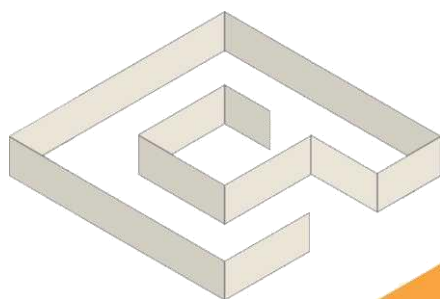


COURSE CATALOGUE
Bratislava International School of Liberal Arts

Academic Year 2018/2019



B I S L A
Liberal Arts College

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STUDY PROGRAM FOR THE ACADEMIC YEAR 2018 - 2019			
1st YEAR			
WINTER		SUMMER	
language		language	
Core Courses		Core Courses	
P-111 Introduction to Political Science – Abrahám	Eng	P-121 Introduction to Political Science II – Kusá	Eng
P-112 Introduction to Political Sociology – Radičová	Eng	P-122 Critical Thinking – Griffith	Eng
F-113 Introduction to Philosophy – Novosád	Sk/Eng	P-123 Introduction to International Relations – Kazharski	Eng
W-114 Academic English – Steyne	Eng	W-124 Writing on Politics – Steyne	Eng
Short Term (Jan-Feb)			
INTENSIVE PROGRAM – P-115 Methodology – Radičová			Eng
2nd YEAR			
WINTER		SUMMER	
Core Courses		Core Courses	
P-231 Comparative Politics – Kusá	Eng	P-241 International Conflict and Cooperation – Kusá	Eng
P-232 History of Political Thought I: Antiquity – Griffith	Eng	P-242 History of Political Thought II: Modernity – Griffith	Eng
P-233 European Union – Radičová	Eng	W-243 Social Policy – Radičová	Eng
W-234 Advanced Academic Writing I – Steyne	Eng	W-244 Advanced Academic Writing II – Steyne	Eng
Short Term (Jan-Feb)			
INTENSIVE PROGRAM – P-235 Plato’s Republic – Griffith			
3rd YEAR			
WINTER		SUMMER	
Core Courses		Core Courses	
P-351 Bachelor Thesis Seminar 1 – Kusá	Sk/Eng	P-361 Theories of Democracy – Novosád	Sk/Eng
P-352 History of Political Thought III: Contemporary Thought – Griffith	Eng	P-362 History of 20 th Century Europe – Thomson	Eng
IR-353 Regionalism and Global Order – Kazharski	Eng		
Short Term (Jan-Feb)			
Bachelor thesis concentration			
Electives		Electives	
WINTER		SUMMER	
Ph A close reading of Spinoza – Griffith	5 Eng		
Ph Western Civilization- Stewart	5 Eng		
P/IR Race, Ethnicity, and Nation – Vašečka	5 Eng		
IR Understanding World History- Sprouse	5 Eng		
E Economy – Baron	5 Eng		

WINTER SEMESTER

First Year

Introduction to Political Science I

Code:	P-111
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Samuel Abrahám, PhD
Form of study:	lecture + seminar

Course Objectives

The course introduces political science: the background and emergence of the discipline, its most characteristic dilemmas, as well as its present status. The course also differentiates between the focuses of political *science*, *theory* and *philosophy*. Students learn about the basic structures of the democratic state as well as its individual institutions and administrative units.

Contents

Historically, political science has been plagued by disagreements over the purposes it serves, the basic questions it should be addressing, and the methods of analysis by which we gain knowledge of politics. Introduction to Political Science should begin to teach students to organize and connect factual information by using their analytical abilities to think critically about politics. In this course, students should learn about the basic nature of political science and the connections between the sub-divisions in the field. The course will introduce students to the basic concepts, institutions, and processes of politics. It will also provide the conceptual meanings and concrete information needed in order to understand and cope with the political events and governmental actions that affect every individual.

Each week there will be 3 (academic) contact hours of teaching divided into one-hour and a half lecture and one-hour and a half seminar. The lecture will cover and review the reading material. During the seminar the focus will be on the topics from assigned material and the topics covered during the lectures as well as student presentations. Student must read all the required texts before classes.

