

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-910/22	<b>Course title:</b> Advanced Academic Writing Seminar
<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Assignments and grading: 1. Attendance and participation. This is an interactive course, the best way to learn is to come prepared, and be ready to make constructive contributions to class proceedings. Students are entitled for maximum 2 absences, which have to be justified according to Code of Studies. Three in-class activities will constitute part of the grade. Weight in grade: 30 % 2. Group project. At the beginning of the semester, students will be divided into groups. During the seminars, these groups will train writing skills related to specific genres of academic communication. They will also learn to provide constructive feedback on each other's work and act as supportive peers. The groups will keep a diary reflecting on this experience. At the end of the semester, the groups will present their experience to the whole class and submit a short report highlighting the most important lessons learned. Weight in grade: 30 % 3. Final paper. Students will submit a paper responding to one of the assigned prompts (descriptions of a real life research problem). The wordcount including bibliography will be 3000 words. The paper will include sections addressing the following: methodological and theoretical points of departure; opportunities and limits of the selected approach (what the selected approach can and cannot deliver); student's self-reflection on their own positionality in the writing process. Detailed instructions will be provided at the beginning of the semester. In the second part of the semester, students will have to seek peer feedback on their work in progress. Weight in grade: 40 % Students are entitled for 1 re-take of final paper. Students are entitled for maximum 2 absences, which have to be justified according to Code of Studies. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Course description and learning outcomes:	

The course aims to strengthen students' understanding of diverse approaches to writing and training of writers. The seminars and homework assignments should help students improve their ability to communicate with other citizens in academic universe. The skill in focus is writing, although we will pay attention also to related skills: speaking, reading and listening. Course sessions consist of reading-based discussions and practical exercises on more advanced aspects of writing. Upon completion of the course, students should have a better understanding of variety of genres of academic communication (including a book review, policy report, research paper) and specific strategies writers use to communicate their findings and observations. The course places strong emphasis on communicative aspect of the writing process, and students will learn how to seek and provide feedback, how to responsibly contribute to and get the best out of an academic conference and how to connect to wider scholarly networks. Importantly, the course addresses common problems faced by writers at all stages such as procrastination and impostor syndrome.

**Class syllabus:**

Course contents:

1. Introduction to the course . Genres of academic communication.
2. Overview of basic elements: language, structure, literature review, designing of collection of new data.
3. Chasing your research problem. Strategies on brainstorming, drafting and organizing your thoughts. Getting over common problems such as procrastination and imposter syndrome.
4. Literature review. Where to start, how to take notes, how to evaluate which sources you have to read. Importance of brainstorming, experimenting and engagement of diversity of genres.
5. Research proposal and research article. Planning your time and resources. Making decisions on what is realistic in given time and context.
6. Language, structure and citation styles (and why do we need them). Understanding perspectives of one's interlocutors.
7. Peer review and types of feedback. Academic conferences, scholar networks. Preparing an abstract for a conference.
8. Writing shorter genres: Book reviews, Research Memos, Forum contributions.
9. Policy report and policy brief. Translating academic research for wider audiences. Understanding relationships between policy sphere and research sphere.
10. Speaking practice. Presenting your research proposal and work in progress.
11. Editing your own work and preparing it for submission. Checklists and keeping yourself accountable.
12. Final colloquium.

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 90

A	B	C	D	E	FX
51,11	40,0	5,56	2,22	0,0	1,11

**Lecturers:** Mgr. Jakub Csabay, PhD., Mgr. Kristína Rankovová

**Last change:** 23.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-940/22	<b>Course title:</b> Contemporary Challenges: Greening of 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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The evaluation of the students in this course is composed of 3 elements combining continuous as well as final preparation of the students. Active participation on the seminars and fulfillment of seminar assignments – 20% Research paper proposal (in-class presentation) – 30% Final (research) paper – 50% Any form of plagiarism will automatically result in Fx. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: The students will gain more complex perspective on the EU green policies, primarily through the understanding of the process and outcomes of the EU green policymaking in policy sectors that are not traditionally associated with the climate agenda. The emphasis is on the development of the students' analytical skills in context of different policy sectors integration and encouraging thinking 'outside of box'. The students will gain ability to critically evaluate the diverse implications of the EU green agenda across the various policy sectors, as well as design (and conduct) research on the topic.	
<b>Class syllabus:</b> Course contents: 1. Introductory session – course objectives and requirements 2. Theoretical background (environmental and climate policy integration) 3. Climate mainstreaming in the European Union 4. Greening of economy (trade, green fiscal and industrial policies) 5. Greening of EU development cooperation 6. Climate considerations in security and defence sector 7. Social dimension and implications of greening: inclusion and just transition 8. Human rights dimension: greening of the human security concept	

- 9. Towards green citizenship: democratisation and behavioural interventions
- 10. Backslash and critique of green policies – right wing populism and climate scepticism
- 11. Concluding session – discussion and feedback

**Recommended literature:**

Recommended literature:

Lafferty, W., & Hovden, E. (2003). Environmental policy integration: towards an analytical framework. *Environmental Politics*, 12(3), pp. 1–22.

Dupont, C., & Oberthür, S. (eds.). (2015). *Decarbonization in the European Union: Internal Policies and External Strategies*. New York: Palgrave Macmillan.

Adelle, C. (2013). Climate Policy Integration and Environmental Policy Integration: A case of déjà vu?. *Environmental Policy and Governance*, 23, pp. 1–12.

Oberthür, S., & Dupont, C. (2021). The European Union’s international climate leadership: towards a grand climate strategy?. *Journal of European Public Policy*, 28(7), pp. 1095-1114.

Delbeke, J., & Vis, P. (eds.). (2019). *Towards a climate-neutral Europe: Curbing the trend*. London: Routledge.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	B	C	D	E	FX
31,25	25,0	18,75	12,5	6,25	6,25

**Lecturers:** Mgr. Donald Wertlen, PhD.

**Last change:** 23.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-610/22	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Assignments are 40% of the final grade. Short tests are 30% of the final grade. The exam is 30% of the final grade. Plagiarism and other forms of academic misconduct will be punished by expulsion from the course Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students become familiar with 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> Course contents: 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>	

Recommended literature:

- Abbot K. W. et al. (2000) The Concept of Legalization. *International Organization*: 54 (3), 401-419
- Bátora, J. (2007). Identita a štátny záujem? O čo ide v slovenskej zahraničnej politike. In *Slovenská otázka dnes*. Bratislava: Kalligram
- 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 Compas 1/1: 82-10 Wolff, L. Inventing Eastern Europe. Stanford University Press, 1994: 1-49 (Introduction, Chapter One)					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 92					
A	B	C	D	E	FX
26,09	39,13	23,91	7,61	2,17	1,09
<b>Lecturers:</b> Mgr. Matej Navrátil, PhD., Mgr. Shakhlo Tabunshchikova					
<b>Last change:</b> 23.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-720/22	<b>Course title:</b> Development Studies: 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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on ongoing assessment and students are encouraged to continuously prepare on meetings and seminar sessions. # Participation in the seminar discussions (20 points) # Participation in the policy roundtable (25 points) - students will be asked to write a short policy brief. # Assessed Paper (40 points) on a topic of student's choice with relevance to the course content (sample questions will be provided), approved by the instructor. Students will receive individual consultation with the instructor on their assessed paper. # Presentation of the Assessed Paper (15 points) Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: The course will equip students with essential knowledge and toolkit to understand, analyse and engage with key theories, issues, and practice in the fields of development studies and international development. Within the first part of the course students will learn theoretical and conceptual background on the topic, ranging from history of academic discipline of development studies and the practice of development policy through key concepts, measurements, and theoretical approaches to the main developmental challenges in the present day. In the second part students will improve in conducting analysis and in the development practice, including the roles of multiple stakeholders involved, contextuality as well as the nature and specificities of development projects, which they will be able to further explore in a roundtable simulation on a specific developmental challenge. Students will also receive hands-on insights from those directly involved in development projects internationally and in the context of Slovakia and by discussing the topics from the field perspective, they will increase ability to discuss, argue and justify their positions by knowledge from the course's previous parts.	
<b>Class syllabus:</b>	

Course contents:

Part One - Development Theory

1. History of International Development and Development Studies
2. Key Concepts and Indicators – How to Frame and Measure Development?
3. Theories of Development and Approaches to Development Policy
4. Issues in International Development and Development Studies

Part Two – Understanding Development Practice

5. Institutional and Policy Analysis: Understanding Contextuality
6. Development Actors – Who Does Development?
7. Mechanisms of Development Policy – Strategy, Funding, and Implementation
8. Policy Roundtable Simulation

Part Three – Practitioner Guest Lectures

9. International Development Projects
10. Regional Development Policy
11. Localising Development – Integration of Roma Communities in Slovakia
12. Presentation of Student Papers

### **Recommended literature:**

Recommended literature:

Acemoglu, D. and Robinson, J.A. (2013) *Why Nations Fail: the origins of Power, Prosperity and Poverty*, London: Profile Books Ltd.

Chang, Ha-Joon (2014) *Economics: The User's Guide: A Pelican Introduction*, New York: Bloomsbury Press.

Chari, S. & Corbridge, S. (eds.) (2008) *The Development Reader*, Oxon: Routledge.

Marcinčin, A. a Csabay, J. (eds.) (2021) *Ročenka regionálneho rozvoja 2021*. Bratislava: SPEKTRUM STU.

Haslam, P. Schafer, J. & Beaudet, P. (eds.) (2017) *Introduction to International Development: Approaches, Actors, Issues, and Practice*, Oxford: Oxford University Press.

Fennell, S (2010) *Rules, Rubrics and Riches: the interrelationship between the legal reform and international development*, Oxon: Routledge.

Hickey, S., Sen, K. and Bukenya, B. (eds.) (2014) *The Politics of Inclusive Development: Interrogating the Evidence*. Oxford: Oxford University Press.

Ostrom, E. (1990) *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge: Cambridge University Press.

Pike, A. et al. (2010) *Handbook of Local and Regional Development*, Oxon: Routledge.

Ravasz, A. et al. (2020) *Atlas rómskych komunit 2019*, Bratislava: VEDA.

Raworth, K., (2012) *A safe and just space for humanity: can we live within the doughnut?*, Oxfam Policy and Practice: *Climate Change and Resilience*, 8(1), pp.1-26.

Sen, Amartya (1999) *Development as freedom*, New York: Oxford University Press.

Slovak Aid (2019) *Strednodobá stratégia rozvojovej spolupráce SR*

na roky 2019-2023, [https://slovakaid.sk/wp-content/uploads/2020/12/](https://slovakaid.sk/wp-content/uploads/2020/12/strednodoba_strategia_rozvojovej_spoluprace_sr_2019-2023-2.pdf)

[strednodoba\\_strategia\\_rozvojovej\\_spoluprace\\_sr\\_2019-2023-2.pdf](https://slovakaid.sk/wp-content/uploads/2020/12/strednodoba_strategia_rozvojovej_spoluprace_sr_2019-2023-2.pdf) [dostupné online - 29. januára 2022].

UK Government (2021) *COP 26: Negotiations Explained*, <https://ukcop26.org/wp-content/uploads/2021/11/COP26-Negotiations-Explained.pdf> [dostupné online - 29. januára 2022].

United Nations (2012) *The Future We Want: Outcome document of the United Nations Conference on Sustainable Development Rio de Janeiro, Brazil, 20–22 June 2012*, <https://sustainabledevelopment.un.org/content/documents/733FutureWeWant.pdf> [dostupné online - 29. januára 2022].

<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 24					
A	B	C	D	E	FX
41,67	58,33	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Jakub Csabay, PhD., Mgr. Kristína Rankovová					
<b>Last change:</b> 24.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-530/22		<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> combined					
<b>Number of credits:</b> 6					
<b>Recommended semester:</b>					
<b>Educational level:</b> II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Conditions for passing the course: # submission of master thesis to AIS (100%) Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points					
<b>Learning outcomes:</b> Learning outcomes: Student integrates the acquired knowledge from the application in the field of European policies, international relations, political behavior, international law, media discourse or sectoral policies in quantitative and / or qualitative research implementation and other transferable competencies acquired during the two-year master's study in the study program European Studies. The student will demonstrate in particular the ability to apply the principles of design and implementation of a more demanding research quantitative or qualitative project, including the possibility of data analysis, perform advanced analyzes, present goals and results of their work. S/he also demonstrates the ability to work with scientific literature, interprets research results, presents of research conclusions, evaluates and recommends solutions.					
<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: 67					
A	B	C	D	E	FX
71,64	14,93	5,97	1,49	4,48	1,49
<b>Lecturers:</b>					

<b>Last change:</b> 24.03.2022
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<b>Approved by:</b>
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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Social and Economic Sciences					
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-680/22		<b>Course title:</b> EPSO Training			
<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> combined					
<b>Number of credits:</b> 3					
<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: 13					
A	B	C	D	E	FX
92,31	0,0	0,0	0,0	0,0	7,69
<b>Lecturers:</b> prof. PhDr. JUDr. Lucia Mokrá, PhD.					
<b>Last change:</b>					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-022/23	<b>Course title:</b> Eastern Europe in World Politics
<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> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope, and method of educational activities: Type of activities: lecture / seminar Recommended range of teaching (in hours): Weekly: 2 / 2 During the study period: 26 / 26 Study method: on-site learning / combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Students' work will be evaluated based on their ongoing contributions during the course duration as well as the preparation of a short essay, summarising presentation and policy brief. Students are expected to: <ol style="list-style-type: none"> <li>1. Actively continuously participate in discussions/written responses during lectures and seminars, prepare with compulsory readings (30% of the grade);</li> <li>2. Make an individual or group presentation summarizing the findings of a case-study focused on an actual problem or development in the region (topics to be agreed with teacher) (30% of the grade);</li> <li>3. Write a policy brief (1500-1700 words) on current (geo)political, security, economic or other development in the region or specific country of the region (topics to be agreed with teacher) (40%).</li> </ol> Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students will gain knowledge about key factors defining development in the Eastern European region, interests and policy of the EU and other major actors in the region as well as related challenges and opportunities for Slovakia and the EU in general. Upon completion of the course, students will be able to apply the inter-disciplinary approach to the analysis of the Eastern European region as well as to compare and differentiate particular issues of policy-making, foreign policy priorities, security, economic, energy and other development in the region. During discussions with prominent Eastern European experts (invited guest speakers), students will train in practice their knowledge and get insights from the ground to better understand domestic political discourse and	

the decision-making process in Eastern European countries. Students will learn to make a case-study analysis and prepare policy briefs on different issues of practical development in the Eastern European region.

### **Class syllabus:**

Course contents:

1. Is Eastern Europe a region? Notion, origin and geographical margins.
2. Theoretical approaches to East European studies. Geopolitical approach to East European studies.
3. Eastern neighbours in EU foreign policy. Normative approach.
4. Russia's "near abroad" vs. EU's "shared neighbourhood".
5. Eastern Europe in global agenda of the U.S.
6. China's interests and role in the region.
7. Foreign Policy priorities and FP decision-making in Eastern European states.
8. Security environment and conflicts in the region.
9. Energy politics and energy security in the region.
10. Economy and infrastructure: opportunities for Central Europe and EU in general.
11. EU Green Deal and Eastern Europe: challenges and prospects.
12. Central and Eastern European states cooperation: search for mutual benefits.

