

Course descriptions

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COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-120/19		Course title: American Studies			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 1 per level/semester: 28 / 14 Form of the course: on-site learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes: 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.					
Class syllabus: Introduction; American Idea; American Society I., II., III., IV.; Culture in US; Economy of the World?;US in global context; Case Studies					
Recommended literature:					
Languages necessary to complete the course:					
Notes: 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.					
Past grade distribution Total number of evaluated students: 29					
A	B	C	D	E	FX
55,17	31,03	6,9	0,0	0,0	6,9
Lecturers: Mgr. Andrea Figulová, PhD., doc. Mgr. M. A. Juraj Buzalka, PhD.					
Last change: 30.04.2021					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-860/20		Course title: Central Europe Perspectives			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:					
Last change:					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-870/20		Course title: Challenges and Visions of European Integration			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. PhDr. Oľga Gyárfášová, PhD.					
Last change:					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-610/15	Course title: Contemporary IR Theories
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 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.	
Learning outcomes: 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.	
Class syllabus: 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	
Recommended literature: 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:

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

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-630/15	Course title: Development Cooperation in Political Theory and Practice
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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 http://writing2.richmond.edu/writing/wweb/polisci/grading.html) Presentation 30% (the duration of the presentation has to be between 12-16 minutes, for evaluation see http://www.ece.mtu.edu/labs/presentation_grade_sheet.htm) 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). PLAGIARISM IN ANY FORM MEANS FAILING THE COURSE. 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.	
Learning outcomes: 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:**

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

COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-530/13		Course title: Diploma Thesis			
Educational activities: Type of activities: lecture + seminar / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 4.					
Educational level: II.					
Prerequisites:					
Course requirements: 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					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 423					
A	B	C	D	E	FX
62,17	20,33	7,8	2,6	1,89	5,2
Lecturers:					
Last change: 30.04.2019					
Approved by:					

COURSE DESCRIPTION

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

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

COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-390/11		Course title: EU Policies			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 1.					
Educational level: II.					
Prerequisites:					
Course requirements: 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.					
Learning outcomes: 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.					
Class syllabus: 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.					
Recommended literature: 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.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 579					
A	B	C	D	E	FX
31,78	31,09	19,17	7,94	6,74	3,28

Lecturers: doc. Karen Henderson, PhD.
Last change: 28.04.2021
Approved by:

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-170/10	Course title: Foreign Policy of Slovakia
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course requirements: weekly flashnews - 30%; 2xPolicy paper - 30% during the semester. Final team reserach project - 40%	
Learning outcomes: 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.	
Class syllabus: 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).	
Recommended literature: 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: http://www.ebr.edu.pl/pub/2014_4_71.pdf Griessler, C. (2018, 9 15). The V4 Countries' Foreign Policy concerning the Western Bal-kans. Retrieved 4 26, 2019, from www.content.sciendo.com : https://content.sciendo.com/view/journals/pce/14/2/article-p141.xml Göllner, R. (2017). The Visegrád Group – A Rising Star Post-Brexit? Changing Distribution of Power in the European Council. Open Political Science, 1(1), pp.1-6. Henderson, K. (2002) Slovakia: The Escape from invisibility. Routledge Kucharczyk, J. - Mesežnikov, G. (eds.) (2015) Diverging Voices, Converging Policies: The Visegrad States' Reactions to the Russia-Ukraine Conflict. Warsaw: Heinrich-Boll-Stiftung	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Duleba, A. (2014) Kríza na Ukrajine ako impulz pre východnú politiku SR a EÚ. Analýza postojov slovenskej verejnosti a odporúčania pre zahraničnú politiku SR. SFPA
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Slovensko - krajina s potencialom

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

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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