Required Readings

The basic textbook is Michael G. Roskin: Political Science: An Introduction (2006). It can be found on the "Share on BISLA server": ROSKINPolSci100

Leo Strauss: "What is Liberal Education?" (In: Liberalism Ancient and Modern, 1968) Isaiah Berlin: "On the Pursuit of the Ideal" New York Review of Books 1988 (In Slovak: K&K2/1999)

Introduction to Political Sociology

Code:	P-112
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	Slovak
Instructor:	Iveta Radičová
Form of study:	lecture + seminar

Course Objectives:

A critical examination of the main features of Weber's theory of politics through discussion of his works *Science as Vocation*, *Politics as Vocation* and related texts. Topics include: concept of science, methodology of social sciences, ethical criteria of political activity. The aim of this course is to introduce students to the basic concepts used by analysis of modern political systems. We will discuss the nature of difference between spontaneous, everyday understanding of politics and understanding of politics as is presented in works of eminent German sociologist Max Weber.

Contents

Close reading of Weber's texts (*Science as Vocation*, *Politics as Vocation*) will help us understand the role of science and politics in the modern societies. Parallel with reading Weber, we will discuss the basic concepts of sociology, especially concept of action and order, concept of power and that of state. Special attention will be devoted to the concept of rationalization as the dominant trend that shaped the basic structures of modern societies.

Required Readings

Max Weber: *Science as Vocation*

Max Weber: *Politics as Vocation*

Max Weber: *Introduction to Sociology of World Religions*

Collins R. Makowsky M.: *The Discovery of Society*, Random House New York, 1984.

Elster, J. (1989), *Nuts and Bolts for the Social Sciences* (Cambridge: Cambridge University Press).

Introduction to Philosophy

Code:	F-113
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	Slovak
Instructor:	František Novosád
Form of study:	lecture + seminar

Course Objectives

The students are introduced to basic problems of philosophy and they are made familiar with principal philosophical disciplines and different types of philosophical inquiry. With the help of primary sources the students acquire the skill of critical reading of philosophical texts.

Contents

1. Different approaches to philosophy. Philosophy in comparison to other branches of science, art and religion. The origin and motives of philosophical inquiry. Philosophy and everyday experience. The place of philosophy in culture.
2. Principal philosophical disciplines, their terminology and issues: metaphysics, epistemology, ethics, political philosophy, philosophy of history. Currently debated issues within the disciplines.
3. Classical philosophical problems and the modes of their solution: determinism v. free will etc.
4. Critical reading of primary philosophical texts from different epochs of the history of philosophy. Analysis of philosophical methods and arguments.

Required Readings

Platón, „Kriton,” in Dialógy, Bratislava: Tatran 1990, vol. 1, pp. 369-382.
Platón, „Menon,” in Dialógy, Bratislava: Tatran 1990, vol. 1, pp. 488-509.
René Descartes, Rozprava o metóde, Bratislava: Vydavateľstvo SAV, 1954, pp. 23-69.
Immanuel Kant, K večnému míru, Praha: OIKYMENH, 1999, pp. 9-35.
Jean-Paul Sartre, „Existencialismus je humanismus,” in Jindřich Zelený (ed.), Úvod do filosofie, Praha: Svoboda 1969, pp. 280-300.
Bertrand Russell, Problémy filozofie, Bratislava: P and K, 1992.

Academic English

Code:	W-114
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Lynda Steyne
Form of study:	seminar/workshop

Prerequisites

Completed first year of studies or received less than 84 % on the English Aptitude Test.

Course Objectives

The course is intended to improve the student's ability to read academic English, particularly in the areas of politics and philosophy.

Contents

Students will be introduced to skills and techniques which they can use to read, understand and analyze academic English. Among these will be:

1. Understanding the meaning of words according to their context and implied meaning, rather than their dictionary definition.
2. Learning to guess accurately the meaning of unfamiliar words in a text, based on the context. Special attention will be paid to new words and phrases which may not yet be included in dictionaries or whose meaning may still be evolving; and to archaic words and phrases that students may come across in their exploration of original texts but whose meaning may subsequently have changed.
3. Interpreting the intention(s) of the author (e.g. by their use of irony or sarcasm, or their use of critical, neutral or positive vocabulary, etc.). This part of the course should also improve students' writing skills.
4. Identifying bias or assumed knowledge in texts, and ways to compensate for this and for gaps in students' knowledge. This should be useful when analyzing and critiquing opinion articles, commentaries, online material, etc.

Course Structure

The course will consist of analysis of selected texts in class. This analysis will take the form of seminar discussion in which reading techniques, key terms, authors' intentions, etc. are considered. The course will also involve workshops where students, individually or in groups, will work on the course material in order to produce written studies of texts and specific vocabulary.