### **Recommended literature:**

Recommended literature:

- Berglund, S. et al. (Eds.) (2013). *The Handbook of Political Change in Eastern Europe*. Edward Elgar.
- Charap, S., Demus, A. & Shapiro, J. (Eds.) (2018). *Getting Out From "In-Between": Perspectives on the Regional Order in Post-Soviet Europe and Eurasia*. RAND.
- Duleba A. (2021), *Bilaterálne vzťahy SR s Ukrajinou a prognóza ich vývoja v strednodobej perspektíve*. Návrh stratégie rozvoja vzťahov s Ukrajinou, Bratislava: SFPA.
- Góralczyk, B. (2017). "China's Interests in Central and Eastern Europe: Enter the Dragon". In *European View*, Vol. 16, pp. 153–162.
- Grzegorz, P. (2019). "(In)securitising the Eastern Neighbourhood. The European Union Eastern Partnership's Normative Dilemma: Resilience Versus Principled Pragmatism". In: Rouet, G., Pascariu, G.C. (Eds.). *Resilience and the EU's Eastern Neighbourhood Countries*. Palgrave Macmillan, Cham.
- Khylko, O. (2016). "East European Regional Identity: Myth or Reality?" In: *UA: Ukraine Analytica*. Issue 4(6), pp.12-20.
- Khylko, M. (2018). *Shaping Strategy for Comprehensive and Effective Western Policy in Eastern Europe*, Atlantic Council.
- Mesežnikov G., Bútorová Z. (2022), *Vojna Ruska proti Ukrajine. Pohľad zo Slovenska*, Bratislava: Inštitút pre verejné otázky
- Stewart, S., Klein, M., Schmitz, A. & Schröder, H.H. (Eds.) (2012). *Presidents, Oligarchs and Bureaucrats. Forms of rule in the Post-Soviet Space*. German Institute for International and Security Affairs, Ashgate.
- Toal, G. (2017). *Near Abroad: Putin, the West, and the Contest over Ukraine and the Caucasus*. Oxford University Press.
- Tyushka, A. & Schumacher, T. (Eds.) (2022). *The European Union and Its Eastern Neighbourhood. Whither 'Eastern Partnership'?* Routledge.
- Wolff, L. (1994). *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*. Stanford University Press.

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

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 16					
A	B	C	D	E	FX
43,75	43,75	6,25	6,25	0,0	0,0
<b>Lecturers:</b> Maksym Khylko, PhD., Olena Khylko, PhD.					
<b>Last change:</b> 02.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚE/2-ÚE-400/22	<b>Course title:</b> Economic Models of Politics
<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A term paper submitted by the student whose grade is 25% of the final grade, a midterm test which is 25% of the final grade, and a final exam which is 50% of the final grade. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will understand the theoretical as well as empirical applications of political economy models. Students will develop an understanding of the many complex ways in which politics and economics interact and vice versa.	
<b>Class syllabus:</b> 1. Theoretical Foundations - Public Choice Theory, Social Welfare Function 2. Voting rules - Lindahl model 3. Voting rules - Majority voting, Median voter theory, Multidimensional models and preference distributions 4. Voting Rules - Logrolling, Arrow's Impossibility Theorem 5. Public Policy Design - Plurality and Proportional Voting 6. Public Policy Design - Models of Bureaucracy (Niskanen) 7. Public Policy Design - Interest Groups (Rent-seeking, Iron Triangle, Revolving Door, Lobbying) 8. Political-Economic Cycle (PEC) 9. Time inconsistency in macroeconomic policy (CI) 10. Applications of PEC and QI in monetary and fiscal policy 11. Immigration preferences 12. Policy making and intergenerational accounting 13. Current issues in economic policymaking	
<b>Recommended literature:</b> · Branko Milanovic, The median-voter hypothesis, income inequality, and income redistribution: an empirical test with the required data, European Journal of Political Economy, 2000, 16, 367-410	

- Michal Sedlačko & Katarína Staroňová, Internal ministerial advisory bodies: An attempt to transform governing in the Slovak Republic, Central European Journal of Public Policy, 2018, 7, 28
- Wiliam D. Nordhaus, The Political Business Cycle, The Review of Economic Studies, 1975, 42/2, 169-190
- Finn E. Kydland & Edward C. Prescott, Rules rather than discretion: The inconsistency of optimal plans, Journal of Political Economy, 1977, 85/3, 473-492
- Robert J. Barro & David B. Gordon, A positive theory of monetary policy in a natural rate model, Journal of Political Economy, 1983, 91/4, 589-610
- Alberto Alesina & Roberto Perotti, The political economy of budget deficits, International Monetary Fund Staff Papers, 1995, 42/1, 1-31
- Harvey S. Rosen, Public Finance, 1992, McGraw-Hill/Irwin, Chapter 7,
- Randall G. Holcombe, Advanced Introduction to Public Choice, 2016, Edward Elgar Publishing
- Denis C. Mueller, Public Choice III, 2003, Cambridge University Press

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

Course evaluation

A total number of evaluated students: the real number of evaluated students from the course's introduction to its last update.

A B C D E FX

a b c d e f

The table includes the percentage of evaluated students who obtained an A, B, ... FX grade after enrolling in the course. The total sum of a, b, c, d, e, f is 100. If a student obtained FX in one year and after further enrollment in the course, evaluation D, both of his evaluations will be taken into account.

**Past grade distribution**

Total number of evaluated students: 9

A	B	C	D	E	FX
44,44	22,22	11,11	0,0	0,0	22,22

**Lecturers:** doc. Ing. Tomáš Domonkos, PhD., Ing. Mária Širaňová, PhD.

**Last change:** 05.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-950/22	<b>Course title:</b> European Union in Political and Public Discourse
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on ongoing assessment and students are encouraged to continuously prepare on lectures and seminar sessions. Details: 1. To participate in the seminars and to prepare with compulsory readings. (20 points) 2. To write weekly a short written annotation (of 300-350 words) that focuses on 2-3 key ideas of the paper and explain why and how these ideas are relevant, annotations must be submitted 2 days before the class via Moodle. All essential required readings are available in Moodle. Eight out of ten annotations during the semester are required as “absolute minimum”, if it is not met, no points for this segment of the overall grade will be assigned. The annotations will be evaluated at weekly basis (30 points). 3. Make at least one class presentation (as individual or in team up to 3 students) which should critically analyze the assigned recommended reading for a particular topic (15 points). The presentations are followed by a class discussion and afterwards made accessible to entire class via moodle. 4. To write a final paper (2000-2500 words) on topic related to the course. The paper has to have a clear research question and at least two theoretical explanations from the academic literature and argue as to why one of these theories can explain the outcome better than the other theory. Students must use relevant academic literature. Students are expected to use an internationally acceptable form of notes and references, (35 points). Students are entitled for maximum 2 absences, which have to be justified according to Code of Studies. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: After successful passing of the course European Union in Political and Public Discourse students will be able to understand political and socio-cultural processes in the EU. Since the special	

focus will be on electoral democracy in the EU, students will be provided with advanced level of knowledge of patterns of voting behaviour in the European Parliament elections across the member states. MA students are provided high-level academic knowledge and the most recent research in this area. Students will apply this knowledge in analyzing the election outcomes and their impact on further developments of the EU democracy. Another important focus will be on interactions between national and European level institutions, the so-called democracy deficit, as well as the impact of globalisation, technological developments in communication and post-Lisbon institutional changes on representation and accountability in the EU.

The research by EU wide European Election Study (EES) network are utilized for the teaching purposes her involvement in the. After completing the course, students will understand the current developments in the EU regarding specific features of EU representation, accountability, and political responsibility. Students will be able to make distinction between different EU initiatives which are aimed to close the democratic deficit and bring the EU closer to its citizens. This knowledge could be used in evaluating or designing of various communication campaigns related to EU, including EP elections. They will also learn how to use the data sets from Eurobarometer or other EU related public opinion surveys, or how to design such surveys.

Students will also learn the soft skills - how to formulate arguments and justifications for their arguments, how to critically evaluate the ongoing public or political debates related to EU.

### **Class syllabus:**

Course contents:

1. Introduction to the course
2. Slovakia in the EU (history, cleavages, actors, competition, perception, politization)
3. Varieties of Euroscepticism
4. Patterns of public perception across the EU
5. Case study Brexit – Causes and Consequences
6. EP elections I. - issues, campaigns and voting behaviour
7. EP elections II. – national dimensions of the EP (political and public)
8. Europeanization: concept, operationalization, areas of analysis
9. EU related referendums
10. European citizens initiate and Conference about the Future of Europe
11. Migration and integration policies in the EU in a comparative perspective
12. Are historical narratives, symbols, and images important in the EU discourse?
13. Concluding class, discussion, feedback

### **Recommended literature:**

Recommended literature:

- Henderson, Karen (2009): Europeanization of Political Parties: Redefining Concepts in a United Europe. *Slovak Sociological Review*, spring 2009, 41 (6): 526-538.
- Malová, D. - E. Láštík - M. Rybář (2005): Slovensko ako nový členský štát Európskej únie: Výzva z periferie? Bratislava: Friedrich Ebert Stiftung.
- Malová, D. et al.: New Member States in the EU: From Listening to Action? Bratislava, UK 2010.
- Vasilopoulou, S. (2009): Varieties of Euroscepticism: The Case of the European Extreme Right. *Journal of Contemporary European Research (JCER)* Volume 5, Issue 1-3
- Lyons, Pat: "It's economy, Stupid!" Popular Support for EU Accession in the Czech Republic. In: *Sociologický časopis/Czech Sociological review*, 2007, No. 3, pp. 523-560.
- Reif, Karlheinz and Hermann Schmitt (1980): Nine Second-Order National Elections. A Conceptual Framework for the Analysis of European Election Results. *European Journal for Political Research*, 8 (1) : 3-44.

- Schmitt, Hermann – Hobolt, Sara – Popa, Sebastian A. (2014): “Spitzenkandidaten” in the 2014 European Parliament Election: Does Campaign Personalization Increase the Propensity to Turn Out? Paper prepared for presentation at the ECPR General Conference to be convened at the University of Glasgow, Scotland, 3-6 September 2014.
- Gyarfasova, O. – Henderson, K. (2018) Slovakia and the turnout conundrum, in: East European Politics, 34:1, 77-96
- Hobolt, Sara (2016): The Brexit vote: a divided nation, a divided continent, Journal of European Public Policy, 23:9, 1259-1277,
- Ladrech, Robert (2001): Europeanization and Political Parties: Towards a Framework for Analysis Keele European Parties Research Unit (KEPRU). Working Paper 7P.
- Hobolt, Sara (2006): Direct Democracy and European Integration. In: Journal of European Public Policy, 13/1, , pp. 153 – 166.
- Garry, John: Emotions and voting in EU referendums. European Union Politics 2014, Vol. 15(2) 235–254
- Hooghe, L.- Marks, G.: A Post-functionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus. B.J.Pol.S. 39, 1–23
- Walczak, A. – Brug, van der Wouter (2012): Representation in the European Parliament: Factors affecting the attitude congruence of voters and candidates in the EP elections, in: European Union Politics, 14(1) 3–22.
- Gyarfasova, O.- Liebhart, K. (eds): Constructing and Communicating EUrope. Cultural Patterns of Politics. Volume 2. LIT Verlag, Wien 2014.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 54

A	B	C	D	E	FX
46,3	42,59	11,11	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Oľga Gyárfášová, PhD.

**Last change:** 23.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-170/23	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: <ul style="list-style-type: none"> <li>• weekly "flashnews" (30%)</li> <li>• policy paper (30%)</li> <li>• final team research project (40%)</li> </ul> Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students will gain knowledge about key factors that constitute current foreign policy of Slovakia. Students will deepen their previous knowledge about institutions and their role in the creation of foreign policy and international relations of the Slovak Republic, in the context of current and historical events. As part of their practical skills, they practice the ability to write and process analytical materials in various areas of foreign policy and at the same time practice the ability to work in a team. During discussions with actors within Foreign Policy Affairs (invited guest speakers), students train in practice understanding and application of key challenges in the management of foreign policy in the Slovak Republic.	
<b>Class syllabus:</b> Course contents: <ol style="list-style-type: none"> <li>1. What is the foreign policy of the Slovak Republic (Historical background)</li> <li>2. Institutional structure and career experience</li> <li>3. Europeanization of Slovak foreign policy</li> <li>4. Slovakia and citizens in foreign policy</li> <li>5. Slovakia in the international environment</li> <li>6. Feminist perspectives of Slovak foreign policy and diplomacy</li> <li>7. Slovakia and the Western Balkans</li> <li>8. Slovakia's defense policy in the transatlantic context</li> <li>9. Public diplomacy and STRATCOM</li> <li>10. Development cooperation of Slovakia</li> </ol>	

**Recommended literature:**

Recommended literature:

- 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.
- Bučko, A. (2019). Strategická komunikácia v sektore obrany SR. Inštitút strategických politík STRATPOL. p. 1-22.
- Buzalka, J. (2012) Ohrozuje Európa existenciu národa?. Kapitola v *Slovenská ideológia a kríza*. Eseje z antropológie politiky. Kalligram, 104-111.
- Dostal, V. - Mesežnikov, 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
- Hajdu, D., Klingová, K., Sawris, M., Milo, D. (2020). GLOBSEC Trends 2020: Central Europe, Eastern Europe, and Western Balkans at the Times of Pandemic.
- Figulová, A., Janková, K.(2021). One region, different strategies: Slovakia and the V4 in the Euro-Atlantic security environment In: *Small states and the new security environment*. - Cham : Springer Nature, 2021
- 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
- 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
- Mojžita, M.(2003). *Belehrad Poznámky 1995 - 2001, Dilema*
- 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
- Profant, T. (2018). The Social Construction of Slovakia as a Donor and its Power Effects. *Europe-Asia Studies*, 70(3), pp. 365-387.
- 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
- 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.
- Vášáryová, M.( 2008) *Polnočný sused*. Bratislava: Kalligram

**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:**

Notes: The course contains invited lectures of field experts and diplomats, held in Slovak language.

**Past grade distribution**

Total number of evaluated students: 37

A	B	C	D	E	FX
13,51	43,24	29,73	5,41	5,41	2,7

**Lecturers:** Mgr. Andrea Figulová, PhD., Mgr. Matej Navrátil, PhD.

**Last change:** 09.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-010/22	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is graded: 1) Seminar activity and assignments – 20% of overall evaluation Students are required to read particular articles from their reading list and to submit assignments dealing with given readings. The assignments will be provided at the seminars and the students will have 20-30 minutes to answer the questions arising from the readings. Subsequently, one group will present their answers and the whole class will have a discussion on the assignment to make sure everyone understands the issues. The assignments will discuss the current events, challenges and prospects of the EU external relations. Each assignment will set questions related to the content and purpose of the article/reading, as well as its relevance to the studies of EU FP. The students are requested to work in group of minimum two and maximum three people. Assignment submitted by group of more than three will not be accepted. Individual assignments are eligible in cases the student missed the class due to internship, hospitalization or illness (confirmed by the organization and M.D.) or other reasons related with pandemics. In such cases, the assignments will be available by request and should be uploaded by the student in MS Teams. The deadline for submission will be adjusted on case by case approach. 2) Research proposal (theory and methodology) – 40% Research proposal should be no longer than 4000 words excluding references. The proposal should follow research design based on relevant literature and essential research question appropriate for the year of study. Student's task is to develop a research proposal on how to tackle the issue or what can be studied about the issue, including justification of the topic and state of art in the research field and of the reality. The core of the proposal is to provide appropriate theoretical or conceptual framework and methodology on how the student wants to proceed with the analysis. This includes a deep literature review based on the classes in the block A and relevant literature. The last part should comprise of expected results based on what the student has learned about the issue so far. The actual analysis does not have to be part of the project, the point is to train the designing of a research, where state of art of the reality, state of art of the academic literature and expected results play one complex unit. If the student decides to go with the full research, they can get more points, however, the focus will be on the design, not on the actual analysis and results.	

The topics should be discussed with the lecturers and approved in order to avoid inappropriate topic or methodology.

Final paper should be uploaded to MS Teams by 23:30 on October 31. Bear in mind that MS Teams does not allow you to upload the paper later and delayed papers will not be accepted if no sufficient justification for the late submission is provided.

3) Case study - 40% (20% written part, 20% short presentation and moderating the seminar discussion)

As Block B is more policy oriented, the students shall prepare a short presentation on a case study related to concrete aspect of EU FP and subsequently submit a report (up to 2000 words, excl. references, max 3xA4, 1,5 space, 12 Times New Roman). The list of case studies is provided by the lecturers in advance. Students are working in pair (2) per topic. The presentation should be rigorous in a sense the student does not only describe the information they found but tries to put in the context of a specific question. Theoretical part is not necessary; however, the results of different research can help with the context into which the student shall put the whole presentation and lead the discussion.

