonic era*. 2nd ed. Aldershot, England: Ashgate, 2007. Print.
- Tuathail, Gearóid. *Critical geopolitics: the politics of writing global space*. London: Routledge, 1996. Print.
- Wolczuk, K. Dragneva, R. (eds.) *Eurasian Economic Integration: Law, Policy and Politics*. Edward Elgar Pub, 2013
- Wong, Reuben (2012): *Model power or reference point? The EU and the ASEAN Charter*, *Cambridge Review of International Affairs*, 25:4, 669-682

<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 51					
A	B	C	D	E	FX
54,9	25,49	7,84	0,0	3,92	7,84
<b>Lecturers:</b> Mgr. Aliaksei Kazharski, PhD.					
<b>Last change:</b> 30.04.2019					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-570/15	<b>Course title:</b> Security Studies
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Attendance of lectures: pass/fail (according to study regulation) Active participation in lectures and seminars: 20%; Seminar presentation - 20% Two short essays reflecting current state of art on selected topic - 20% Final Group research project with presentation- 40% In case of suspicion on plagiarism, the teacher may give 0 points to the submitted task, she may also decide on failing the course and submitting a claim to disciplinary commission. Grading: A 100 – 91; B 90 – 81; C 80 – 73; D 72 – 66; E 65 – 60	
<b>Learning outcomes:</b> The aim of the course is to provide students with basic notions of security and different methods of analysing the threats of the current international system. The students not only learn to identify the threats, but also to analyse the attitudes of various international security actors in different contexts and levels of analysis.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. What is security? Approaches to Security</li> <li>2. Ontological Security</li> <li>3. Copenhagen School and Critical Security Studies</li> <li>4. Security threats in 21st century - operationalization of human security</li> <li>5. Terrorism and Security</li> <li>6. Security from international law and peace research perspective</li> <li>7. Norms in International Security</li> <li>8. Regional Security Complexes and Middle East</li> <li>9. Security Communities: EU and NATO</li> <li>10. Small states in new security environment</li> </ol>	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b>	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 258					
A	B	C	D	E	FX
74,42	7,75	6,98	4,65	1,94	4,26
<b>Lecturers:</b> Mgr. Kristína Janková, PhD.					
<b>Last change:</b> 29.04.2021					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-170/19	<b>Course title:</b> The Politics of Collective Memory
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 28 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Research project (45 %), class participation (10 %), work with seminar texts (45 %) Evaluation scale: A 100 – 91 B 90 – 81 C 80 – 73 D 72 – 66 E 65 – 60 FX – 59 Scale of assessment (preliminary/final): Continuous assessment 100 %	
<b>Learning outcomes:</b> This course aims to provide a critical exploration of key issues and challenges related to the politics of memory in a globalized world. By the end of the course, students shall be able to: evaluate key concepts related to collective memory, critically evaluate the relationship between individual and collective memory, as well as silence and voice; identify remembering/forgetting practices in public life; critically engage with the problem of mobilisation of memory as politics, implement theoretical and conceptual tools in the analysis of empirical cases.	
<b>Class syllabus:</b> The course will explore relationships between the present and the past, individual and collective memory, marginalized social groups and majority population, voice and silence. Together we will study key theoretical concepts related to the politics of memory/forgetting in relation to everyday practices of these phenomena. We will look at the historical events such as the Velvet Revolution in 1989 and the year 1968 and ask whose voice is being heard/silenced, what practices are remembered/forgotten, and which groups of people can/cannot relate to certain memory narrative fields.	
<b>Recommended literature:</b> Altınay, A. G., & Pető, A. (2016). Gendered Wars, Gendered Memories. Oxon; New York: Routledge.	

Bernhard, M., & Kubik, J. (2014). A Theory of the Politics of Memory. In M. Bernhard & J. Kubik (Ed.), *Twenty Years After Communism. The Politics of Memory and Commemoration*. Oxford#; New York: Oxford University Press

Báčová, V. (1996). Historická pamäť ako zdroj konštruovania identity. In V. Bačová (Ed.), *Historická pamäť a identita* (s. 9–41). Košice: Spoločenskovedný ústav SAV.

Carrillo Rowe, A., & Malhotra, S. (2013). Still the Silence: Feminist Reflections at the Edges of Sound. In A. Carrillo Rowe & S. Malhotra (Ed.), *Silence, Feminism, Power. Reflections at the Edges of Sound* (s. 1–22). New York: Palgrave Macmillan.

Costello, L. A. (2013). Performative Memory: Form and Content in the Jewish Museum Berlin. *Liminalities: A Journal of Performance Studies*, 9(4).

Frazier, L., & Cohen, D. (2003). Defining the Space of Mexico'68: Heroic Masculinity in the Prison and "Women" in the Streets. *Hispanic American Historical Review*, 83(4), 617–660.

Grzebalska, W. (2016). Militarizing the Nation: Gender Politics of the Warsaw Uprising. In A. G. Altınay & A. Petö (Ed.), *Gendered Wars, Gendered Memories: Feminist Conversations on War, Genocide and Political Violence* (s. 121–134). Oxon; New York: Routledge.

Hedges, E., & Fishkin, S. F. (Ed.). (1994). *Listening to silences: new essays in feminist criticism*. New York: Oxford University Press.

Kadi, J. (2002). Speaking (About) Silence. In M. J. Alexander, L. Albrecht, S. Day, & M. Segrest (Ed.), *Sing, Whisper, Shout, Pray! Feminist Visions for a Just World* (s. 539–545). Edgework Books.

Krapfl, J. (2009). *Revolúcia s ľudskou tvárou. Politika, kultúra a spoločnosť v Československu po 17. novembri 1989*. Bratislava: Kalligram.

*The Oral History Reader*. London#; New York: Routledge, Taylor & Francis Group.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 33

A	B	C	D	E	FX
30,3	30,3	9,09	15,15	9,09	6,06

**Lecturers:** Mgr. M. A. Zuzana Maďarová, PhD.

**Last change:** 29.04.2021

**Approved by:**