All students will be expected to participate and contribute comments during each class. The texts employed will challenge students, helping them to improve their comprehension and build their vocabulary. While they will not be required to read texts far beyond their ability, students will be expected to show progress in English comprehension during the course. The course will not include regular essays, but will include an extensive series of assignments tailored to students' abilities and designed to foster the skills listed above.

Required Readings

All course materials will be provided in class. The selection of English-language texts used in the course may be adjusted according to the ability and areas of interest of the students.

Second Year

Comparative Politics

Code:	P-231
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD
Form of study:	lecture + seminar

Prerequisites

Introduction to Political Science P-111

Course Objectives

- Introduce the subject of comparative politics; key concepts, principles, theories, thinkers;
- Introduce the methods of comparative politics;
- Apply learned theories and methods to case studies of individual countries and regions;
- Apply learned theories and methods in a term paper.

Contents

What makes regimes fall? What is the recipe for progress? What makes for a democracy? Why have some states evolved towards democracy while others towards authoritarianism and totalitarianism? Can democracy be exported? How to compare governance? What is the role of the state in a globalizing world? What are the important elements of a successful transition after a regime change? What role do elites play in such political process? What shapes political culture of a country?

This course is an introductory look at the field of comparative politics. This is a field of systematic approaches towards studying the institutions, processes, actors, structures and cultures of the countries of the world. It is a selective course and does not intend to cover all of the themes in comparative politics. The focus of this semester is on the development and the state of democracy through the prism of the main approaches in comparative politics since 1950s to the present day.

During the first weeks, we will look briefly at the history of comparative politics as a political science field, at the paradigms and influential thinkers within, and the methods of comparison widely used. The next sections of the course will be devoted to the widespread explanatory approaches within CP including institutional, cultural, pluralist schools of thought, study of political processes and change and the new challenges facing the field of comparative politics.

Required Readings

Comparative Politics Reader

SELECTED TEXTS:

Wiarda, H. 2007. Comparative Politics: Approaches and Issues. Lanham, Maryland: Rowman & Littlefield.

Stepan, A. Arguing Comparative Politics

Easton, D. A Framework for Political Analysis

Deutsch, K. The Nerves of the Government

Putnam, R. 1996 Making Democracy Work
Almond, G. and Verba, S. Civic Culture
Inglehart, R. Modernization and Postmodernization
Moore, B. Social Origins of Dictatorship and Democracy
Skocpol, T. States and Social Revolutions
Sen, A.K. Development as Freedom
Dahl, R. A Preface to Democratic Theory
Huntington, S. The Third Wave.
Diamond, L. The Coming Wave and Why Are There No Arab Democracies?
Almond, Powell, Dalton, Strom. 2010. Comparative Politics Today

History of Political Thought I: Antiquity

Code:	P-232
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Prerequisites

English language proficiency. Completed first semester of studies.

Course Objectives

1. To familiarize students with Aristotle's ethical and political thought.
2. To improve students' ability to analyze a variety of philosophical topics, in particular the meaning of human excellence and its relation to political rule.

Contents

Plato's *Euthyphro* will introduce the themes of the pious, the just, the noble and the good— the grounds of Plato's account of the best ethical and political conduct. The *Symposium* recounts a lively and profound discussion on the character of love, including some of Athens' most brilliant and controversial figures, conducted during the high point of Athens' cultural and military supremacy. We will examine these discussions in great detail (sometimes line by line) in order to understand not only the exhilaration and the melancholy, the sincerity and the deception, associated with *erōs*, but also its political significance, whereby it can draw us to a passionate pursuit of excellence or to the worst acts of tyranny.

We will then consider Aristotle's ethical and political philosophy, examining selections from Aristotle's *Nicomachean Ethics* and *Politics*. In the *Ethics*, Aristotle begins with an account of how to become virtuous or excellent, before shifting to an analysis of how we discover the meaning of virtue based on a re-evaluation of the nature of pleasure. The latter is of crucial importance today, when the focus on pleasure over virtue has led to ethical relativism and nihilism. Aristotle's alternative is not that we need to deny pleasure to be virtuous and excellent; we need only to understand it. In the *Politics*, Aristotle offers an account of the political that does not deny our modern contractarian notions so much as it expands and deepens the meaning of those notions by not only considering the institutional aspects of political life, but also how those institutional aspects can be grounded and guided by a philosophical understanding of nature and of human nature. Political life finds its meaning and its fulfillment in the life of excellence as described in the *Ethics*.