The seminar will apply the system of a conference. Each seminar will consist of 3 brief presentation on the case study. After each individual presentation, the presenter (student) shall moderate their own discussion to topic with prepared questions for the class and interesting points that can lead to further discussion on the EU role in the world in the context of given EU policy. The preparation as well as the presentation shall be submitted to MS Teams for the lecturer's proof by Sunday before the presentation. The students then submit a report from the case study presentation and discussion by 23:30 on 31st December.

Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points

### **Learning outcomes:**

Learning outcomes:

The course EU Foreign Policy is focused the development and current functioning of the EU policy making in its External relations. Students will become familiar with theoretical background for analysis of particular EU decisions and actions in diverse areas. Students are expected to understand why and how the EU foreign policy is constituted based on crucial approaches from the field of IR, European studies and Foreign policy studies. They will be able to analyse and evaluate particular EU policies and priorities, tools and mechanisms and outcomes of the EU foreign policy making. The students are expected to gain theoretical as well as empirical skills not only to know how the EU external relations area work, but also how to analyse it and define the areas and issues that may be improved in the future.

### **Class syllabus:**

Course contents:

What do we mean under EU FP?

Foreign policy in EU agenda – historical development

Research traditions and EU FP – IR, FPA and ES

Principle of implied competence

The role of institutions in EU FP and decision-making process

EU's roles and actorness in global world (relations with other partners)

EU and multilateralism (relations with other IO)

EU integration and other integration models: EU Enlargement Policy

EU Neighbourhood Policy – Eastern Partnership, EU-Russia, Mediterranean Partnership

Humanitarian Assistance and Development

Human Rights and Rule of Law

Asylum and migration in EU FP  
External aspect of EU energy and climate policies  
Security and Defence as integral part of EU FP  
Justice and Home Affairs – new tool of EU FP

**Recommended literature:**

Recommended literature:

1. What do we mean under EU FP? Foreign policy in EU agenda – historical development.

Required reading:

Dénešová, M.: EU FP from the historical perspective. In: Mokra, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenskeho, 2020, pp. 20 – 36

The EU’s Foreign Policy System: Policy making. In: Keukeleire, T. – Delreux, T. The Foreign policy of the European Union, Palgrave, 2014, p. 94 – 115

The European Union in the World. In: Koutrakos, P.: EU International Relations Law. Oxford: Bloomsbury, 2015, p. 5-16

2. Research traditions and EU FP – IR, FPA and ES, Principle of Implied Competence

Required readings:

Tonra, B. - Christiansen, T.: The study of EU foreign policy: between IR and European Studies.

In: Tonra, B. - Christiansen, T.: Rethinking EU Foreign Policy. Manchester University Press, 2014, pp. 1 - 10

White, B.: Foreign policy analysis and European foreign policy. In Tonra, B. - Christiansen, T.: Rethinking EU Foreign Policy. Manchester University Press, 2014, pp. 45-61

Hudson, V.: Foreign policy analysis: Actor-Specific Theory and the ground of International Relations. In Foreign Policy Analysis. 2005, pp. 1-30.

3. The role of institutions in EU FP and decision-making process

Required reading:

Mokra, L.: EU institutional framework and EU FP decision-making processes. In: Mokra, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenskeho, 2020, pp. 37 – 55

International Representation of the EU. In: Kuijper, P.J., Wouters, J., Hoffmeister, F., de Baere, G., Ramopoulos, T.: The Law of the EU External Relations. Cases, Materials and Commentary on the EU as an International Legal Actor. Oxford: Oxford University Press, 2015, p. 21-54

Institutions and Administrative Bodies. In: Koutrakos, P.: EU International Relations Law. Oxford, Bloomsbury, 2015, p. 425-446

Thomas, D.C.: Explaining EU Foreign Policy: Normative Institutionalism and Alternative. In:

Thomas, D.C.: Making EU Foreign Policy. National Preferences, European Norms and Common Policies. Palgrave Macmillan, 2011, pp. 10-28

4. EU’s roles and actorness in global world (relations with other partners)

Required readings:

Bretherton, Ch. – Vogler, J.: Conceptualizing actors and actorness. In Bretherton, Ch. – Vogler, J. The European Union as a Global Actor. Routledge, 2006 (2nd ed.), pp. 11-34

Bretherton, Ch. – Vogler, J.: Nature of the beast: The identity and roles of the EU. In Bretherton, Ch. – Vogler, J. The European Union as a Global Actor. Routledge, 2006 (2nd ed.), pp. 35-59

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

Optional readings:

Aggestam, L.: Role theory and European foreign policy: a framework of analysis. In Elgstrom, O. and Smith, M. The European Union’s roles in international politics. Concepts and analysis. Routledge, 2006, pp. 11-29.

Caira, M.: The EU-China Relationship: From cooperation to strategic partnership. In Bindi, F.(ed.): The Foreign Policy of the European Union. Assessing Europe's Role in the World. Brookings Institution Press.2010, pp. 263-272.

Gehring, T. – Oberthus S. – Muhleck, M.: European Union Actorness in International Institutions: Why the EU is recognized as an actor in some institutions, but not others. Journal of Common Market Studies, vol. 51, no. 5, pp. 849-865.

Manners, I.: Normative Ethics of the European Union, International Affairs, 2008, vol. 1, pp. 45-60.

#### 5. EU and multilateralism (relations with other IOs)

Required readings:

Mokrá, L.: EU as International Actor. In: Mokrá, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenského, 2020, pp. 178 – 210

The EU in International Organizations. In: Kuijper, P.J., Wouters, J., Hoffmeister, F., de Baere, G., Ramopoulos, T.: The Law of the EU External Relations. Cases, Materials and Commentary on the EU as an International Legal Actor. Oxford: Oxford University Press, 2015, p. 169-214

Youngs, R.: Multilateralism and the emerging world order. Chapter 3 in The EU's role in world politics. A retreat from liberal internationalism. Routledge. 2010, pp.26-37.

#### 6. EU integration and other integration models: EU Enlargement Policy

Dénešová, M.: Enlargement and Accession Process. In: Mokrá, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenského, 2020, pp. 102 - 115

Sjursen H. – Smith, E.K.: Justifying EU foreign policy: the logics underpinning EU enlargement. In: Tonra, B. - Christiansen, T.: Rethinking EU Foreign Policy. Manchester University Press, 2014, p. 126 – 141.

Enlargement. Constituent policy and tool for external governance. In: Helen Wallace, Mark A. Pollack, Alasdair R. Young: Policy-Making in the European Union, Oxford Universtiy Press, 2015, p. 408 – 432.

□ Sedelmeier, Ulrich: 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) □ □ □ □ □ □ □ □

#### 7. EU Neighbourhood Policy – Eastern Partnership, EU-Russia, Mediterranean Partnership

Required reading:

Janková, K. – Kunová, H.: European Neighbourhood Policy. In: Mokrá, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenského, 2020, pp. 116 - 122

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

#### 8. Humanitarian Assistance and Development

Required reading:

Profant, T.: Development cooperation. In: Mokrá, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenského, 2020, pp. 123 – 136

Elgstrom, O.: EU Policy on Economic Partnership Agreements: Trade...and Aid? In Thomas, D.C. (ed.): Making EU Foreign Policy. National Preferences, European Norms and Common Policies. Palgrave, 2011, pp. 131-149.

Additional readings:

Smith, M.: Foreign Economic Policy. In Carlsnaes, W. – Sjursen, H. – White, B.: Contemporary European Foreign Policy. 2004. SAGE Publications, pp. 75-90.

Gomez, R. – Christou, G.: Economic Foreign Policy: The EU and the Mediterranean. In Carlsnaes, W. – Sjursen, H. – White, B.: Contemporary European Foreign Policy. 2004. SAGE Publications, pp. 186-197.

Damro, Ch.: Institutions, ideas and a leadership gap: the EU's role in multilateral competition policy. In Elgstrom, O. and Smith, M. The European Union's roles in international politics. Concepts and analysis. Routledge, 2006, pp.208-225.

#### 9. Human Rights and Rule of Law

Required readings:

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.

The rule of law and human rights in the EU. Varju, M.: European Union Human Rights Law. Northampton: Edward Elgar, 2014, p. 25 – 56

#### 10. Asylum and migration

Required readings:

Tabosa, C. – Kunová, H.: Blurred lines between EU internal and external security: state fragility and migration. In: Mokr, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenskho, 2020, pp. 156 - 177

Geddes, A. – Scholten, P.: The Politics of Migration and Immigration in Europe-SAGE Publications Ltd (2016)

Fundamental rights agency of the EU: Handbook on European law relating to asylum, borders and immigration

#### 11. External aspect of EU energy and climate policies

Required reading:

Wertlen, D.: EU energy and climate policy. In: Mokr, L. et all.: European Union Foreign Policy. Bratislava: Univerzita Komenskho, 2020, pp. 86 – 101

Herranz-Surralls, A. (2015). European External Energy Policy: Governance, Diplomacy and Sustainability. In A.K. Aarstad, E. Drieskens, K.E Jrgensen, K. Laatikainen and B. Tonra (Eds.) SAGE Handbook of European Foreign Policy, (pp- 911-925). London: Sage

Optional readings:

Franza, L., & Linde, C. v. (2017). Geopolitics and the Foreign Policy Dimension of EU Energy Security. In S. S. Andersen, A. Goldthau, & N. Sitter (Eds.), Energy Union: Europe's New Liberal Mercantilism? (pp. 85-98). London: Palgrave Macmillan

Youngs, R. (2013). The EU's global climate and energy policies: gathering or losing momentum?. In A. Goldthau (Ed.), The Handbook of Global Energy Policy (pp. 421-434). Chichester: Wiley-Blackwell.

#### 12. Security and Defence as integral part of EU FP

Andersson, J.J.: The European Security Strategy and the continuing search for coherence. In: Biscop, S. – Andersson, J.J.: The EU and the European Security Strategy. Routledge, 2008, p. 122-138

Tocci, N.: The glaring gap between rhetoric and reality in the Israeli-Palestinian conflict. In: Tocci, N.: The EU and Conflict Resolution. Promoting peace in the backyard. Routledge, 2007, p. 100 – 125

#### 13. Justice and Home Affairs – new tool of EU FP

Required reading:

Longo, F.: Justice and Home Affairs as a New Tool of European Foreign Policy. In: Bindi, F.: The Foreign Policy of the European Union. Assessing Europe's role in the world. Washington: Brookings Institution Press, 2010, pp. 73 - 81

**Languages necessary to complete the course:**

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 97					
A	B	C	D	E	FX
26,8	34,02	15,46	10,31	4,12	9,28
<b>Lecturers:</b> prof. PhDr. JUDr. Lucia Mokrá, PhD., Mgr. Lucia Wirthová, Mgr. Matej Navrátil, PhD.					
<b>Last change:</b> 23.03.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-670/23	<b>Course title:</b> Geopolitics of the Outer Space: an European Perspective
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on ongoing assessment and students are encouraged to continuously prepare on lectures and seminar sessions. # 40% oral presentation o topics for presentations will be provided at the first lecture, the topic of presentation and final essays must differ # 40% final essay o Students are required to choose one of the topics from the list (at the first seminar), connected with the contemporary development in outer space. It should connect the international law regulation with its implementation' possibility or new challenges' reflection. The author's position is welcome. # 20% active participation in seminars and lectures, up to 2 points for active work per week o case(s) for analysis (real judgment for reading and discussion afterward, related to the topic of the lecture). o discussion The course is graded entirely through preliminary assessment of students' work throughout the term, there is no final exam. Students are entitled to a maximum of 2 absences, which have to be justified according to the Code of Studies. Plagiarism results in an automatic grade of Fx. Rating: A: 100-91 points; B: 90-81 points; C: 80-73 points; D: 72-66 points; E: 65-60 points; Fx: 59-0 points	
<b>Learning outcomes:</b> Learning outcomes: Students will gain information in the area of International space law regarding regulations, norms, principles and implementation in specific research areas. They will become familiar with the international legal regulation of outer space in connection to current challenges and socio-economic development. The aim of the course is to enable students to understand the historical events, which led to creation of international legal system governing one of global commons, outer space. Students will learn to discuss international relations	

topic in association with the development of outer space, critically assess role of outer space in tackling issues on the Earth, or evaluate involvement of non-state entities in current space regime, particularly focusing on the EU role and its member states.

**Class syllabus:**

Course contents:

- 1) Historical overview – start of outer space exploration, cold war, space race, post war development
- 2) Legal system and general principles
- 3) Governance of the Global Commons: The Deep Seabed, the Antarctic, Outer Space – global space governance
- 4) Environmental policies and space debris
- 5) Cooperative Security Regime in Outer Space (ISS)
- 6) Digitalization in space research
- 7) Commercialization of outer space, non-state entities
- 8) Global South vs. Global North
- 9) SDGs and outer space
- 10) Geopolitics of outer space
- 11) European Space policy
- 12) Human rights

**Recommended literature:**

Recommended literature:

Doboš, B. (2019). Geopolitics of the Outer Space: European perspective. Cham, Switzerland: Springer

Froehlich, A. (ed.)(2018). Post 2030-Agenda and the Role of Space: The UN 2030 Goals and Their Further Evolution Beyond 2030 for Sustainable Development. Cham, Switzerland: Springer International Publishing

Froehlich, A.; & Täiatu, C.M. (2020). Space in Support of Human Rights. Cham, Switzerland: Springer Nature

Iacomino, C. (2019). Commercial Space Exploration Potential Contributions of Private Actors to Space Exploration Programmes. Cham, Switzerland: Springer

Paladini, S. (2019). The New Frontiers of Space: Economic Implications, Security Issues and Evolving Scenarios. Cham, Switzerland: Palgrave Macmillan.

Pelton, J.N. (2013). Space Debris and Other Threats from Outer Space. New York: Springer.