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-010/10	Course title: Foreign Policy of the EU
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: research proposal - 40%, case study - presentation, discussion and report - 40%, seminar assignments within block A - 10%, activity 10%	
Learning outcomes: 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.	
Class syllabus: <ol style="list-style-type: none"> 1. Foreign policy in EU agenda – historical development 2. Research traditions and EU FP 3. The role of institutions in EU FP and decision-making processm 4. New Institutionalism and EU FP 5. Identity and the Europeanisation of FP. Identity and Interests. 6. Enlargement policy and Neighbourhood policy 7. Humanitarian Assistance and Development Cooperation 8. Human rights and rule of law 9. Migration and Asylum Policy 10. Security and Defence as integral part of EU FP 11. External aspect of EU energy policy 12. EU's roles and actorness in global world 13. EU and Multilateralism 	
Recommended literature: 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 □

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

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-620/15	Course title: Geopolitics in the 21st Century
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Attendance - obligatory Seminar presentations - 60% Final project - 40% Evaluation: A (100-91), B (90 - 81), C (80-73), D (72-66), E (65-60)	
Learning outcomes: The course Geopolitics in 21st century focuses on the development of geopolitics as a field of study. During the semester, the students will acquire knowledge on geopolitics and the politics of borders and territory from various perspectives. It also focused on the practical implementation of this knowledge in geopolitical representation of popular culture, climate change and traditional non-political sphere of day-to-day life (academia, sport, etc).	
Class syllabus: 1. Geopolitics or Political Geography? 2. Classic geopolitics during the WWII 3. Critical Geopolitics, Cold War and contemporary Russia 4. Intrastates conflicts and Geopolitics in post-Cold War period 5. Geopolitics after 9/11 6. Geopolitics from North-South perspective 7. Geopolitics in Sport 8. Geopolitics and Climate Change 9. Contemporary Geopolitics and Popular Culture	
Recommended literature: Buden, B., 2014. Children of Postcommunism, Identity.Move!, http://identitymove.eu/boris-buden-children-of-postcommunism.html Carmody, Pdraig (2016): The New Scramble for Africa (2 edition.). Malden, MA: Polity. Dodds, Klaus (2007): Geopolitics: A Very Short Introduction. Oxford#; New York: Oxford University Press. 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.	

<p>Ferguson, J. (1997): Development and Bureaucratic Power in Lesotho in: Rahnema, M. (ed.): The Post-Development Reader, London, Zed Books, pp. 223-233.</p> <p>Frank, L. (1997): The Development Game, in: Rahnema, M. (ed.): The Post-Development Reader, London, Zed Books, pp. 263-273.</p> <p>Hodge, J.M., Hödl, G., Kopf, M. (Eds.), Developing Africa. Concepts and Practices in Twentieth Century Colonialism. Manchester University Press, Manchester</p> <p>Osterhammel, Jürgen (2005): Colonialism: A Theoretical Overview (2nd edition.). Princeton: Markus Wiener Pub.</p> <p>Southall, Roger – Melber, Henninged (2009): A New Scramble for Africa?: Imperialism, Investment and Development. Scottsville, South Africa: University Of KwaZulu-Natal Press.</p> <p>Zarycki, T., 2014. Ideologies of Eastness in Central and Eastern Europe. Routledge, London and New York.</p> <p>Zehfuss, Maja (2014): What can we do to change the world? In: Edkins, Jenny – Zehfuss, Maja (ed.): Global Politics: A New Introduction. London and New York: Routledge, s. 610–628.</p>					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 134					
A	B	C	D	E	FX
58,21	14,93	9,7	4,48	6,72	5,97
Lecturers: Mgr. Kristína Janková, PhD.					
Last change: 29.04.2021					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-840/16	Course title: International Human Rights Protection
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-230/19	Course title: International Humanitarian Law
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements:	
Learning outcomes: 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.	
Class syllabus: <ol style="list-style-type: none"> 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) 2. Main principles of IHL: military necessity, precaution, distinction, proportionality and the “dictates of the public conscience” 3. Methods in armed conflict: distinction, definition of civilians, combatant status, legitimate targets, perfidy and ruses of war, reprisals 4. Means in armed conflict: general principles and special treaty regimes on specific weapons – Hague conventions 5. Protection of Prisoners of War (POWs) and civilians – Geneva conventions and protection of special groups in the conflict 6. Special protection of cultural heritage in conflict 7. Peace Support Operations: Which rules apply? 8. Individual criminal responsibility and enforcement before ad hoc tribunals and ICC 9. Asymmetrical warfare and “direct participation in hostilities” 10. The relationship between international humanitarian law and international human rights law 11. Non-International Armed Conflicts and combatant status 12. Conflicts, humanitarian law and refugees (how it may influence migration?) 	
Recommended literature:	
Languages necessary to complete the course:	