Required Readings

Plato. *Euthyphro*. Trans. G. M. A. Grube. In *Complete Works*. Ed. John M. Cooper. Indianapolis: Hackett Publishing Company, 1997.

Plato. *Symposium*. Trans. Alexander Nehamas and Paul Woodruff. In *Complete Works*. Ed. John M. Cooper. Indianapolis: Hackett Publishing Company, 1997.

Aristotle. *Nicomachean Ethics*. Trans. Roger Crisp. Cambridge: Cambridge University Press, 2004.

Aristotle. *Politics*. Trans. C. D. C. Reeve. Indianapolis: Hackett Publishing Company, 1998.

European Union

Code:	P-233
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Iveta Radičová
Form of study:	lecture + seminar

Course Objectives

After the course, the students should be able to provide qualified answers to the following questions: How can the creation of the European Union be explained? Who are the principal actors in the European Union? What is the European Union actually doing?

Contents

We will read and discuss primary sources (treaties and official documents) as well as literature on the European Union. At the beginning of each lesson, I will give a short introduction. This overview will contain the key facts that will serve as the minimum requirement to pass the tests. During the semester, every student will have a presentation on a self-chosen EU issue (suggestions will be provided, for example, the EU budget, competition policy, enlargement, EEAS, Frontex, etc.). In the presentations, form is equally important to content. Every student will write an essay that should reflect on the discussed questions and texts. During the semester, we will observe the ongoing debates and events in the EU (especially the European Councils). The overall objective of the whole course is an assessment of the impact of European integration on the political and economic landscape of Europe: Is the EU strengthening or weakening Member States? Is the EU the cause or the effect of peace in Europe? Is there a tendency towards further integration or are we at the beginning of an era of de-integration?

Required Readings

Primary Sources Gasteyger, Kurt: Europe: From Division to Unification. A documented overview 1945-2006. Bonn 2006.

Secondary Sources

Leonard, Dick: Guide to the European Union. 10th edition, London 2010.

Supplementary Readings and Sources

CEPS/EGMONT/EPC: The Treaty of Lisbon. A Second Look at the Institutional Innovations. Joint Study (September 2010).

Chandler, David: Empire in Denial. The Politics of State-building. London 2006.

Dinan, Desmond: Europe Recast. A History of European Union. Houndmills 2004.

Haughton, Tim: Vulnerabilities, Hangovers and the Presidency Role: Explaining New EU Member States' Choices for Europe. Center for European Studies Central and Eastern Europe Working Paper Series 68 (February 2010).

Kupchan, Charles A.: How Enemies Become Friends. Princeton 2010, pp. 202-217.

Moravcsik, Andrew: The Choice for Europe. Social Purpose and State Power from Messina to Maastricht. Ithaca - New York 1998.

Moravcsik, Andrew: Europe without Illusions. The Paul-Henri Spaak Lectures 1994-1999. Lanham 2005, pp. 3-44.

Moravcsik, Andrew: The Myth of Europe's Democratic Deficit, in: *Intereconomics: Journal of European Public Policy* (November-December 2008), pp. 331-340.

Schimmelfennig, Frank/Engert, Stefan/Knobel, Heiko: *International Socialization in Europe. European Organizations, Political Conditionality and Democratic Change*. New York 2006, pp. 111-131.

Wiener, Antje/Diez, Thomas (eds.): *European Integration Theory*. Oxford - New York 2004.

Advanced Academic Writing I

Code: W-234
Term: Winter
Year: Second
ECTS credits: 6
Lessons per week: 90 + 90 min
Language: English
Instructor: Lynda Steyne
Form of study: lecture + seminar

Prerequisite:

W-114 Academic English I. (or permission of the instructor based on proven language and writing skills)

Course Description:

Course Description: Students in this compulsory course further develop their English language and academic writing skills, building on what they have learned in the Foundations course (W-114) and writing longer academic essays and papers.