Vernile, A. (2018). The Rise of Private Actors in the Space Sector. Cham: Springer International Publishing

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 11

A	B	C	D	E	FX
45,45	36,36	9,09	0,0	0,0	9,09

**Lecturers:** Mgr. Bibiana Wertlen, PhD.

**Last change:** 09.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-024/23	<b>Course title:</b> History and Politics of the Modern Middle East
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Requirements for Passing the Subject: Group assignment (Presentation) 50 % Glossaries (work on weekly basis) 50 %	
<b>Learning outcomes:</b> The course aims to familiarize the students with the major historical and political developments in the modern Middle East and to introduce them to the current challenges and prospective scenarios in the region. The students will learn to critically evaluate the major issues connected with the formation of the modern Middle East and the impact these had on the present-day situation in the region. Additionally, the course will help the students improve their reading, analytical and argumentation skills through assignments and participation in class discussions.	
<b>Class syllabus:</b> Session 1: Intro session Session 2: An introduction to the Modern Middle East (Origins of the term , A brief historical background ) Session 3: From Colonies to “Independent States” (French and British mandate over the former Ottoman lands, Sykes-Picot agreement, Balfour Declaration) Session 4: The Rise of Arab Nationalism (Nasser and his ideology of Pan-Arabism, Iraqi nationalism) Session 5: From mandatory Palestine to the formation of the state of Israel (The Arab-Israeli wars, The Arab/Palestinian-Israeli Conflict, Camp David Accords, the status of Jerusalem, Oslo Accords) Session 6: Iran goes revolutionary (The 1978/1979 revolution in Iran, the ousting of the Pahlavi dynasty, the background of the revolution and its causes, the role of ayatollahs, Iran’s three republics, current situation in the country) Session 7: Turkey- a new state on the wreckages of the Ottoman Empire (Young Turks, Mustafa Kemal Atatürk, secularism, Kemalism, securitization of the Kurdish issue, Erdoğan’s rise) Session 8: Saudi Arabia – From the Rise of Wahabbism to Vision 2030 Session 9: The Middle East and “religious” terrorism (The debate on terrorism in the Middle Eastern concept, the contested concept of religious terrorism)	

Session 10: “People demand a change” (Arab Spring movements, background and causes, expectations, challenges, failed hopes for democracy in the region?)  
 Session 11: MENA women- regimes’ silent victims or revolutionaries? (Female activism in the Middle East, women’s roles in the Arab Spring protests, their rights after the Arab Spring, Arab female graffiti artists)  
 Session 12: What will become of the Middle East in 2023 and beyond? (Future challenges, possible scenarios, current issues, policy options for the region)

**Recommended literature:**  
 Recommended Literature:  
 David S. Sorenson (2016), An Introduction to the Modern Middle East, Mehran Kamrava (2013), The Modern Middle East a Political History since the First World War, Ahmed Elsayed (2015), The Eclipse of Pan-Arab Nationalism, Joel Beinin and Lisa Hajjar, Palestine, Israel and the Arab-Israeli Conflict, Amelia Sullivan (2018), Unconditional Surrender: The Rise of President Erdogan and the end of Kemalist Turkey, Jeroen Gunning and Richard Jackson (2011), What’s so “religious” about “religious” terrorism?, Kaman Eldin and Osman Salih (2013), The Roots and Causes of the 2011 Arab Uprisings, Jack Shenker(2016), The Egyptians, A Radical Story, Courtney C. Radsch (2012), Unveiling the Revolutionaries: Cyberactivism and the Role of Women in the Arab Uprisings, Michaela Grančayová and Aliaksei Kazharski (2022) Authoritarian Hegemonic Masculinities and Gendered Rhetorics of the Protest  
 2020 Belarus Awakening and the Arab Spring in Egypt, Brian Katulis et al. (2022), 2022 trends and drivers to watch in the Middle East

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**  
 Total number of evaluated students: 13

A	B	C	D	E	FX
61,54	15,38	23,08	0,0	0,0	0,0

**Lecturers:** Mgr. Michaela Grančayová, PhD.

**Last change:** 02.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-025/23	<b>Course title:</b> Hybrid Threats and Information Operations in International Relations: a European Perspective
<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> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: Type of activities: lecture / seminar Number of hours: 3 hours per week Form of the course: on site teaching	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on ongoing assessment and students are encouraged to continuously prepare for weekly meetings and seminar discussions. The final grade comprises of: 20% - participation in class and activity 30% - weekly assignments based on obligatory readings 20% - class presentation 30% - final essay Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points. Any plagiarism will result in an automatic Fx.	
<b>Learning outcomes:</b> Learning outcomes: The course aims to provide students with an understanding of 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 the European Union and in its Member States. By the end of the course, students should be familiar with conceptualization of hybrid threats and information operations and have an overview and understanding of their role in the contemporary international relations. They should be able to use the acquired knowledge in their own critical analysis of the tools and domains of hybrid threats being employed in the European context, as well as globally.	
<b>Class syllabus:</b> Class syllabus:	

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 as a tool of hybrid influence
6. Paramilitary and extremist groups in hybrid threats
7. War in Ukraine from the perspective of hybrid threats
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.

**Recommended literature:**

Recommended literature:

Sun Tzu (2000) On the Art of War, Allandale Online Publishing

Alaca, A. (2016) 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

Balzacq, T. (Ed.). (2010). Securitization Theory: How Security Problems Emerge and Dissolve (1st ed.). Routledge. <https://doi.org/10.4324/9780203868508>

Clarke, R. & Jackson, O. (2019) Hybrid CoE Working Paper 3 - Building Resilience: Hybrid's Weakness?

Cullen, P., Juola, C., Karagiannis, G., Kivisoo, K., Normark, M., Rácz, A., Schmid, J. and Schroefl, J. (2021) The landscape of Hybrid Threats: A Conceptual Model (Public Version), Giannopoulos, G., Smith, H. and Theocharidou, M. editor(s), EUR 30585 EN, Publications Office of the European Union, Luxembourg, ISBN 978-92-76-29819-9.

Cusumano, E. & Corbe, M. (Eds.). (2018) A civil-military response to hybrid threats. London; New York: Palgrave Macmillan

Fägersten, B. (2016) Forward Resilience in the Age of Hybrid Threats: The Role of European Intelligence. Forward Resilience: Protecting Society in an Interconnected World, 113-126

Giles, K. (2019) "Hybrid Threats": What Can We Learn From Russia? Security Policy Working Paper No. 16/2019, Federal Academy for Security Policy

Hartmann, U. (2017) The evolution of the hybrid threat, and resilience as a countermeasure, NATO Defense College, Research Division.

de Jong, S., Sweijjs, T., Kertysova, K., Bos, R. (2017) Inside the Kremlin house of mirrors: How liberal democracies can counter Russian disinformation and societal interference, The Hague Centre for Strategic Studies

Kalniete, S., & Pildegovičs, T. (2021) Strengthening the EU's resilience to hybrid threats. European View, 20(1), 23-33.

Treverton, G. F., Thvedt, A., Chen, A. R., Lee, K., & McCue, M. (2018) Addressing hybrid threats

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 11

A	B	C	D	E	FX
9,09	27,27	18,18	18,18	9,09	18,18

**Lecturers:** Samuel Krajňák, Daniel Milo

**Last change:** 02.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-110/22	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is graded: 1) Judgement(s) analysis The course requires to prepare for each session and active participation. Students are requested to read judgements of international courts or opinions or other judicial statements, and actively discuss them during the seminar session. The presented analysis and ongoing discussion will be evaluated by 5 points at maximum for each session. The list of judgements to read is the part of the syllabus. All of them are available online or scanned and uploaded in the study materials in MS Teams. 10 seminars á 5 points at max present 50% of the course's evaluation (2) semester brief Students are required to choose one of the topics from the list (at the first seminar), connected with the contemporary development in international law. The semester brief is the short seminar paper, focused on the student's ability to find relevant scientific data and introduce them in the short brief form. It should connect the international law regulation with its implementation' possibility or new challenges' reflection. Author's position is welcome. The semester brief should be approximately 5.000 characters long (literature is not counted, but part of the brief) and submitted online in word version (for the feedback possibility) not later than 31st December. Semester brief presents 40% of the course evaluation. (3) Active participation on seminar activities is evaluated by max 10% - for each seminar 1 point. Students are entitled for maximum 2 absences per semester. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students will gain knowledge of the international law system, particular in international public law. The organisation of the course will provide them space for learning, practising and discussing	

implementation of the concrete areas as diplomatic law, law of sea, human rights and international liability.

After the course, students should be able:

- a) to recognize, analyse and apply theoretical knowledge in the field of international law.
- b) to recognize, analyse and apply international law theory on the subject of professional issues and dilemmas in an international context.
- c) to communicate information, ideas, problems and solutions for issues in the field of international law to a specialist audience in an international context.

**Class syllabus:**

Course contents:

The nature of public international law  
Principles of public international law  
The sources of public international law  
The law of treaties  
Legal personality and Citizenship  
Diplomatic and Consular Law  
State Territory  
Law of Sea  
State holiday  
Arbitration and judicial settlement of disputes  
Law of Cosmic Space  
Use of force by states: unilateral/multilateral  
State responsibility and jurisdiction  
International human rights law and institutions  
International humanitarian law  
International criminal law

**Recommended literature:**

Recommended literature:

Malcolm N. Shaw: International Law. 9th edition, Oxford: Oxford University Press, 2021  
James Crawford: Ian Brownlie's Principles of public international law, 8th edition, 2019  
Martin Dixon: Textbook on International law. 7th edition, Cambridge: Cambridge University Press, 2013  
Shirley V. Scott: International Law in World Politics. London: Lynne Rienner Publishers, 2nd edition, 2010  
Margaret P. Karns, Karen A. Mingst: Internatinoal Organizations: The politics and processes of global governance. London: Lynne Rienner Publishers, 2nd edition, 2010  
Jean d'Aspremont: Participants in the International legal system. Multiple perspectives on non-state actors in international law. Routledge, 2011  
Louise Henkins: International law: politics, values and function: general course on public international law, 2008  
Philip Alston, Ryan Goodman: International Human Rights. Oxford, Oxford University Press, 2012  
P. Vršanský, J. Valuch: Medzinárodné právo verejné, všeobecná časť. Bratislava, Wolters Kluwer, 2015(2021)

**Languages necessary to complete the course:**

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 79					
A	B	C	D	E	FX
29,11	41,77	13,92	7,59	3,8	3,8
<b>Lecturers:</b> prof. PhDr. JUDr. Lucia Mokrá, PhD., Mgr. Bibiana Wertlen, PhD.					
<b>Last change:</b> 23.03.2022					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-SS3/22	<b>Course title:</b> International Politics
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b>	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-661/22	<b>Course title:</b> International internship
<b>Educational activities:</b> <b>Type of activities:</b> internship <b>Number of hours:</b> <b>per week: 12 per level/semester: 168</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 18	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>The choice of the organization in which the student would like to complete the internship is within his / he competence. It is recommended to consult the choice of the host organization and the form of the internship with the course coordinator. The communication of internships at MZVaEZ SR and related diplomatic embassies abroad has its own regime and is announced in April of the academic year for the next one. The internship can be recognized as participation in a research stay / field research / or in a role of research assistance in the research project of the researchers at the home faculty as well as with organizations with which the FSEV UK has signed a Memorandum of Cooperation.</p> <p>The subject represents an internship in an institution related to the field of study with a minimum length of 10 hours per week (min. 120 hours) during the last semester of study.</p> <p>Students must submit:</p> <ul style="list-style-type: none"> <li>• contract for the provision of a professional traineeship</li> <li>• a certificate of internship from the organization with a specification of the role and time frame</li> <li>• short report on the internship itself (experience gained, importance for studying or writing diploma theses)</li> </ul> <p>Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points</p>	
<b>Learning outcomes:</b> <p>Students will gain practical experience from the application of acquired theoretical and scientific knowledge in their fields of study. The application of knowledge in a specific topic or experience in providing specific skills will broaden their possibility to be successful at job market, especially thanks to international experience from abroad.</p>	
<b>Class syllabus:</b>	
<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: 2					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Bibiana Wertlen, PhD.					
<b>Last change:</b> 15.07.2022					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-920/22	<b>Course title:</b> Justice and Equality: Modern Political Philosophy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on ongoing assessment and students are encouraged to continuously prepare for lectures and seminar discussions. Class participation, seminar work with weekly readings – 30 % Midterm test, final test – 40% Research paper – 30% Any plagiarism will result in an automatic Fx. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students learn basic facts and frameworks of modern political philosophy and will be able to build up critical explorations of key topics in modern political philosophy pertaining to social justice and equality. By the end of the course, students will be able to: evaluate key concepts related to political philosophy of justice; identify the main arguments, positions, and approaches; evaluate and contrast normative arguments and construct their own arguments in political philosophy; and learn to implement theoretical and conceptual tools of political philosophy in the analysis of empirical cases.	
<b>Class syllabus:</b> Course contents: Week 1: Introduction and course overview: What is political philosophy? The is vs ought in politics. The nature and methods of normative theorizing. What are utopias for? Introduction of some basic concepts; Week 2: Utilitarianism: Utilitarianism as a moral and political doctrine. What is utility? Is utilitarianism coherent? Should we be ‘effective altruists’?; Week 3: Liberal Equality – ‘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. Distributive justice and Rawls' 2 principles of justice;

Week 4: Liberal Equality – ‘Equality of What?’: What is the ‘currency’ of distributional justice: primary goods (Rawls), capabilities (Sen & Nussbaum), welfare? Ronald Dworkin and Equality of Resources. The role of resources and responsibility in theories of justice. Luck-egalitarian theories;

Week 5: Democratic Equality – Equality beyond distribution: doubts about equality as a normative ideal: prioritarianism (Parfit), sufficientarianism (Frankfurt), What is the point of equality: unconditional equals (Phillips), relational egalitarianism (Anderson) recognizes both status and material resources. Justice and the politics of difference, faces of oppression, and the myth of meritocracy (Young);

Week 6: Economic Liberty and Libertarian Justice: Robert Nozick and libertarian critique of Rawls. Liberty, self-ownership and the entitlement theory of justice. Hayek and the classical liberal view of economic freedom. Is justice possible under a free market? Liberalism vs libertarianism;

Week 7: Rescuing Equality from Liberals – G.A. Cohen and the Socialist Critique: G.A.Cohen on equality, incentives, and personal morality. Egalitarian critique of Rawlsian liberal equality, the difference principle, and inequality incentives. “If you are egalitarian, how come you are so rich?” What is the egalitarian ethos? Is socialism possible?;

Week 8: Making Justice Happen – Proposals for a better world: universal grants – stakeholding (Ackerman) and universal basic income (van Parijs); property-owning democracy (Rawls), reparations;

Week 9: Gender and Justice: Do political theories neglect the importance of gender in the society? Rethinking family and justice. Male-bias and the liberal theory responses to feminist critiques (Okin, Nussbaum, Rawls);

Week 10: Liberal Neutrality vs. Perfectionism: Liberal perfectionism: state fostering individual autonomy (Raz). The liberal requirement that state be neutral between differing conceptions of the good. The idea of Public Reason and Rawlsian Political Liberalism. Should the state be neutral? Can it? (Rawls, Quong, Nussbaum);

Week 11: Multiculturalism – Justice in Culture and Religion: Should some cultural and religious practices be treated differently from others? Diversity of cultures and religions in a democratic society and what makes them special. Issues of multiculturalism and the legitimacy of cultural accommodation (Barry, Parekh, Kymlicka, Song);

Week 12: 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. Justice in immigration, the case for open borders (Carens). Ethics of climate change.

### **Recommended literature:**

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.

Bell, Duncan, ed. 2019. *Empire, Race and Global Justice*. Cambridge, MA: Cambridge University Press.

Brighouse, Harry. 2004. *Justice*. Cambridge: Polity Press

Brooks, Thom, and Martha C. Nussbaum, eds. 2015. *Rawls's Political Liberalism*. New York: Columbia University Press.

Brooks, Thom, ed. 2020. *The Oxford Handbook of Global Justice*. Oxford: Oxford University Press.

Carens, Joseph. 2013. *The Ethics of Immigration*. Oxford: Oxford University Press.

Cohen, G. A., 1995. *Self-Ownership, Freedom, and Equality*. Cambridge: Cambridge University Press.

Cohen, G. A. 2000. *If You're an Egalitarian, How Come You're So Rich?* Cambridge, MA: Harvard University Press.

Cohen, G.A. 2008. *Rescuing Justice and Equality*. Cambridge, MA: Harvard University Press.

Dworkin, Ronald. 2000. *Sovereign Virtue: Equality in Theory and Practice*. Cambridge, MA: Harvard University Press.

Estlund, David. 2019. *Utopophobia: On the Limits (If Any) of Political Philosophy*. Princeton, NJ: Princeton University Press.

Forrester, Katrina. 2019. *In the Shadow of Justice: Postwar Liberalism and the Remaking of Political Philosophy*. Princeton, NJ: Princeton University Press.

Freeman, Samuel. 2007. *Rawls*. London: Routledge.

Hampton, Jean. 1997. *Political Philosophy*. Boulder, Colorado: Westview Press

Hirschmann, Nancy. 2003. *The Subject of Liberty: Toward a Feminist Theory of Freedom*. Princeton, NJ: Princeton University Press.

Kaufman, Alexander. 2018. *Rawls's Egalitarianism*. Cambridge: Cambridge University Press.

Kis, János ed. 1997. *Současná politická filosofie (Sborník textů)*. Praha: Oikoymenh.

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.

Mills, Charles W. 2017. *Black Rights/White Wrongs: The Critique of Racial Liberalism*. 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

Parekh, Bhikhu. 2000. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Cambridge, MA: Harvard University Press.

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

Phillips, Anne. 2007. *Multiculturalism without Culture*. Princeton, NJ: Princeton University Press.

