

# 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-120/19		<b>Course title:</b> American Studies			
<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> 3					
<b>Recommended semester:</b> 1., 3.					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b> The goal is to provide students with the basic overview on the US society. Not only in the terms of political science (idea, history, functioning of the system /politics), but also cultural – anthropological one. The core idea is to explain the concept of Idea of America in the global, national and community aspect.					
<b>Class syllabus:</b> Introduction; American Idea; American Society I., II., III., IV.; Culture in US; Economy of the World?;US in global context; Case Studies					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b> Extended and more concrete infromation on the subject is part of the Syllabus presented at the first lesson of the subject. Further on it is distributed through students emails.					
<b>Past grade distribution</b> Total number of evaluated students: 29					
A	B	C	D	E	FX
55,17	31,03	6,9	0,0	0,0	6,9
<b>Lecturers:</b> Mgr. Andrea Figulová, PhD., doc. Mgr. M. A. Juraj Buzalka, PhD.					
<b>Last change:</b> 30.04.2021					
<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-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 Welfare Regimes 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. Labor Market: 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,). Family Policy:	

<p>Pfau-Effinger, Birgit (2004): Historical paths of the male breadwinner family model – explanation for cross-national differences. <i>British Journal of Sociology</i>, 55, 3.</p> <p>Saxonberg, Steven (2014) <i>Gendering Family Policy in Post-Communist Europe</i> (Houndmills: Palgrave)</p> <p>Retrenchment</p> <p>Giuliano, Bonoli, George, Vic &amp; Taylor-Gooby, Peter (2000) <i>European Welfare Futures: Towards a Theory of Retrenchment</i>. Cambridge: Polity Press)</p> <p>Pierson, Paul (red.) (2000), <i>The New Politics of the Welfare State</i>. Oxford: Oxford University Press</p> <p>Social Exclusion</p> <p>Social Exclusion Unit (2001) <i>Preventing Social Exclusion</i> <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., Mgr. Danijela Čanji, Mgr. Jakub Gábor					
<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-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: 423					
A	B	C	D	E	FX
62,17	20,33	7,8	2,6	1,89	5,2
<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-290/19		<b>Course title:</b> EU - Perspective from Economic and Financial Policies			
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 2., 4.					
<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: 2					
A	B	C	D	E	FX
0,0	0,0	50,0	50,0	0,0	0,0
<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-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 advantages, 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.
<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-270/19		<b>Course title:</b> EU and the Populist Challenge			
<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> 2.					
<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: 41					
A	B	C	D	E	FX
19,51	41,46	24,39	4,88	2,44	7,32
<b>Lecturers:</b> prof. Steven Saxonberg, PhD.					
<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-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	



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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>

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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

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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

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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

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- Ušiak. (2018). Slovakia's perspective on NATO. *Communist and Post-Communist Studies*. Volume 51, Issue 2:125-137. Available online: <https://www.sciencedirect.com/science/article/pii/S0967067X18300229>
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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
- Tomz, M., Weeks, J., & Yarhi-Milo, K. (2017). How Does Public Opinion Affect Foreign Policy in Democracies?. Stanford University.
- 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-850/20	<b>Course title:</b> Hybrid Threats and Information Operations in International Relations
<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., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> participation in class and activity - 20%, weekly assignments based on obligatory readings 30%, presentation 20%, final essay 30%	
<b>Learning outcomes:</b> The course aims to provide students with understanding the concept of hybrid threats, the historical and current use of activities constituting hybrid threats with a specific focus on information operations and their role in international relations. Particular attention will be paid to public policies adopted in this area at level of EU and in its Member States.	
<b>Class syllabus:</b> 1. What are hybrid threats – conceptual framework, definitions and their use 2. Historical and modern use of hybrid threats in international relations 3. Information operations, disinformation and propaganda -past, present and future 4. Social media as a battlefield in information operations – policies, measures and regulation 5. Election interference – 2016 US pres. elections and 2017 French pres. elections 6. Paramilitary and extremist groups in hybrid threats 7. War in Ukraine and annexation of Crimea as a case study of hybrid operation 8. Policy framework on countering hybrid threats in the EU, NATO and selected EU MS 9. The role of strategic communication in countering hybrid threats 10. Hybrid threats in Slovakia – public policy and institutional setup, gaps and loopholes.	
<b>Recommended literature:</b> Literatúra: Sun Tzu: On the Art of War, Allandale Online Publishing (2000) Alaca, A.: Hybrid Threats and New Conflicts in the International System, Journal of International Relations and Foreign Policy, December 2016, Vol. 4, No. 2, pp. 27-43 Giles, K. “Hybrid Threats”: What Can We Learn From Russia?, Security Policy Working Paper No. 16/2019, Federal Academy for Security Policy (2019) de Jong, S. – Sweijjs, T. – Kertysova, K. – Bos, R.: Inside the Kremlin house of mirrors: How liberal democracies can counter Russian disinformation and societal interference, The Hague Centre for Strategic Studies (2017).	