Notes:					
Past grade distribution					
Total number of evaluated students: 39					
A	B	C	D	E	FX
61,54	33,33	2,56	0,0	0,0	2,56
Lecturers: doc. PhDr. JUDr. Lucia Mokrá, PhD.					
Last change: 08.09.2019					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-110/10	Course title: International Law
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 50% seminar's assignment 20% presentation 30% activity in groups	
Learning outcomes: 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.).	
Class syllabus: <ol style="list-style-type: none"> 1. The nature of public international law 2. The sources of public international law 3. The law of treaties 4. Legal personality and the creation of the state 5. Citizenship 6. State Territory 7. Law of Sea 8. State institutions for international affairs 9. State responsibility and jurisdiction 10. State and diplomatic immunity 11. Arbitration and judicial settlement of disputes 12. Use of force by states: unilateral/multilateral 13. International human rights law and institutions 14. International humanitarian law 15. International criminal law 	
Recommended literature: 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

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-880/20		Course title: Internship for English Programme			
Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:					
Last change:					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-890/20		Course title: Internship for English Programme 2			
Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 2.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers:					
Last change:					
Approved by:					

STATE EXAM DESCRIPTION

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

COURSE DESCRIPTION

University: Comenius University in Bratislava					
Faculty: Faculty of Social and Economic Sciences					
Course ID: FSEV.ÚEŠMV/2-UES-120/10		Course title: Master Thesis Seminar			
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 56 Form of the course: on-site learning					
Number of credits: 6					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements: class participation and activity, 10%; project assignments 40%; final presentation, 50%					
Learning outcomes: 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.					
Class syllabus: 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.					
Recommended literature: Annesley, T. M. (2010h). The title says it all. <i>Clinical Chemistry</i> , 56 (3), 357–360. https://doi.org/10.1373/clinchem.2009.141523 Annesley, T. M. (2011). Giving credit: Citations and references. <i>Clinical Chemistry</i> , 57 (1), 14–17. https://doi.org/10.1373/clinchem.2010.158048 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.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 716					
A	B	C	D	E	FX
59,64	24,16	10,2	3,21	2,23	0,56
Lecturers: doc. PhDr. Andrej Findor, PhD.					
Last change: 27.04.2019					

Approved by:

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-220/19	Course title: Migration in Context
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 10% active participation and class preparedness 40% assignments 50% final paper	
Learning outcomes: 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.	
Class syllabus: 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					
Recommended literature:					
Languages necessary to complete the course: English					
Notes:					
Past grade distribution Total number of evaluated students: 49					
A	B	C	D	E	FX
22,45	30,61	10,2	8,16	12,24	16,33
Lecturers: Mgr. Clarissa Do Nascimento Tabosa, PhD., Mgr. Michaela Dénéšová					
Last change: 02.09.2019					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-550/15	Course title: Organizations and Institutions
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: 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.	
Learning outcomes: 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.	
Class syllabus: 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					
Recommended literature: 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.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 277					
A	B	C	D	E	FX
31,05	23,47	17,69	8,3	9,03	10,47
Lecturers: Mgr. Jana Lindbloom, PhD.					
Last change: 20.09.2016					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-130/19	Course title: Political Representation: past, present and future
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 1 per level/semester: 28 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: none	
Course requirements: 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%	
Learning outcomes: 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.	
Class syllabus: 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>Urbinate, Nadia. 2006. <i>Representative Democracy: Principles and Genealogy</i>. Chicago: The University of Chicago Press.</p> <p>Urbinate, 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>					
Languages necessary to complete the course: English					
Notes:					
Past grade distribution Total number of evaluated students: 2					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. M. A. Pavol Hardoš, PhD.					
Last change: 29.04.2021					
Approved by:					