Phillips, Anne. 2021. *Unconditional Equals*. Princeton, NJ: Princeton University Press.

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.

Robeyns, Ingrid. 2017. *Wellbeing Freedom and Social Justice: The Capability Approach Re-Examined*. Cambridge: Open Book Publishers.

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

Schouten, Gina. 2019. *Liberalism, Neutrality, and the Gendered Division of Labor*. Oxford: Oxford University Press.

Shapiro, Ian. 2018. *Morální základy politiky*. Praha: Karolinum.

Smart, J.C.C. & Williams, Bernard. 1973. *Utilitarianism: For and Against*. Cambridge: Cambridge University Press.

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

<p>Swift, Adam and Stephen Mulhall. 1996. Liberals and Communitarians, 2nd Ed. Oxford: Blackwell.</p> <p>Taiwo, Olufemi O. 2022. Reconsidering Reparations. Oxford: Oxford University Press.</p> <p>Tan, Kok-Chor. 2022. What Is This Thing Called Global Justice? 2nd Ed. London: Routledge.</p> <p>Thomas, Alan. 2016. Republic of Equals: Predistribution and Property-Owning Democracy. Oxford: Oxford University Press.</p> <p>Tomasi, John. 2012. Free Market Fairness. Princeton, NJ: Princeton University Press.</p> <p>Vrousalis, Nicholas. 2015. The Political Philosophy of G.A. Cohen: Back to Socialist Basics. London: Bloomsbury.</p> <p>Weithman, Paul. 2010. Why Political Liberalism? On John Rawls's Political Turn. Oxford: Oxford University Press.</p> <p>Wolff, Jonathan. 2016. An Introduction to Political Philosophy, 3rd Edition. Oxford: Oxford University Press.</p> <p>Young, Iris Marion. 1990. Justice and the Politics of Difference. Princeton, NJ: Princeton University Press.</p>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 8					
A	B	C	D	E	FX
50,0	12,5	12,5	0,0	12,5	12,5
<b>Lecturers:</b> Mgr. M. A. Pavol Hardoš, PhD.					
<b>Last change:</b> 23.03.2022					
<b>Approved by:</b>					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-SS1/10	<b>Course title:</b> Master Thesis Defence
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Course requirements:</b> Conditions for passing the course: # successful defense of master thesis (100%) Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: The student presents the research process of the diploma thesis, through the identification of the research problem, theoretical and methodological framework, to the selection of data and their processing. At the same time, s/he demonstrates the ability to work with scientific literature, interprets research results, presents and responds relevantly to questions from opponents' opinions, public discussion and feedback.	
<b>Class syllabus:</b> Course contents: Final thesis defense: presentation of work results, comment on the opinions of the trainer and the opponent, discussion of the final work	
<b>State exam syllabus:</b>	
<b>Last change:</b> 24.03.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-120/22	<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: 4 per level/semester: 56</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is evaluated continuously during the semester and does not contain a final exam. Students are expected to actively participate in each class session in order to provide feedback to their colleagues' master thesis projects. Throughout the semester, students are expected to submit 4 project assignments related to their master theses. In project assignment 1, students will formulate the topic and tentative title of their master theses. In project assignment 2, students will conduct a theory-driven literature review related to their topics and make a list of 10 most relevant articles, books and book chapters needed for the writing of their theses. In project assignment 3, students will formulate the research problem/s and research question/s central to their theses. In project assignment 4, students will describe research methods used in their theses. Students are expected to present their master thesis projects at the end of the semester. The final presentation should include a theory-driven literature review and a clearly formulated research design including thesis title, research problem, research question, and research methods. Each presentation should not exceed 10 minutes and is expected to be followed by peer-comments and discussion. Evaluation criteria: <ul style="list-style-type: none"> <li>• 10 active class participations (1 active class participation = 1 point) = 10 points</li> <li>• 4 project assignments during the semester (1 assignment = 10 points) = 40 points</li> <li>• 1 final presentation = 50 points</li> </ul> Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students will learn the basic content and formal criteria and skills required for writing their master theses. Graduates of the course will be able to successfully develop a master thesis project containing a literature review, a clearly formulated title, a theory-driven research design, research problem(s) and research question(s), and a rigorously applied research methodology.	

**Class syllabus:**

Course contents:

1. Introduction to the course; 2. Elaboration of the thesis topic; 3. The importance of theory for developing thesis project; 4. Conducting literature review; 5. Creating research design; 6. Formulating research problem; 7. Formulating research question; 8. Applying research methods; 9. Thesis structure; 10. Devising thesis title; 11. Basic principles of academic writing; 12. Final presentations 1; 13. Final presentations 2

**Recommended literature:**

Recommended literature:

Baglione, L. A. (2020). Writing a research paper in political science: A practical guide to inquiry, structure, and methods (Fourth Edition). Los Angeles: CQ Press, an Imprint of SAGE Publications, Inc.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). The craft of research (3rd edition). Chicago, IL: University of Chicago Press.

Burton, S., & Steane, P. (Eds.). (2004). Surviving your thesis. London; New York, NY: Routledge.

Kapounová, J., & Kapoun, P. (2017). Bakalářská a diplomová práce: Od zadání po obhajobu. Praha: Grada.

Pyrczak, F., & Bruce, R. R. (2017). Writing empirical research reports: A basic guide for students of the social and behavioral sciences (4th edition). New York: Routledge.

Zinsser, W. (2001). On writing well: The classic guide to writing nonfiction (25th anniversary edition). New York, NY: Quill.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 65

A	B	C	D	E	FX
50,77	30,77	13,85	3,08	0,0	1,54

**Lecturers:** doc. PhDr. Andrej Findor, PhD.**Last change:** 23.03.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-220/23	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: 10% active participation and class preparedness 25 % seminar activities 65% Immigrant's Life History Project Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Upon completion of the course, students will have knowledge on the main determinants of migration, immigration policies and core theoretical frameworks for the study of migration. Students will have ability to identify and critically analyze core current issues of European and international migration. The students will also further develop their skills in collecting and analyzing empirical data regarding migration through their projects.	
<b>Class syllabus:</b> Course contents: Introductory session Migration Categories and Trends What Makes People Migrate? Theoretical Views What Makes People Migrate? Analysis Why do States Accept or Reject Immigrants? Can Migration be Globally Governed? Migration Policies of the EU U.S. Immigration System How Liberal Democracies Repel Asylum-Seekers? Integration of Migrants: Core Aspects and Challenges Migrant Integration in Slovakia Immigrants' Life History Project Presentations Immigrants' Life History Project Presentations / Course evaluation	

**Recommended literature:**

Recommended literature:

- Ager, A. & Strang, A. (2008). Understanding Integration: A Conceptual Framework. *Journal of Refugee Studies*, Volume 21, Issue 2. Pp. 166–191
- Aleinikoff, A. T. & Zamore, L. (2019). *The Arc of Protection: Reforming the International Refugee Regime*. Stanford University Press: Stanford, California.
- Bean, F. D & S. K. Brown (2015). Demographic Analysis of Migration. In C. Brettell & J. F. Hollifield (eds), *Migration Theory: Talking Across Disciplines* (3rd ed.). New York, NY: Routledge.
- Castles, Stephen et al. (2020). *The Age of Migration: International Population Movements in the Modern World*. 5th edition. The Guilford Press.
- Ceccorulli, M. (2021). The EU's Normative Ambivalence and the Migrant Crisis: (In) Actions of (In) Justice. In Ceccorulli, M., E. Fausti, & S. Lucarelli (eds.) *The EU Migration System of Governance*. Palgrave Macmillan: Italy. Pp. 33-56.
- Conick, D. D. (2022). The Refugee Paradox During Wartime in Europe: How Ukrainian and Afghan Refugees are (not) Alike. *Dispatch from the Field. International Migration Review*. DOI: 10.1177/01979183221116874. Pp. 1 – 9.
- Demata, M. (2023). *Discourse of Borders and the Nation in the USA*. Routledge: New York, NY. Pp. 49 – 66.
- Findor, A., Hruška, M., Janovská, P. & Pobudová, P. (2021). Re-examining public opinion preferences for migrant categorizations: “Refugees” are evaluated more negatively than “migrants” and “foreigners” related to participants’ direct, extended, and mass-mediated intergroup contact experiences. *International Journal of Intercultural Relations*. Vol. 80, pp. 262 – 273.
- FitzGerald, D. S. (2019). *Refuge Beyond Reach*. Oxford University Press.
- FitzGerald, D., & Cook-Martín, D. (2014). *Culling the masses*. Cambridge, MA: Harvard University Press
- Geddes, A. & Scholten, P. (2016). *The Politics of Migration & Immigration in Europe*. SAGE Publications Ltd: London.
- Hollifield, J. F. & Wong, T. K. (2015). The Politics of International Migration. In C. Brettell & J. F. Hollifield, *Migration Theory: Talking Across Disciplines* (3rd ed.). New York, NY: Routledge.
- Joppke, C. & Morawska, E. (2003). Integrating Immigrant in Liberal Nation-States: Policies and Practices. In: Christian Joppke and Ewa Morawska (eds). *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*. Palgrave Macmillan: New York, NY.
- Kazharski, A. & Tabosa, C. (2018). New Patterns of Securitization in Central and Eastern Europe. In: R. Q. Turcsányi & M. Vorotnyuk (Eds.): *Theorizing Security in the Eastern European Neighbourhood*. Bratislava – Kyiv: STRATPOL.
- Kerwin, D. (2018). From IIRIRA to Trump: Connecting the Dots to the Current US. *Immigration Policy Crisis. Journal on Migration and Human Security*, 6(3), 192–204.
- Kriglerová, E.G., Chudžiková, A. H., Kadlečíková, J. & Píšová, M. (2021). Cudzinci na Slovensku - hľadanie nového domova. *Centrum pre výskum etnicity a kultúry*: Bratislava. pp. 14 – 63.
- Kriglerová, E.G., Chudžiková, A. H., Kadlečíková, J. & Píšová, M. (2021). Cudzie nechceme, svoje si nedáme. Postoje majoritnej populácie k migrácii a cudzincom na Slovensku. *Analýza kvantitatívneho a kvalitatívneho výskumu*. Centrum pre výskum etnicity a kultúry: Bratislava. Available at: <https://bit.ly/3qjwIQO>
- Liga za ľudské práva (2020). *Odporúčania pre oblasť migračnej a integračnej politiky SR*. Dostupné na: <https://www.hrl.sk/assets/files/obsah/987-Odporúčania%20pre%20oblasť%20migračnej%20a%20integračnej%20politiky%20SR.pdf>

Meyers, E. (2000). Theories of International Immigration Policy. *International Migration Review* 34 (4), 1245 – 1248.  
 Meyers, E. (2004). *International Immigration Policy: a Theoretical and Comparative Analysis* (1st ed.). New York, NY: Palgrave Macmillan.  
 Tabosa, C., (2020). Constructing Foreign Policy vis-a-vis the Migration Crisis: The Czech and Slovak Cases. *Czech Journal of International Relations*, Volume 55 (2).

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 24

A	B	C	D	E	FX
45,83	25,0	8,33	12,5	4,17	4,17

**Lecturers:** Mgr. Clarissa Do Nascimento Tabosa, PhD.

**Last change:** 05.05.2023

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-SS2/22	<b>Course title:</b> Policies of EU
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>Course requirements:</b> Conditions for passing the course: # oral exam in the form of discussion to question/range of questions (100%) Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Student presents knowledge from the processes of creation, consultation and application of European policies in relation to the multilevel system of governance (member state - European Union), as well as individual actors (state, population, NGOs, private sector, international actors). Student is able to formulate ideas in a linguistically cultivated and professional way, to critically evaluate individual European policy/ies and to apply knowledge to specific practical examples and situations. Student evaluates, independently design and discuss variations of the proposed policy or legislation, its public perception as well as feasibility in practice.	
<b>Class syllabus:</b> Course contents: The exam requires the application of knowledge, with particular focus on the conceptual framework of institutes and policies on the national and European level and their related application practice.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 25.03.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-640/22	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: 15% - active participation in discussions on required reading on weekly basis 30% - individual or group presentation on additional reading 55% - final paper Rating: A: 91-100 bodov; B: 81-90 bodov; C: 73-80 bodov; D: 66-72 bodov; E: 60-65 bodov; Fx: 0-59 bodov	
<b>Learning outcomes:</b> Learning outcomes: The aim of the course is to get familiar with gender equality concepts and theoretical background, as well as tools how to implement them in public policy. The first part of the course focuses on theoretical approaches towards gender equality in policies, different understanding of gender and gender equality such as antidiscrimination, equal treatment, equality of results and gender mainstreaming. This part also introduces feminisms as theoretical basis for gender equality approaches. The second part addresses application of gender equality into policies in the most apparent areas of paid and unpaid work, violence against women and women in politics. Besides discussing examples of implementation of gender equality in policies, the course aims to introduce theoretical and methodological tools how to examine it. The course is interdisciplinary and tackles various areas such as gender studies, policy analysis, political science, sociology and their intersections. Students are expected to understand the most common gender equality concepts and to use them analytically in their academic work.	
<b>Class syllabus:</b> Course contents: 1. Introduction to gender equality policies 2. Feminisms and gender equality 3. Gender, sex, discourse 4. Equal opportunities vs. equality of outcomes 5. Specific gender equality policies 6. Gender in paid work	

7. Gender and care
8. Gender and politics
9. Sexual violence against women
10. Intimate partner violence against women
11. Analysis public policies from gender aspects – case study

**Recommended literature:**

Recommended literature:

hooks, b. (2000) *Feminism is for everybody. Passionate Politics.* Pluto Press.

Hawkesworth, M. (2013) *Sex, Gender, and Sexuality: from Naturalized Presumption to Analytical Categories.* In Waylen, G., Cellis, K., Kantola, J., Weldon, L.: *The Oxford Handbook of Gender and Sexuality.* Oxford University Press.

Verloo, M. (2001) *Another Velvet Revolution? Gender Mainstreaming and the Politics of Implementation.* IWM Working Papers No. 5/2001.

Bacchi, C. and Eveline, J. (2010). *Mainstreaming Politics: Gendering Practices and Feminist Theory.* University of Adelaide.

Philips, A. (2004). *Defending Equality of Outcome.* *Journal of Political Philosophy*, 12 (1), str. 1 – 19. Blackwell Publishing.

Ferguson, L. (2013). *Gender, Work, and Sexual Division of Labour.* In Waylen, G., Cellis, K., Kantola, J., Weldon, L.: *The Oxford Handbook of Gender and Sexuality.* Oxford University Press.

Einhorn, B. (2010). *Labour Market Access: Persistent Patterns of Inequality.* In Einhorn, B.: *Citizenship in an Enlarging Europe. From Dream to Awakening.* Palgrave MacMillan, Hampshire – New York, pp. 144 – 170.

Stratigaki, M. (2004) *The Cooptation of Gender Concepts in EU Policies: The Case of Reconciliation of Work and Family.* *Social Politics*, 11/1, Oxford University Press.

Fraser, N. (1990). *Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy.* In *Social Text*. Vol. 26. No 25, pp. 56 – 80.

Burt, M. (1991) *Rape Myths and Acquaintance Rape.* In Parrot, A. a Benchhofer, L. (eds.): *Acquaintance Rape. The Hidden Crime.* John Wiley and Sons, Inc.

Guerette, S. M. a Caron, .S L. (2007) *Assessing the Impact of Acquaintance Rape: Interviews with Women Who Are Victims/Survivors of Sexual Assault While in College.* *Journal of College Student Psychotherapy*, 22(2), 31 – 50. The Haworth Press, Inc.