<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 19					
A	B	C	D	E	FX
52,63	21,05	10,53	10,53	0,0	5,26
<b>Lecturers:</b>					
<b>Last change:</b> 27.04.2020					
<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> 4.	
<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.

**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-230/19	<b>Course title:</b> International Humanitarian 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> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b>	
<b>Learning outcomes:</b> The course aims to present information on the international legal regulation of humanitarian law and connected human rights law and international criminal law. The aim of the course is to enable students to understand the legal challenges of current and future conflicts which led to migration flows as well as enable them to critically analyse and evaluate concrete cases using both legal and political analysis. This is achieved by applying knowledge from readings and classes to a number of contemporary case studies.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction: International law, jus ad bellum and jus in bello, brief history and main sources of IHL. Applicability – scope: personal scope of application and material scope of application (qualification of conflicts)</li> <li>2. Main principles of IHL: military necessity, precaution, distinction, proportionality and the “dictates of the public conscience”</li> <li>3. Methods in armed conflict: distinction, definition of civilians, combatant status, legitimate targets, perfidy and ruses of war, reprisals</li> <li>4. Means in armed conflict: general principles and special treaty regimes on specific weapons – Hague conventions</li> <li>5. Protection of Prisoners of War (POWs) and civilians – Geneva conventions and protection of special groups in the conflict</li> <li>6. Special protection of cultural heritage in conflict</li> <li>7. Peace Support Operations: Which rules apply?</li> <li>8. Individual criminal responsibility and enforcement before ad hoc tribunals and ICC</li> <li>9. Asymmetrical warfare and “direct participation in hostilities”</li> <li>10. The relationship between international humanitarian law and international human rights law</li> <li>11. Non-International Armed Conflicts and combatant status</li> <li>12. Conflicts, humanitarian law and refugees (how it may influence migration?)</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: 39					
A	B	C	D	E	FX
61,54	33,33	2,56	0,0	0,0	2,56
<b>Lecturers:</b> doc. PhDr. JUDr. Lucia Mokrá, PhD.					
<b>Last change:</b> 08.09.2019					
<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-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> 2.	
<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: 47					
A	B	C	D	E	FX
25,53	17,02	25,53	4,26	14,89	12,77
<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>Recommended semester:</b> 3., 4..	
<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-140/19		<b>Course title:</b> Internship			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 1., 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: 11					
A	B	C	D	E	FX
90,91	0,0	0,0	0,0	0,0	9,09
<b>Lecturers:</b> Mgr. Andrea Figulová, PhD., Mgr. Kristína Janková, PhD.					
<b>Last change:</b> 29.04.2019					
<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-150/19		<b>Course title:</b> Internship			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 2., 4.					
<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: 11					
A	B	C	D	E	FX
90,91	0,0	0,0	0,0	0,0	9,09
<b>Lecturers:</b> Mgr. Andrea Figulová, PhD., Mgr. Kristína Janková, PhD.					
<b>Last change:</b> 29.04.2019					
<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>Recommended semester:</b> 3., 4..	
<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-220/19	<b>Course title:</b> Migration in Context
<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., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 10% active participation and class preparedness 40% assignments 50% final paper	
<b>Learning outcomes:</b> The new course aims to present the main debates in the area of migration in theory and in practice. This will be done in two ways: i) theoretical and conceptual, and ii) practical and applied. The course will look at the development and the current state of affairs in relation to EU migration policies and how the Visegrad four fit in the broader debate. The innovation aspect of the course focuses on the social organization of migration and gender aspects of migration. The aim is to present specific challenges connected with migration of women in comparison to men with bearing in mind different social background of migrants. The course will be directed at Master students who already have had contact with the main international relations theories, relevant to the better comprehension of the topic. It will be taught in English in order to reach a broader audience, including Erasmus students. Erasmus students will be encouraged to enrol in order to have a highly participatory course that encompasses different perspectives on the topic. The course aims at having an impact in the deepening of both theoretical and empirical knowledge in an area that is still understudied in this particular region. We aim at providing our students with the most pertinent tools to study and research migration. At the societal level, this contributes to desecuritize the highly securitized discourse about migration developed by the main political elites in Central Europe. The additional value of the topics covered within the course is in its focus on feminisation of migration and its aspects. This part of the lecture puts into comparison aspects of migration of women with different social background and coming from different countries. Students will have the tools and will be encouraged to write Master theses on the topic of migration, and expected output is the publication of the best theses in undergraduate journals.	
<b>Class syllabus:</b> 1. The historical development of migration policies in the European Union 2. Migration Theories: how we can explain migration policies beyond the nation-state? 3. The politics of immigration	