STATE EXAM DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-SSen10/20	Course title: Political Science
Number of credits: 6	
Educational level: II.	
State exam syllabus:	
Last change:	
Approved by:	

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-540/18	Course title: Qualitative Research Methods
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 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 Requirements 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. Grades A: 100-91 B: 90-81 C: 80-73 D: 72-66 E: 65-60 FX: 59-0	
Learning outcomes: 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.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 131					
A	B	C	D	E	FX
19,08	26,72	18,32	9,16	11,45	15,27
Lecturers: Mgr. Tomáš Profant, PhD., doc. Mgr. Katarína Staroňová, PhD., doc. PhDr. JUDr. Lucia Mokrá, PhD.					
Last change: 29.04.2021					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-790/18	Course title: Quantitative Research Methods
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: weekly tests, 30%; final test, 37%; lab exercises, 33%	
Learning outcomes: 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.	
Class syllabus: 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.	
Recommended literature: 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 https://crumplab.github.io/statistics/ Crump, M. J. C., Price, P. C., Jhangiani, R., Chiang, I.-C. A., & Leighton, D. C. (2017). Research methods for psychology. Retrieved from https://crumplab.github.io/ResearchMethods/ 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 https://sites.google.com/brookes.ac.uk/learning-stats-with-jamovi	

Languages necessary to complete the course:					
Notes:					
Past grade distribution					
Total number of evaluated students: 147					
A	B	C	D	E	FX
4,76	30,61	30,61	9,52	5,44	19,05
Lecturers: doc. PhDr. Oľga Gyárfášová, PhD., doc. PhDr. Andrej Findor, PhD., Mgr. Matej Hruška, PhD., Mgr. Matúš Sloboda, PhD.					
Last change: 25.04.2021					
Approved by:					

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-810/16	Course title: Regionalism and Global Order
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 1 per level/semester: 28 / 14 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Assignments/quizzes during the semester - 40% Discussant assignment - 30% Final exam – 30%	
Learning outcomes: The students should: <ul style="list-style-type: none"> - master the key concepts (world order, region, regionalism) and their most common theoretical interpretations - familiarize themselves with a variety of contemporary approaches and perspectives on regions, including their economic, political, cultural, security and other aspects - 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 - become acquainted with the methods of comparative regionalism, problems of regional institutions and regional institutionalization - 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 - be able to assess the potential role of regions as building blocks of global order in the wake of the global economic crisis regiónov ako základných stavebných kameňov svetového usporiadania po globálnej kríze.	
Class syllabus: 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

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

COURSE DESCRIPTION

University: Comenius University in Bratislava	
Faculty: Faculty of Social and Economic Sciences	
Course ID: FSEV.ÚEŠMV/2-UES-570/15	Course title: Security Studies
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: <ol style="list-style-type: none"> 1. What is security? Approaches to Security 2. Ontological Security 3. Copenhagen School and Critical Security Studies 4. Security threats in 21st century - operationalization of human security 5. Terrorism and Security 6. Security from international law and peace research perspective 7. Norms in International Security 8. Regional Security Complexes and Middle East 9. Security Communities: EU and NATO 10. Small states in new security environment 	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution					
Total number of evaluated students: 277					
A	B	C	D	E	FX
70,4	8,3	7,58	5,42	2,53	5,78
Lecturers: Mgr. Kristína Janková, PhD., Mgr. Danijela Čanji					
Last change: 29.04.2021					
Approved by:					