Johnson, M.P. (2010) *A Typology of Domestic Violence: Intimate Terrorism, Violent Resistance and Situational Couple Violence.*

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 31

A	B	C	D	E	FX
45,16	19,35	16,13	9,68	3,23	6,45

**Lecturers:** Mgr. Zuzana Očenášová, PhD.

**Last change:** 24.03.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-SS4/22	<b>Course title:</b> Political Analysis
<b>Number of credits:</b> 6	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<p><b>Recommended literature:</b>            Literatúra / Bibliography:            Babbie, E. R. (2011). The basics of social research (5th edition). Cengage Learning.            Denzin, N. K. &amp; Lincoln, Y. S. (2018). The SAGE handbook of qualitative research. Sage Publications.            Bryman, A. (2012). Social research methods (4th edition). Oxford University Press.            Crano, W. D., Brewer, M. B., &amp; Lac, A. (2014). Principles and methods of social research (3rd edition). Routledge.            Crump, M. J. C., &amp; 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., &amp; Leighton, D. C. (2017). Research methods for psychology. Retrieved from <a href="https://crumplab.github.io/ResearchMethods/">https://crumplab.github.io/ResearchMethods/</a>            Flick, U. (2014). The SAGE handbook of qualitative data analysis. Sage Publications.            Kline, R. B. (2020). Becoming a behavioral science researcher: A guide to producing research that matters (2nd edition). The Guilford Press.            Kvale, S. (1996). Interviews: An introduction to qualitative research interviewing. Sage Publications.            Maxwell, J. A. (2012). Qualitative research design: An interactive approach. Sage Publications.            Pawluch, D., Shaffir, W., &amp; Miall, C. (2005). Doing ethnography: Studying everyday life. Canadian Scholars Press.            Pollock III., H. P. (2016). The essentials of political analysis (5th edition). SAGE Publications.            Rich, R. C., Brians, C. L., Manheim, J. B., &amp; Willnat, L. (2018). Empirical political analysis: Quantitative and qualitative research methods (9th edition). Routledge.            Spiegelhalter, D. (2019). The art of statistics: Learning from data. Pelican.            Yin, R. (2003). Case study research: Design and methods. Sage Publications.</p>	
<b>Last change:</b> 15.05.2023	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-930/22	<b>Course title:</b> Political Economy of the European Union
<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course evaluation combines the ongoing assessment, presentations of the semestral group projects, and the final written exam. Students are encouraged to actively participate on seminar discussions and read the recommended literature. Structure of the evaluation: - Evaluation at seminars o Seminar assignments (24 points): A brief summary of the text recommended for the class, preferably structured around: a) author's main conclusions, b) main arguments supporting the conclusions, c) discussion with the author's conclusions. Assignments are to be submitted for each class, 30 minutes before the start of the seminar at the latest. Each student will have evaluated 8 randomly selected assignments. o Presentation of the assignment and the discussion (15 points): group presentation of the weekly assignment (see above) at the start of the seminar, followed by the class discussion. The evaluation will focus on the presentation of the text and the reactions on questions / comments raised in the discussion. - Semester group project (16 points): Presentations of the group projects at the end of the semester, based on the selected topics (groups of app. 3 students will be created at the start of the semester). Each group will prepare a project (preferably in ppt format) and present it to the class, followed by the discussion. Evaluation will be based on the content of the project, form of presentation, and the following discussion. - Final exam (45 points): Written exam with open questions. Exam is compulsory, each student must pass the exam to get the final evaluation. Students are entitled to max 2 re-takes of the exam, based on the Code of Studies. Students are entitled to max. 2 absences, justified according to the Code of Studies. When absent, students do not need to send their weekly assignments. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b>	

Learning outcomes:

Students will gain knowledge of conceptual and analytical tools necessary for understanding the creation and functioning of the economic policies of the European Union:

- Role of institutions and structural conditions in the creation and functioning of the economic policies.
- Development of the selected economic policies of the European Union, i.e., monetary, cohesion, trade, environmental, agricultural policies, regulation of financial markets, management of economic crises.
- Analysis of the external and internal factors shaping the economic policies of the EU.

At the end of the course the students will be able to:

- Understand the functioning of the EU institutions relevant for the economic policies,
- Apply their knowledge to evaluate the functioning and results of the EU economic policies, reactions of the Union to the economic crises,
- Present qualified positions, supported by relevant arguments, on the EU-related economic issues, present positions to current debates about the European integration.

### **Class syllabus:**

Course contents:

Week 1: Role of institutions in the capitalist economy

- Intro to the course, formal requirements
- What is the “political economy”
- Role of institutions in regulating the economy: main paradigmatic positions, concepts, definitions

Week 2: Regulating the trans-national markets

- Regulations on the trans-national markets & special case of the European Union
- EU regulatory institutions
- National and European competences

Week 3: Single currency with fragmented fiscal policies (1)

- Monetary cooperation and monetary union
- EMU and EU
- Single currency and economic convergence

Week 4: Single currency with fragmented fiscal policies (2)

- Fiscal rules: development of the SGP
- Economic governance
- Monetary policy of the ECB

Week 5: Hard & soft regulations: labour markets, social policies

- Employment and social policies in EU countries: integrating varieties of capitalism
- Competences of EU institutions, convergence & divergence of policies under single regime
- Challenges of flexibilization and digitalisation of the labour markets

Week 6: Regulating financial markets

- International and European regulations of financial markets
- Banking union
- Case of Brexit and its implications for financial markets

Week 7: Common Agricultural Policy

- Historical perspective on CAP: from corporate to national interests to European policies
- CAP reforms

Week 8: Cohesion policies and EU funds

- Single market and regional, economic, social inequalities
- EU regional funding & discussion on impacts

Week 9: Economic relations with external partners

- Trade and investment policies

<ul style="list-style-type: none"> <li>- External and internal economic policies (EU industrial policy)</li> <li>- Transatlantic trade &amp; investment, China</li> </ul> <p>Week 10: Environmental policy</p> <ul style="list-style-type: none"> <li>- Development of EU competences in the environmental policy</li> <li>- Global aspirations, internal divisions (Climate policy)</li> </ul> <p>Week 11: Economic crisis management</p> <ul style="list-style-type: none"> <li>- Public debt to Eurozone crisis</li> <li>- EU/EMU crisis management regimes and institutions</li> </ul> <p>A reading week scheduled for the middle of the course will be used for consultations on the group projects.</p>					
<p><b>Recommended literature:</b></p> <p>Recommended literature:</p> <p>Ivan T. Berend: The Economics and Politics of European Integration: Populism, Nationalism and the History of the EU (2020)</p> <p>Richard Pomfret: The Economic Integration of Europe (2021)</p> <p>Diane Coyle: Markets, State, and People: Economics for Public Policy (2021)</p> <p>Dermont McCann: The Political Economy of the European Union (2010)</p>					
<p><b>Languages necessary to complete the course:</b></p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 17</p>					
A	B	C	D	E	FX
58,82	35,29	0,0	0,0	5,88	0,0
<p><b>Lecturers:</b> Mgr. Radovan Geist, PhD.</p>					
<p><b>Last change:</b> 23.03.2022</p>					
<p><b>Approved by:</b></p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-700/22	<b>Course title:</b> Political Representation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on ongoing assessment and students are encouraged to continuously prepare for weekly meetings and seminar discussions. Class participation, seminar work with weekly readings – 55 % Research paper – 45% Any plagiarism will result in an automatic Fx. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students will develop knowledge of the concept of political representation, both through a historical and a conceptual lens. They will learn how to differentiate between various conceptions of representation as they developed. Based on theoretical knowledge they will develop how to critically explore the normative question of good and fair representation in a democracy, the issues of institutional design, and the representation of the full diversity of modern societies. Finally, they will practice how to investigate current practices of representation, often enacted beyond the parliaments and the states, and how political theory currently reconciles the ideals of democracy with the necessities of delegation. By the end of the course, students will be able to identify main historical developments and critically engage the concepts of political representation. They should also be able to make arguments and critically engage normative issues connected with democratic representation and the institutional mechanisms available for their best realization.	
<b>Class syllabus:</b> Course contents: The course is centered around discussions of weekly readings which cover these topics: Part I. Historical Development <ul style="list-style-type: none"> <li>• Week 1: Introduction. What is representation. What is political representation. The connection between representation and democracy. Introducing some basic terminology. Course overview.</li> </ul>	

- Week 2: Direct Democracy and Representation in Ancient Greece & Medieval Times (Manin 1997);
- Week 3: Development of Representative Assemblies: Geography and Elections (Manin 1997; Stasavage 2010, 2020);
- Week 4: The Birth of the Modern: Hobbes, Rousseau, Sieyes, & Burke on Representation  
Part II. The Concept of Political Representation
- Week 5: Hanna Pitkin's Concept of Political Representation (Pitkin 1972);
- Week 6: Constituency, Electoral Rules, and Representation: Problems of Institutional Design (Rehfeld 2005);
- Week 7: Representing diversity: race, ethnicity, gender (Young 2000);
- Week 8: Quotas (Htun 2004; Krook 2009; Mansbridge 1999; Phillips 1995)  
Part III. Political Representation Today
- Week 9: Expanding the Concept of Representation and the Challenges of Post-Democracy (Mansbridge 2003, 2009; Urbinati 2006);
- Week 10: Constructivist Turn and the Mobilization Conception of Representation (Disch 2021);
- Week 11: Representation Beyond the Parliament: Non-Electoral Forms of Representation & Innovations for Citizen Participation (Saward 2010; Smith 2009);
- Week 12: Trans-national & International Actors: Democracy, Multilevel Governance, and Political Representation.

### **Recommended literature:**

Recommended literature:

Boucoyannis, Deborah. 2015. No Taxation of Elites, No Representation: State Capacity and the Origins of Representation. *Politics & Society* 43 (3): 303–332.

Brown, Mark. 2009. *Science in Democracy: Expertise, Institutions, and Representation*. Cambridge, MA: The MIT Press.

Castiglione, Dario & Johannes Pollak. Eds. 2018. *Creating Political Presence: The New Politics of Democratic Representation*. University of Chicago Press.

Dahl, Robert. 1989. *Democracy and its critics*. New Haven: Yale University Press.

Disch, Lisa. 2011. Toward a Mobilization Conception of Democratic Representation. *American Political Science Review* 105 (1): 1-15.

Disch, Lisa et al. eds. 2019. *Constructivist Turn in Political Representation*. Edinburgh: Edinburgh University Press.

Disch, Lisa. 2021. *Making Constituencies: Representation as Mobilization in Mass Democracy*. Chicago: University of Chicago 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.

Htun, Mala. 2004. Is Gender like Ethnicity? The Political Representation of Identity Groups. *Perspectives on Politics* 2 (3): 439-458

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.

- Mair, Peter. 2013. *Ruling the Void: The Hollowing of Western Democracy*. London: Verso.
- Manin, Bernard. 1997. *Principles of Representative Democracy*. Cambridge: Cambridge University Press.
- Manow, Phillip. 2010. *In the King's Shadow: The Political Anatomy of Democratic Representation*. Cambridge: Polity.
- 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. *American Political Science Review* 97 (4): 515-528.
- Mansbridge, Jane. 2009. A "Selection Model" of Political Representation. *The Journal of Political Philosophy* 17 (4): 369-398.
- Näsström, Sofia. 2015. Democratic representation beyond election. *Constellations* 22 (1): 1-12.
- Phillips, Anne 1995. *The Politics of Presence*. Oxford: Oxford University.
- Pitkin, Hanna Fenichel. [1967] 1972. *The concept of representation*. Berkeley, CA: The University of California Press.
- Plotke, David. 1997. Representation is Democracy. *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: 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.
- Rehfeld, Andrew. 2009. Representation Rethought: On Trustees, Delegates, and Gyroscopes in the Study of Political Representation and Democracy. *American Political Science Review*, 103 (2): 214- 230.
- Rehfeld, Andrew. 2018. On Representing. *Journal of Political Philosophy*. 26(2): 216-239.
- Rittberger, Berthold. 2005. *Building Europe's Parliament - Democratic Representation beyond the Nation State*. Oxford: Oxford University Press.
- Runciman, David. 2007. The Paradox of Political Representation. *The Journal of Political Philosophy* 15 (1): 93-114.
- Saward, Michael. 2010. *The Representative Claim*. Oxford: Oxford University Press.
- Shapiro, Ian, Susan C. Stokes, Elisabeth Jean Wood, Alexander S. Kirshner, eds. 2009. *Political Representation*. Cambridge: Cambridge University Press.
- Smith, Graham. 2009. *Democratic Innovations: Designing Institutions for Citizen Participation*. Cambridge: Cambridge University Press.
- Stasavage, David. 2010. When Distance Mattered: Geographic Scale and the Development of European Representative Assemblies. *American Political Science Review*, 104: 625-634.
- Stasavage, David. 2016. Representation and consent: Why they arose in Europe and not elsewhere. *Annual Review of Political Science* 19 (1): 145–162
- Stasavage, David. 2020. *The Decline and Rise of Democracy: A Global History from Antiquity to Today*. Princeton University Press.
- Tormey, Simon. 2015. *The End of Representative Politics*. Cambridge: Polity Press.
- Vieira, Monica Brito & David Runciman. 2008. *Representation*. Cambridge: Polity Press
- Urbinati, Nadia. 2006. *Representative Democracy: Principles and Genealogy*. Chicago: The University of Chicago Press.
- Urbinati, Nadia and Mark E. Warren. 2008. The Concept of Representation in Contemporary Democratic Theory. *Annual Review of Political Science* 11 (1): 387-412.

Young, Iris Marion. 2000. Inclusion and democracy. Oxford: Oxford University Press.  
Williams, Mellisa. 1998. Voice, Trust, and Memory: Marginalized Groups and the Failings of Liberal Representation. Princeton, NJ: Princeton University Press.  
Wolkenstein, Fabio & Wratil, Christopher. 2021. Multidimensional representation. American Journal of Political Science 65 (4): 862-876.

**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:** Mgr. M. A. Pavol Hardoš, PhD.

**Last change:** 24.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-540/22	<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Seminar research paper divided into intermediate parts on: Assignment A 10 points + 5 points: elaboration of the theoretical part, including the research problem + 3 research questions Task B 10 points: defining the case study Task C 10 points: interview protocols Task D 10 points: qualitative interview (recording) + transcripts Task E 10 points: coding Research presentation 15 points Final paper 30 points: seminar paper Each assignment must be turned in on time and brought to class for discussion. A point will be deducted for each day late. Only the Final Paper can be retaken, not the other midterm assignments. Attendance will be registered. Cheating on a quiz or term paper will result in the loss of all points on that assignment and possibly FX in the entire course. Cheating includes plagiarism in any form. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: The course aims to clarify the fundamentals of scholarship and its relevance to political science, including public policy and administration. Students will perceive the similarities and differences between scholarly work and other forms of knowledge production. Students will gain an understanding of different research strategies and styles of social science research (especially qualitative research) and be prepared to use these methods in writing term papers and theses. The goal is to give students an insider's view of scholarly work, introduce them to the logic of the research process, and explain specific methods of data collection and analysis emphasizing grounded theory and case studies. In doing so, students will gain knowledge and skills in the	

application of the following qualitative methods: interviewing, coding, qualitative content analysis, critical discourse analysis, and legal analysis.

**Class syllabus:**

Course contents:

1. Introduction (What does the scientific approach mean in the social sciences)
2. Philosophy of science
3. From theory to empirical research
4. Research design (case study)
5. Data collection: interview and observation
6. Interview: simulation
7. Data sources: policy documents and administrative data
8. Process tracing and international dimension of research
9. Analysis of legal documents
10. Data analysis: coding
11. Interpretation
12. Research presentations

**Recommended literature:**

Recommended literature:

Required readings:

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. [d'alej Fisher, Reframing Public Policy]

KVALE, Steiner. 1996. Interviews: An Introduction to Qualitative Research Interviewing. London: Sage Publications.

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. [d'alej Yin, Case Study].