4. Law and Migration 5. Securitization of an imaginary migrant? The case of the Visegrad four 6. The social organization of migration 7. Gender and Migration- History of Migration from Gender Perspective 8. Feminisation of Migration 9. Migration of Women – Developed and Developing Countries in Comparison (Including Migration of women from Central/Eastern Europe) 10. Migration Policies and Gender					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 49					
A	B	C	D	E	FX
22,45	30,61	10,2	8,16	12,24	16,33
<b>Lecturers:</b> Mgr. Clarissa Do Nascimento Tabosa, PhD., Mgr. Michaela Dénéšová					
<b>Last change:</b> 02.09.2019					
<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-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-550/15	<b>Course title:</b> Organizations and Institutions
<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> Students are expected to attend every lesson and join discussions about the assigned readings. Students are also required to turn in five short (300-400 word) comparisons of the texts selected for each lesson. These short reflections are due at noon on the dates of the lectures. During the last lesson, there will be a short test. As a part of the course, students will write a (2200-2500 word) final paper in which they will interpret data gained through one in-depth interview with a person about her/his work in an organization in which they are employed. The final paper is due on January 15, 2017. The final grade will be based on the sum of points gained for five short papers (max. 5x6 – together 30 points), class discussions (max. 10 points), test (20 points) and final paper (40 points). Late submissions: short papers – 2 points less, final paper – 5 points less Grades: A = 90-100 points, B = 80-89 points, C = 70-79 points, D = 60-69 points, E = 50-59 points, F = 0-49 points.	
<b>Learning outcomes:</b> The aim of the course is to get to understand organizations and get familiar with various theories and methods which are applied in organization studies. Organizations will be explored in relation to more general themes and concepts, such as institutions, work, legitimacy, bureaucracy, post-bureaucracy, management, power, ideology, identity, position, culture, process, stability or change. Students will learn to comprehend current organizations in both broader context and (contentious) intra-organizational relations and to differentiate between normative, critical and analytical interpretative perspectives.	
<b>Class syllabus:</b> 1. Organizations, organizing, institutions 2. Classic forms of organizing and bureaucracy 3. Organizational change and post-bureaucracy	