Additional readings:

CRESSWELL, John. W. 1998. Qualitative Inquiry and Research Design: Choosing among Five Traditions. London: Sage Publications. [d'alej 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. [d'alej 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:**

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 113					
A	B	C	D	E	FX
62,83	23,01	3,54	3,54	4,42	2,65
<b>Lecturers:</b> Mgr. Jakub Csabay, PhD., Mgr. Kristína Rankovová, doc. Mgr. Katarína Staroňová, PhD., MSc. Karin Holosová					
<b>Last change:</b> 02.07.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-790/23	<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: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course consists of 10 active participations in the class, 10 weekly assignments, 1 pre-registration protocol and 1 ethical approval for research proposal, based on thorough understanding of the required reading. Students are expected to read weekly required readings and apply them to their dissertation projects. The necessary precondition for an active class participation is familiarity with required reading. Students are expected to provide feedback to their colleagues' applications of quantitative methods to dissertation projects. Students are expected to prepare assignments during the semester, in which they will present and discuss weekly topics concerning surveys, experiments, and quantitative content analysis related to their dissertation projects. In the examination period, students are expected to submit an AsPredicted pre-registration protocol (without the analytical plan sections) about surveys, experiments, or quantitative content analysis related to their dissertation projects. In the examination period, students are also expected to submit an ethical approval for research proposal about surveys, experiments, or quantitative content analysis related to their dissertation projects. The proposal should detail in a concise way the purpose of their investigation and procedures, anticipated risk and potential benefits to participants, steps taken to protect the participants, and manner of obtaining participants. Evaluation criteria: 10 active participations in the class (1 active participation in the class = 2 points) = 20 points 10 weekly assignments (1 assignment = 4 points) = 40 points 1 pre-registration protocol = 20 points 1 ethical approval for research proposal = 20 points Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes:	

Students will learn how to design, conduct and report surveys, experiments, and quantitative content analysis, how to pre-register their research design, and comply with ethical standards of political science research. The course is practically oriented – applying quantitative research methods to students' dissertation projects will enable them to gain a hands-on experience with exercising rigorous quantitative methodological standards.

**Class syllabus:**

Course contents:

1. Introduction to the course; 2. Research process, theory construction and developing hypotheses; 3. Research design; 4. Definitions, conceptualization, and operationalization; 5. Scales, indexes, and sampling; 6. Surveys; 7. Experiments; 8. Content analysis; 9. Analysis of existing statistics, evaluation research, and mixed methods research; 10. Quantitative reporting standards in IMRaD format; 11. Research ethics and ethical approval for research proposal; 12. Pre-registration, replication, questionable research practices, and open science practices; 13. Summary of the course

**Recommended literature:**

Recommended literature:

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, *73*(1), 3–25. <https://doi.org/10.1037/amp0000191>

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (Second edition). Chicago, IL: The University of Chicago Press.

Beneš, V., & Drulák, P. (Eds.). (2020). *Metodologie výzkumu politiky*. Praha: SLON.

Brookes, M. (2017). Introduction. Profession symposium. The road less traveled: An agenda for mixed-methods research. *PS: Political Science & Politics*, *50*(04), 1015–1018. <https://doi.org/10.1017/S1049096517001196>

Druckman, J. N., Green, D. P., Kuklinski, J. H., & Lupia, A. (2011). Experiments: An introduction to core concepts. In J. N. Druckman, D. P. Green, J. H. Kuklinski, & A. Lupia (Eds.), *Cambridge handbook of experimental political science* (pp. 15–26). New York: Cambridge University Press.

Gschwend, T., & Schimmelfennig, F. (2007). Introduction: Designing research in political science — A dialogue between theory and data. In T. Gschwend & F. Schimmelfennig (Eds.), *Research design in political science: How to practice what they preach* (pp. 1–18). London: Palgrave Macmillan UK. [https://doi.org/10.1057/9780230598881\\_1](https://doi.org/10.1057/9780230598881_1)

Hancock, G. R., Stapleton, L. M., & Mueller, R. O. (Eds.). (2019). *The reviewer's guide to quantitative methods in the social sciences* (Second Edition). New York: Routledge, Taylor & Francis Group.

Kline, R. B. (2020). *Becoming a behavioral science researcher: A guide to producing research that matters* (Second edition). New York, NY: The Guilford Press.

Monogan, J. E. (2015). Research preregistration in political science: The case, counterarguments, and a response to critiques. *PS: Political Science & Politics*, *48*(3), 425–429. <https://doi.org/10.1017/S1049096515000189>

Salkind, N. J. (Ed.). (2010). *Encyclopedia of research design*. Thousand Oaks, CA: SAGE Publications.

Wilkinson, M. D., Dumontier, M., Aalbersberg, Ij. J., Appleton, G., Axton, M., Baak, A., ...

Mons, B. (2016). The FAIR Guiding Principles for scientific data management and stewardship. *Scientific Data*, *3*(1). <https://doi.org/10.1038/sdata.2016.18>

Yanow, D., & Schwartz-Shea, P. (2016). Encountering your IRB 2.0: What political scientists need to know. *PS: Political Science & Politics*, 49(2), 277–286. <https://doi.org/10.1017/S1049096516000202>

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 65

A	B	C	D	E	FX
67,69	12,31	12,31	6,15	0,0	1,54

**Lecturers:** doc. PhDr. Andrej Findor, PhD., Mgr. Matúš Sloboda, PhD., MSc. Karin Holosová

**Last change:** 02.07.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University 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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Assignments/quizzes during the semester - 40% Discussant assignment (essay or presentation) - 30% Final exam – 30% Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: 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>	
<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  
Interregionalism and relations between the EU and other regional entities.

**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
- Börzel, 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 Affairs” 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: 85

A	B	C	D	E	FX
65,88	17,65	5,88	0,0	2,35	8,24

**Lecturers:** Maksym Khylko, PhD., Olena Khylko, PhD.

**Last change:** 24.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-980/22	<b>Course title:</b> Sectoral Policies EU in 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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is based on continuous assessment. It aims in particular to gain practical knowledge of the functioning of sectoral European policies. Evaluation details: 1. Participate in seminars, read, analyze and discuss texts which are assigned "compulsory reading". (20 points) 2. Prepare one presentation (individually or in a team of up to 3 students), which would process a specific assignment for a given policy. (30 points). 3. Write a final thesis / project (2000-2500 words) on a topic related to the course as assigned by the lecturer (50 points). Students are entitled for maximum 2 absences, which have to be justified according to Code of Studies. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: The objective of the course is to share with students experience with the practical functioning of sectoral policies. The course will cover mainly those areas that are not the subject of separate courses, it will focus on five key areas - environmental policy, common agricultural policy; regional and rural development; transport and social issues (employment, long-term care; social benefits etc.). By completing the course EU Sectoral Policies in practice, students will gain a basic orientation in selected sectoral policies - how they are implemented at the national level, what are the main problems, what are the possibilities and what is the practice of using different types of EU funds, etc. Part of the seminars and exercises will be provided by experts from individual ministries, resp. analytical institutions of the given ministries. As special emphasis will be placed on application practice in public policies in the Slovak Republic, graduates will gain the ability to better understand decision-making processes, legislation at the EU level and related national policies, as well as problems and challenges in application practice.	

Students will also practice "soft skills" - how to formulate arguments and justifications for their arguments, how to critically evaluate ongoing public or political discussions related to the EU.

**Class syllabus:**

Course contents:

1. Introduction to the course. 2. Basic principles of cohesion policy; 3. Environmental policy, 4. Environmental principles as a cross-cutting priority, 5. Common agricultural policy of the EU; 6. Regional and rural development; 7. Transport; 8. - 9. Social policy issues; 10.-12. Internship at a concrete institution/department, 13. Conclusion, evaluation, feedback.

**Recommended literature:**

Recommended literature:

- Schmidt, V. (2006): Procedural democracy in the EU: The Europeanization of National Sectoral Policy making processes. Journal of European Public Policy, Volume 13, Issue 5
- Sedelmeier, U. (2002): Sectoral dynamics of EU enlargement: advocacy, access and alliances in a composite policy. Journal of European Public Policy, Volume 9/4.
- Tobias Tober & Marius R. Busemeyer (2020): Breaking the link? How European integration shapes social policy demand and supply, Journal of European Public Policy.
- Riccardo Crescenzi, Mara Giua (2016): The EU Cohesion Policy in context: Does a bottom-up approach work in all regions? Environment and Planning A: Economy and Space  
<https://doi.org/10.1177/0308518X16658291>
- Policy documents and briefs provided by the cooperating institutions.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	B	C	D	E	FX
71,43	23,81	4,76	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Oľga Gyárfašová, PhD.

**Last change:** 23.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-970/22	<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: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: <ul style="list-style-type: none"> <li>• Preparation of three response essays (500-700 words) engaging with the assigned materials for the respective seminars (45% of grade). The response essays should articulate a thesis that draws on the assigned texts and broader literature/case studies and pose pertinent questions raised by the materials.</li> <li>• Preparation of analytical research brief that assesses a contemporary or emerging security threat and options to responding to the threat (25% of grade)</li> <li>• Completion of weekly group assignments (30% of grade) during the seminar that may include a range of assessments including research tasks, categorization tasks, case study engagement, discussion questions, and the creation of multimedia content reflecting knowledge of course content.</li> </ul> Students are entitled to maximum 2 absences which must be justified according to the Code of Studies. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students will deepen their knowledge in specific areas of international relations: security studies, especially from the implementation perspective. After completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• understand classical theories of security and be able to engage with/apply them with respect to contemporary security debates</li> <li>• demonstrate familiarity with traditional and emerging security threats and the changing face of warfare</li> <li>• explain the causes and consequences of an array of different security threats including conflict</li> <li>• engage with different major strands of thought of security studies scholars</li> <li>• develop analytical writing on security threats (past and present) and strategies towards addressing them</li> </ul>	

**Class syllabus:**

Course contents:

1. Security dilemma and realism: what do different strands of realism say about conflict?
2. Democratic peace theory: definitions, mechanisms, and case studies
3. Responsibility to protect: what is R2P and what does it entail? What are its practical applications?
4. Resource curse: why do countries with abundant resources often experience suboptimal democracy and development?
5. Resources and inter-state conflict: to what extent and through which mechanisms do resources fuel (or not fuel) inter-state conflict?
6. Traditional security threats
7. Emerging security threats
8. Development and security
9. Global health and security
10. Environment: the climate risk and its security undertones
11. Migration: the securitization of migration management
12. Gender: the gendered dynamics of conflict, insecurity, and threats

**Recommended literature:**

Recommended literature:

- Aradau, Claudia, et al., eds. *Critical Security Methods: New Frameworks for Analysis*. Routledge, 2014.
- Banerjee, Abhijit V., and Esther Duflo. 2011. *Poor economics: a radical rethinking of the way to fight global poverty*.
- Berdal, Matt. 2009. *Building Peace after War*. Routledge.
- Currie-Alder, Bruce, Ravi Kanbur, David M. Malone, and Mohinton Medhora. 2014. *International Development: Ideas, Experience, and Prospects*.
- Rosling, H., Rosling, O., & Rönnlund, A. R. (2019). *Factfulness: ten reasons we're wrong about the world - and why things are better than you think*. Sceptre.
- Wæver, Ole. "Politics, Security, Theory." *Security Dialogue* 42, no. 4-5 (2011): 465-480.
- Walt, Stephen M. "The Renaissance of Security Studies." *International Studies Quarterly* 35, no. 2 (1991): 211-239.

**Languages necessary to complete the course:****Notes:****Past grade distribution**

Total number of evaluated students: 88

A	B	C	D	E	FX
46,59	46,59	5,68	0,0	0,0	1,14

**Lecturers:** Shane David Markowitz, PhD.**Last change:** 23.03.2022**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-730/23	<b>Course title:</b> Statistical Analysis 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Students will develop their own simple analytical group project, working in groups of two to answer a policy-relevant question using one of the provided simple training datasets. The first milestone (due mid semester) will contain a clear description of the question to be addressed as well as a detailed overview of the data and descriptive statistics using one the provided training datasets. In the second deliverable, students will develop methodology and apply a statistical technique covered in the class. All projects will be presented to the class in the last week. Deliverables: 1. 2-4 page overview of the puzzle and data (due mid-semester) = 30 points 1. Presentation of the findings (final week) = 20 points 2. 8-10 page final analytical report (exam period) = 50 points Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: <ul style="list-style-type: none"> <li>• Students will be able to manage, visualize and analyze their data using the R programming language</li> <li>• Highly interactive “learning by doing” approach will enable students to better internalize theoretical statistical concepts</li> <li>• Students will be guided in their first steps on the road to gain basic programming competence</li> </ul>	
<b>Class syllabus:</b> Course contents: 1. Introduction; 2. Getting started with R and R Studio; 3. Intro to working in R Studio; 4. Descriptive statistics; 5. Transformation of variables; 6. Missing values; 7. Reading week; 8. Data visualization; 9. Hypothesis testing; 10. Means comparison; 11. Recapitulation; 12. Project presentations	
<b>Recommended literature:</b>	

**Recommended literature:**

Field, A. P., Miles, J., & Field, Z. (2012). *Discovering statistics using R*. London; Thousand Oaks, CA: Sage.

Fogarty, B. J. (2019). *Quantitative social science data with R: An introduction*. London: SAGE.

Hendl, J. (2015). *Přehled statistických metod: Analýza a metaanalýza dat*. Praha: PORTÁL.

Littvay, L., Moise, A., Fabo, B., Batričević, N., & Stankov, N. (n.d.). *Introduction to R*. Retrieved 27 January 2022, from <https://levente.littvay.hu/granada/fullRclass.html>

Navarro, D. (2022). *Learning statistics with R: A tutorial for psychology students and other beginners (Version 0.6)*. Retrieved from <https://learningstatisticswithr.com/lsr-0.6.pdf>

Pollock, P. H., & Edwards, B. C. (2018). *An R companion to political analysis (Second edition)*. Thousand Oaks, California: CQ Press.

Thulin, M. (2021). *Modern statistics with R: From wrangling and exploring data to inference and predictive modelling*. EOS Chasma Press. Retrieved from <http://www.modernstatisticswithr.com/>

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 18

A	B	C	D	E	FX
55,56	11,11	22,22	11,11	0,0	0,0

**Lecturers:** Ing. Jakub Szabó, PhD.

**Last change:** 09.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-740/23	<b>Course title:</b> Statistical Analysis 2
<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> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: Students will develop their own research group project (groups of 3) in three deliverables using real datasets. Students will be given a list of some freely available datasets to choose from, but they will be free to use any other dataset that is relevant to the research puzzle. The first deliverable (due mid semester) will contain a clear description of the puzzle to be addressed as well as the description of the data, descriptive statistics and explanation of the methodological approach to be applied. In the second deliverable, students will prepare and present a non-technical report of their initial findings. Projects will be presented to the class in the presence of a professional analyst. In the final deliverable, students will deliver a fully documented outcomes of the analytical exercise. Deliverables <ul style="list-style-type: none"> <li>• 5 page research design document with descriptives (due mid-semester) = 30 points</li> <li>• Non-technical presentation of findings (due final week) = 20 points</li> <li>• 8-10 page final research report (exam period) = 50 points</li> </ul> Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: <ul style="list-style-type: none"> <li>• Students will be able to independently run a technically correct analysis on real datasets</li> <li>• Students will master the basic programming skills (loops, functions, conditionals)</li> <li>• Students will learn to present findings based on a statistical analysis in a report format ready-made for technical and non-technical audiences</li> </ul>	
<b>Class syllabus:</b> Course contents: 1.Introduction/recap from Statistics I; 2. Scripts, loops, conditionals; 3. Functions, principles of coding; 4. Crosstabs; 5. Parametric and non-parametric tests; 6. Reading week; 7. ANOVA; 8. Linear regression; 9. Model diagnostics; 10. Non-linear regression; 11. Factor analysis; 12. Recap	
<b>Recommended literature:</b>	

<p>Recommended literature:</p> <p>Field, A. P., Miles, J., &amp; Field, Z. (2012). <i>Discovering statistics using R</i>. London; Thousand Oaks, CA: Sage.</p> <p>Fogarty, B. J. (2019). <i>Quantitative social science data with R: An introduction</i>. London: SAGE.</p> <p>Hendl, J. (2015). <i>Přehled statistických metod: Analýza a metaanalýza dat</i>. Praha: PORTÁL.</p> <p>Littvay, L., Moise, A., Fabo, B., Batrićević, N., &amp; Stankov, N. (n.d.). <i>Introduction to R</i>. Retrieved 27 January 2022, from <a href="https://levente.littvay.hu/granada/fullRclass.html">https://levente.littvay.hu/granada/fullRclass.html</a></p> <p>Navarro, D. (2022). <i>Learning statistics with R: A tutorial for psychology students and other beginners (Version 0.6)</i>. Retrieved from <a href="https://learningstatisticswithr.com/lsr-0.6.pdf">https://learningstatisticswithr.com/lsr-0.6.pdf</a></p> <p>Pollock, P. H., &amp; Edwards, B. C. (2018). <i>An R companion to political analysis (Second edition)</i>. Thousand Oaks, California: CQ Press.</p> <p>Thulin, M. (2021). <i>Modern statistics with R: From wrangling and exploring data to inference and predictive modelling</i>. EOS Chasma Press. Retrieved from <a href="http://www.modernstatisticswithr.com/">http://www.modernstatisticswithr.com/</a></p>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 5					
A	B	C	D	E	FX
40,0	20,0	20,0	0,0	20,0	0,0
<b>Lecturers:</b> doc. PhDr. Andrej Findor, PhD., Ing. Jakub Szabó, PhD.					
<b>Last change:</b> 09.05.2023					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-650/22	<b>Course title:</b> Survey Research on Different Dimensions of Equity
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course consists of introductory week, lectures, feedback sessions, and independent group work whose main aim is to develop a design for survey research group project about one or several intersectional dimensions of equity (e.g., gender, ethnic, religious, sexual, socio-economic). Active participation in introductory week, lectures, feedback sessions, and independent group work is a necessary precondition for a successful completion of the course. The course will be launched by introductory week in which the university staff and the students will get the chance to get to know each other, brainstorm ideas and form groups. In the best case, during the introductory week students will have decided on a topic/research question and formed groups. Students will accumulate material for their group projects throughout the semester. Students are expected to apply the methods that they have just learned to their research question and to present their results to the supervisors or their peers in the next feedback session. The accumulated material will be the basis for preparing their: <ul style="list-style-type: none"> <li>• Final presentation (max. 20 min)</li> <li>• Survey portfolio (10 pages plus appendix documents such as questionnaires)</li> </ul> The survey portfolio will consist of a 10 pages description and motivation of the research question and the research design. The appendix consists of the necessary research instruments (e.g., questionnaire, sampling frame, cognitive interviews). Evaluation criteria: 10 active participations in lectures, feedback sessions, and independent group work (1 active participation = 4 points) = 40 points 1 final presentation = 30 points 1 survey portfolio = 30 points Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes:	

This is a joint course offered by an ENLIGHT alliance of nine European universities (University of the Basque Country, University of Bordeaux, Comenius University Bratislava, National University Ireland Galway, Ghent University, University of Göttingen, University of Groningen, University of Tartu, and Uppsala University).

Students will learn how to design survey research according to their ideas and desired subtopic of equity, in intercultural groups from interdisciplinary perspective. In the course, students will develop disciplinary and transversal skills.

Regarding the disciplinary skills, students will broaden their understanding of challenges of different dimensions of equity and get an idea of which topic they want to focus on in their own project. Students will gain knowledge about quantitative and qualitative research methods needed for the implementation of a survey, including sampling and statistical power calculation, which enables students to determine the necessary number of participants for statistical inference. Students will also learn how to conduct cognitive interviews, such that students see if participants understand survey question in the way they had intended it.

Regarding the transversal skills, students will improve their intercultural communication skills as the design of the course requires multinational student groups to constantly interact and work together. Students will also learn how to work in an international academic team and deal with challenges related to such teamwork.

### **Class syllabus:**

Course contents:

1. Introductory week + introduction to the course; 2. Definitions and conceptualizations of equity; 3. Different dimensions of equity; 4. Survey research design; 5. Developing research question; 6. Operationalizing variables; 7. Pre-testing surveys in cognitive interviews; 8. Sampling; 9. Calculating statistical power; 10. Modes of data collection; 11. Developing analytical plan; 12. Survey research ethics; 13. Summary of the course.

### **Recommended literature:**

Recommended literature:

Atkins, L., & Duckworth, V. (2019). *Research methods for social justice and equity in education*. London: Bloomsbury.

Lavrakas, P. J. (Ed.). (2008). *Encyclopedia of survey research methods*. Thousand Oaks, CA: SAGE Publications.

Oris, M. (2016). *Surveying human vulnerabilities across the life course*. New York, NY: Springer Open.

Strunk, K. K., & Locke, L. A. (Eds.). (2019). *Research methods for social justice and equity in education*. Cham: Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-05900-2>

Terek, M. (2019). *Dotazníkové prieskumy a analýzy získaných dát*. Košice: EQUILIBRIA.

Thulin, M. (2021). *Modern statistics with R: From wrangling and exploring data to inference and predictive modelling*. EOS Chasma Press. Retrieved from <http://www.modernstatisticswithr.com/>

Vannette, D. L., & Krosnick, J. A. (Eds.). (2017). *The Palgrave handbook of survey research*. New York, NY: Springer.

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

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 1

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	100,0

<b>Lecturers:</b> doc. PhDr. Andrej Findor, PhD.
<b>Last change:</b> 24.03.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-021/23	<b>Course title:</b> The Politics of Contemporary European Integration: Crises, Turbulences and Differentiated Integration
<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> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope, and method of educational activities: Type of activities: lecture/seminar Recommended range of teaching (in hours): Weekly: 0/4 During the study period: 0/52 Study method: combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The course is graded: Assignments are 40% of the final grade. Short tests are 30% of the final grade. The exam is 30% of the final grade. Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: Students become familiar with major contemporary debates taking place in the EU. They will learn how to analytically grasp concepts that accompany the EU integration processes at national as well as supranational level of governance, like for instance: the democratic governance, core state powers, supranational vs. intergovernmental dynamics, EU's actorness, differentiated integration, national sovereignty, internal institutional dynamics. Students will be able to situate these concepts into the ongoing debates about the future of the EU integration. Each concept is examined in a relation to a specific empirical phenomenon or crisis that the EU overcome in past years (economic, financial, migration, security) what stimulates student's analytical thinking. By the end of the course, students should: <ol style="list-style-type: none"> <li>1. understand the nature of the European Union and its governance;</li> <li>2. have a detailed knowledge of some areas of EU policy making,</li> <li>3. be able to analyse the challenges the EU is facing</li> </ol>	

**Class syllabus:**

Course contents:

1. Introduction to the course. 2. EU's polity formation. 3. The European Council – the EU's centre of political gravity? 4. Supranationalism the old and new and the executive order - The European Commission. 5. The Council – policy coordinator and consensus generator? 6. The European Parliament – the challenge of reconstituting democracy in the EU. 7. The institutional logics of European integration – competing or complementary perspectives? 8. The three Crises – Economic, Institutional and Security. 9. The EU's coping mechanisms – Differentiated Integration (of the core state powers) and segmentation. 10. What future for the EU integration project?

**Recommended literature:**

Recommended literature:

Bartolini, Stefano (2006): "A Comparative Political Approach to the EU Formation." Working Paper 04-2006, Oslo: ARENA

Batora J., and J.E. Fossum Towards a Segmented European Political Order: The European Union's Post-Crisis Conundrum (Conclusion, CH 13)

Bauer, M.W./ Becker, S. (2014), 'The unexpected winner of the crisis: the European Commission's strengthened role in economic governance', *Journal of European Integration*, 36(2), 213-229.

D. Dinan, N. Nugent & W.E. Paterson (eds) (2017), *The European Union in Crisis*. London, Palgrave.

D. Dobrovodský (2014), *Politiky Európskej únie*, Sladkovičova: Vysoká škola Danubius.

Eriksen, E.O. and Fossum, J.E. (2007): *Europe in Transformation. How to reconstitute democracy?* Working Paper 1/2007, Oslo: ARENA

Genschel P. and Jachtenfuchs, M. *The European Integration of Core State Powers. Patterns and Causes* (CH 13)

H. Wallace, M.A. Pollack, C. Roederer-Rynning & A.R. Young (Eds) (2020), *Policy-Making in the European Union*, 8th edition. Oxford: Oxford University Press.

H. Zimmermann & A. Dür (eds) (2021), *Key Controversies in European Integration*, 3rd edition. London: Palgrave.

Hayes-Renshaw, F. (2017), *The Council of Ministers: conflict, consensus, and continuity*, in: Dermot Hodson and John Peterson (eds.), *The institutions of the European Union* 4th edition, Oxford: Oxford University Press), pp. 80-107.

Hodson, D./ Puetter, U. (2016), 'The euro crisis and European integration', in: Michelle Cini and Nieves Pérez-Solórzano Borragán (eds.), *European Union Politics*, Oxford: Oxford University Press, pp. 365-379.

*Journal of Common Market Studies*.

L. Buonanno & N. Nugent (2020), *Policies and Policy Processes of the European Union*, 2nd edition. Basingstoke: Red Globe Press.

Leruth Ganzle and Trondal - *Differentiated Integration and Disintegration in the EU after Brexit: Risks versus Opportunities* (<https://onlinelibrary.wiley.com/doi/pdf/10.1111/jcms.12957>)

M. Cini & N. Pérez-Solórzano Borragán (eds) (2019), *European Union Politics*, 6th edition. Oxford: Oxford University Press.

Moravcsik, A. (1993), 'Preferences and power in the European Community: a liberal intergovernmentalist approach', *Journal of Common Market Studies*, 31 (4), 473-524.

P. Fila, O. Krutílek & M. Pitrová (2018), *Evropská unie* (3. vydanie), Brno: Centrum pro studium demokracie a kultury.

Pollack, Mark et al. (2010): "EU Policy-Making in Challenging Times: Adversity, Adaptability, and Resilience" in Wallace, H. et al. (eds.): Policy Making in the European Union. Oxford: Oxford University Press, 6th ed.

Puetter, U. (2014), The European Council and the Council. New intergovernmentalism and institutional change, Oxford: Oxford University Press. (CH 3; 68-111)

Schimmelfennig, F. (2021). Rebordering Europe: External boundaries and integration in the European Union. Journal of European Public Policy, 28(3), 311–330. <https://doi.org/10.1080/13501763.2021.1881589>

Trondal, J. Conclusion: An emergent European Executive Order: less than a European 'mega-administration' in An Emergent European Executive Order. (CH 13)

Zielonka, Jan (2006): Europe as Empire. The Nature of the Enlarged European Union. Oxford: Oxford University Press, Introduction and Conclusions (pp.1-64, 164-191)

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

A	B	C	D	E	FX
20,75	20,75	32,08	13,21	11,32	1,89

**Lecturers:** JUDr. Magdaléna Šipková, LL. M., Mgr. Matej Navrátil, PhD., prof. PhDr. JUDr. Lucia Mokrá, PhD.

**Last change:** 02.05.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Social and Economic Sciences	
<b>Course ID:</b> FSEV.ÚEŠMV/2-UES-023/23	<b>Course title:</b> US Foreign Policy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope, and method of educational activities: Type of activities: lecture/seminar Recommended range of teaching (in hours): Weekly: 2/2 During the study period: 26/26 Study method: combined	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: 10% - Active participation and class preparedness 25% - Group presentation 30% - Seminar activities 35% - Final simulation Rating: A: 91-100 points; B: 81-90 points; C: 73-80 points; D: 66-72 points; E: 60-65 points; Fx: 0-59 points	
<b>Learning outcomes:</b> Learning outcomes: As a result of completing the course "U.S. Foreign Policy", students will be able to explain principles and traditions of American Foreign Policy, how it is made and implemented, and how U.S. foreign policy has been applied in the world and European context. Moreover, they will be able to identify and critically analyze core current issues of American Foreign Policy and its Grand Strategy. The students will also be able to develop their skills in understanding, analyzing and interpreting academic texts, formulating relevant arguments and presenting them in front of the audience.	
<b>Class syllabus:</b> Course contents: 1. Introduction session: course objectives and requirements 2. U.S. Foreign Policy: Definition and Historical Foundations 3. Principles and Traditions of U.S. Foreign Policy 4. U.S. Foreign Policymaking: Institutions and the Process	

5. American Grand Strategy and Contemporary Issues of Foreign Policy
6. U.S. Foreign Policy towards Europe and European Integration
7. Rethinking U.S. Foreign Policy for Central and Eastern Europe
8. U.S. Priorities in Asia and the Pacific
9. Key Challenges for U.S. Policy in the Middle East
10. The Evolution of U.S. Foreign Policy in Africa
11. The United States, Canada and Mexico: Strategic Partners and Neighbors
12. U.S. Foreign Policy towards Latin America and the Caribbean
13. Final evaluation

**Recommended literature:**

Recommended literature:

Ashford, E. (2021). Strategies of Restraint. Remaking America's Broken Foreign Policy. *Foreign Affairs*. 100(5), pp.#128-139.

Biden, Jr., J.R. (2020). Why America Must Lead Again. Rescuing U.S. Foreign Policy After Trump. *Foreign Affairs*. 99(5), pp. 64-68.

Burns, W.J. (2019). *The Back Channel: Dispatches from An American Diplomat*. New York: Random House.

Daalder, I.H., Destler, I.M. (2009). In the Shadow of the Oval Office: The Next National Security Adviser. *Foreign Affairs*. 88(1), pp. 114-130.

Diamond, L. (2022). All Democracy Is Global. Why America Can't Shrink From the Fight for Freedom. *Foreign Affairs*. 101(5), pp. 182-198.

Graham, T. (2019). Let Russia Be Russia. The Case for a More Pragmatic Approach to Moscow. *Foreign Affairs*. 98(6). pp. 134-146.

Ikenberry, G.J. (2002). America's Imperial Ambition. *Foreign Affairs*. 81(5), pp. 44-60.

Kissinger, H. (2001). *Does America Need a Foreign Policy? Toward a Diplomacy for the 21st Century*. New York: Simon and Schuster.

Mandelbaum, M. (2016). *Mission Failure: America and the World in The Post-Cold War Era*. New York: Oxford University Press.

Mandelbaum, M. (2022). *The Four Ages of American Foreign Policy: Weak Power, Great Power, Superpower, Hyperpower*.

Neack, L. (2019). *Studying Foreign Policy Comparatively: Cases and Analysis*. Maryland: Rowman & Littlefield.

Neack, L. (2008). *The New Foreign Policy: Power Seeking in a Globalized Era*. Maryland: Rowman & Littlefield.

Nye Jr., J.S. (2020). *Do Morals Matter?: Presidents and Foreign Policy from FDR to Trump*. New York: Oxford University Press.

Nye Jr., J.S. (2002). *The Paradox of American Power: Why the World's Only Superpower Can't Go It Alone*. New York: Oxford University Press.

Ray, J. L. (2013). *American Foreign Policy and Political Ambition*, Washington: CQ Press.

Repnikova, M. (2022). The Balance of Soft Power. The American and Chinese Quests to Win Hearts and Minds. *Foreign Affairs*. 101(4), pp. 44-51.

Rosati, J.A., Scott J.M. (2010). *The Politics of United States Foreign Policy*. Boston: Cengage Learning.

Saunders, E. (2017). No Substitute for Experience: Presidents, Advisors and Information in Group Decision Making. *International Organization*. pp. 219-247.

Schultz, L. (1998). *Beneath the United States: A History of U.S. Policy Toward Latin America*. Harvard University Press.

**Languages necessary to complete the course:**

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 19					
A	B	C	D	E	FX
42,11	36,84	15,79	0,0	0,0	5,26
<b>Lecturers:</b> Kateryna Kasatkina, PhD.					
<b>Last change:</b> 02.05.2023					
<b>Approved by:</b>					