4. Power, legitimizing strategies and managerial narratives 5. Identity, position of subject, resistance, alternative organizations 6. Organizational culture and practice 7. Test, final paper discussion					
<b>Recommended literature:</b> All the texts will be available to students in a pdf form. There will be around 10-12 papers or book chapters to read during the whole course (mostly 2 per a bi-weekly lesson). All texts will be in English.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 277					
A	B	C	D	E	FX
31,05	23,47	17,69	8,3	9,03	10,47
<b>Lecturers:</b> Mgr. Jana Lindbloom, PhD.					
<b>Last change:</b> 20.09.2016					
<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-SS2/11	<b>Course title:</b> Policies of EU
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 4..	
<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-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-130/19	<b>Course title:</b> Political Representation: past, present and future
<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> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> attendance (10%), written reflection of mandatory readings (20%), quiz (25%), final paper (45%); 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> To familiarize students with key concepts in theories of political representation. To develop the ability to engage the arguments about what makes for a “good” and “fair” representation. To learn to appreciate the importance of political representation for our life in democratic societies. Students should be able to identify main historical developments and trends in the theories of political representation. Students should be able to make arguments and critically engage normative issues connected with representation and the institutional mechanisms available for their best realization.	
<b>Class syllabus:</b> Indicative Content: Part I. Historical Development Week 1: Introduction. What is representation. What is political representation. The connection between representation and democracy. Introducing some basic terminology. Course overview. Week 2: Direct Democracy and Representation in Ancient Greece (Manin 1997); Week 3: Development of Representative Assemblies: Geography and Elections (Manin 1997; Stasavage 2010); Part II. The Concept of Political Representation Week 4: Pitkin's Political Representation: Formalistic, descriptive, substantive and symbolic representation (Pitkin 1972); Week 5: Problems of Constituency: Representation and Institutional Design (Rehfeld 2005); Week 6: Representing diversity (Young 2000); Week 7: Race, Ethnicity and Gender Quotas (Mansbridge 1999; Phillips 1995; Williams 1998; Guinier 1994);	



### Part III. The Future and Varieties of Political Representation

Week 8: Expanding the Concept of Representation: New Models of Representation (Mansbridge 2003, 2009; Urbinati 2006); Week 9: Representation Beyond the Parliament I.: Non-Electoral Forms of Representation - Interest and Advocacy Groups, Social Movements and Civic Associations (Saward 2010; Setälä 2017); Week 10: Representation Beyond the Parliament II.: Innovations for Citizen Participation (Smith 2009); Week 11: Trans-national, International and Nongovernmental Actors: Democracy, Multilevel Governance and Political Representation - International Bodies and Advocacy Groups; Representation in the EU. (Innerarity 2018; Rittberger 2005; Kuper 2004; Eriksen 2009; Lord & Pollak 2010); Week 12: Summing up.

#### **Recommended literature:**

- Alonso, Sonia, John Keane, and Wolfgang Merkel eds. 2011. *The Future of Representative Democracy*. Cambridge: Cambridge University Press.
- Brown, Mark. 2009. *Science in Democracy: Expertise, Institutions, and Representation*. Cambridge, MA: The MIT Press.
- Dahl, Robert. 1989. *Democracy and its critics*. New Haven: Yale University Press.
- Dovi, Suzanne. 2007. *The Good Representative*, New York: Wiley-Blackwell Publishing.
- Eriksen, Erik O. 2009. *The Unfinished Democratization of Europe*. Oxford: Oxford University Press.
- Guinier, Lani. 1994. *Tyranny of the Majority: Fundamental Fairness in Proportional Representation*. New York: Free Press.
- Innerarity, Daniel. 2018. *Democracy in Europe: A Political Philosophy of the EU*. Palgrave Macmillan.
- Krook, Mona Lena. 2009. *Quotas for Women in Politics. Gender and Candidate Selection Worldwide*. Oxford: Oxford University Press.
- Kuper, Andrew. 2004. *Democracy Beyond Borders: Justice and Representation in Global Institutions*. Oxford: Oxford University Press.
- Lord, Christopher and Johannes Pollak. 2010. The EU's many representative modes: Colliding? Cohering? *Journal of European Public Policy* 17 (1): 117-136.
- Manin, Bernard. 1997. *Principles of Representative Democracy*. Cambridge: Cambridge University Press.
- Mansbridge, Jane. 1999. Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'. *Journal of Politics* 61(3): 628-657.
- Mansbridge, Jane. 2003. Rethinking representation. In: *American Political Science Review* 97 (4): 515-528.
- Mansbridge, Jane. 2009. A "Selection Model" of Political Representation. In: *The Journal of Political Philosophy* 17 (4): 369-398.
- Phillips, Anne 1995. *The Politics of Presence*. Oxford: Oxford University.
- Pitkin, Hanna Fenichel. [1967] 1972. *The concept of representation*. Berkeley: The University of California Press.
- Plotke, David. 1997. Representation is Democracy. In: *Constellations*. 4 (1): 19-34.
- Przeworski, Adam, Susan C. Stokes, and Bernard Manin (eds.). 1999. *Democracy, Accountability, and Representation*. New York: Cambridge University Press.
- Przeworski, Adam. 2010. *Democracy and the Limits of Self-Governance*. Cambridge, UK: Cambridge University Press.
- Rehfeld, Andrew. 2005. *The Concept of Constituency: Political Representation, Democratic Legitimacy, and Institutional Design*. Cambridge: Cambridge University Press.
- Rehfeld, Andrew. 2006. Towards a General Theory of Political Representation. *The Journal of Politics* 68 (1): 1-21.

<p>Rehfeld, Andrew. 2009. Representation Rethought: On Trustees, Delegates, and Gyroscopes in the Study of Political Representation and Democracy. <i>American Political Science Review</i>, 103 (2): 214- 230.</p> <p>Rittberger, Berthold. 2005. <i>Building Europe's Parliament - Democratic Representation beyond the Nation State</i>. Oxford: Oxford University Press.</p> <p>Runciman, David. 2007. The Paradox of Political Representation. <i>The Journal of Political Philosophy</i> 15 (1): 93-114.</p> <p>Saward, Michael. 2010. <i>The Representative Claim</i>. Oxford: Oxford University Press.</p> <p>Shapiro, Ian, Susan C. Stokes, Elisabeth Jean Wood, Alexander S. Kirshner, eds. 2009. <i>Political Representation</i>. Cambridge: Cambridge University Press.</p> <p>Smith, Graham. 2009. <i>Democratic Innovations: Designing Institutions for Citizen Participation</i>. Cambridge: Cambridge University Press.</p> <p>Stasavage, David. 2010. When Distance Mattered: Geographic Scale and the Development of European Representative Assemblies. <i>American Political Science Review</i>, 104: 625-634.</p> <p>Stasavage, David. 2016. Representation and consent: Why they arose in Europe and not elsewhere. <i>Annual Review of Political Science</i> 19 (1): 145–162.</p> <p>Tormey, Simon. 2015. <i>The End of Representative Politics</i>. Cambridge: Polity Press.</p> <p>Urbiniati, Nadia. 2006. <i>Representative Democracy: Principles and Genealogy</i>. Chicago: The University of Chicago Press.</p> <p>Urbiniati, Nadia and Mark E. Warren. 2008. The Concept of Representation in Contemporary Democratic Theory. In: <i>Annual Review of Political Science</i>, Vol.11, no. 1: 387-412.</p> <p>Young, Iris Marion. 2000. <i>Inclusion and democracy</i>. Oxford: Oxford University Press.</p> <p>Williams, Mellisa. 1998. <i>Voice, Trust, and Memory: Marginalized Groups and the Failings of Liberal Representation</i>. Princeton, NJ: Princeton University Press.</p>					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 2					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. M. A. Pavol Hardoš, 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-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.

MILES, Matthew – HUBERMAN, A. Michael. 1994. Qualitative Data Analysis. 2nd ed. London: Sage Publications. PATTON, Michael Q. 2001. Qualitative Research & Evaluation Methods. 3rd ed. Oaklands: Sage Publications. SILVERMAN, David. 1994. Interpreting Qualitative Data. Methods for Analysing Talk, Text and Conversation. London: Sage Publications. STAKE, Robert E. 1995. The Art of Case Study Research. New York: Sage Publications.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 131					
A	B	C	D	E	FX
19,08	26,72	18,32	9,16	11,45	15,27
<b>Lecturers:</b> Mgr. Tomáš Profant, PhD., doc. Mgr. Katarína Staroňová, PhD., doc. PhDr. JUDr. Lucia Mokrá, 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-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: 147					
A	B	C	D	E	FX
4,76	30,61	30,61	9,52	5,44	19,05
<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> 4.	
<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: 277					
A	B	C	D	E	FX
70,4	8,3	7,58	5,42	2,53	5,78
<b>Lecturers:</b> Mgr. Kristína Janková, PhD., Mgr. Danijela Čanji					
<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-260/19		<b>Course title:</b> Social Movements and Civil society and their Interaction with the EU			
<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> 3					
<b>Recommended semester:</b> 2., 4.					
<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: 7					
A	B	C	D	E	FX
57,14	42,86	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. Steven Saxonberg, PhD.					
<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-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:**