Objectives:

- Improve at using appropriate academic language and style, as well as academic writing skills and strategies
- Learn how to do independent research, including selecting and evaluating scholarly sources
- Learn how to summarize and paraphrase; how to cite and reference sources; how to use charts, tables, figures, and images
- Learn how to and then give a basic research presentation to peers

Third Year

Bachelor Thesis Seminar

Code:	P-351
Term:	Winter
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD
Form of Study:	seminar

Prerequisites

Writing on Politics

Course Objectives

By the end of the semester, students should be able to:

- Write clearly, concisely and pertinently on a given topic;
- Evaluate and analyze relationships between concepts in the text;
- Place studied topics within the broader social, cultural, political, historical context;
- Critically analyze issues and formulate hypotheses;
- Interpret and evaluate primary and secondary sources;
- Analyze, evaluate and interpret texts in a comparative framework;
- Plan, organize and conduct research and translate it into writing a thesis;
- Properly format and present written work, use sources and cite them correctly.

Content

This course, set in a workshop format, presents an opportunity to try out the process of researching and writing a larger academic paper. Besides the technical aspects of writing, formatting and style, the course will focus on the development of analytical thinking, comparative analysis and independent research.

We will also tackle the prospects of academic life after BISLA – addressing elements of a successful application for a graduate school and transition into a professional life.

Students work continuously on individual steps of research and writing, from identification of the research topic, to developing a Bachelor Thesis Proposal and writing a draft of one chapter of the thesis.

Required Readings

Baglione, L. 2012. Writing a Research Paper in Political Science. A Practical Guide to Inquiry, Structure, and Methods. 2nd ed. Los Angeles, London, New Delhi, Singapore, Washington DC: CQ Press.

Johnson, J.B. & Reynolds, H.T. 2012. Political Science Research Methods. 7th ed. Los Angeles, London, New Delhi, Singapore, Washington DC: CQ Press.

Silverman, D. 2009. Ako robiť kvalitatívny výskum. [Doing Qualitative Research.]. Bratislava: Pegas.

BISLA guidelines for bachelor thesis writing

APA formatting and style guide: <http://owl.english.purdue.edu/owl/printable/560/>

History of Political Thought III: Contemporary Thought

Code:	P-352
Term:	Winter
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Prerequisites

English language proficiency. Completed second year of studies.

Course Objectives

1. To introduce students to the seminal work of 18th- and 19th-century philosophers.
2. To familiarize students with some of the debates surrounding human nature that are still at the core of contemporary political thought.

Contents

We have just completed a course in early modern political thought, culminating in an examination of Lockean rationalism and utilitarianism. Rousseau's *Second Discourse* is, in many respects, founded upon a profound critique of that rationalism and utilitarianism. His work is sometimes characterized as a "romantic" counter-reaction, which identifies the potential abuses of rationalism and, as an alternative, seeks the sentimental foundations of morality. Importantly, however, this romantic counter-reaction led to the worst kind of tyranny and terror, exemplified by the French Revolution. It is our task to examine why. We will discuss two kinds of responses to Rousseau's critique: first, the attempt to combine the rational and the romantic movements in the work of G. W. F. Hegel and Alexis de Tocqueville; and, second, the rejection of these reconciliations (in particular Hegel's) in the work of Karl Marx and Friedrich Engels. In the 20th century, National Socialism and Soviet Communism are only two examples of the regimes that emerged from this debate. The fall of both regimes has delayed, but in no way settled, the pressing questions raised by these thinkers.

Required Readings

Jean-Jacques Rousseau. *Discourse on the Origin and the Foundations of Inequality Among Men* or *The Second Discourse*. Trans. Ian Johnston. [Public Domain.]

G. W. F. Hegel. *Phenomenology of Spirit*. Trans. A. V. Miller. Oxford: Oxford University Press, 1977.

G. W. F. Hegel. *The Philosophy of History*. Trans. J. Sibree. [Public Domain.]

G. W. F. Hegel. *Elements of the Philosophy of Right*. Trans. H. B. Nisbet. Cambridge: Cambridge University Press, 1991.

Alexis de Tocqueville. *Democracy in America*. *De la démocratie en Amérique*. Bilingual Edition. Ed. Eduardo Nolla. Trans. James T. Schleifer. Indianapolis: Liberty Fund, 2010.

Regionalism and Global Order

Code:	IR-353
Term:	Winter
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Aliaksei Kazharski
Form of study:	lecture + seminar

Course Objectives

The course aim is to introduce the students to contemporary debates about the changing world order, its origins, its dynamics and the prospective challenges it faces. In its second part the course focuses on the multidimensional phenomenon of regionalism, the role(s) which it plays in the global system and the variety of agendas and problems that are associated with it. The course will also give the students specific knowledge about some of the world's macroregions.

Contents

Session 1. The concept of order in international relations. Historical forms of international order
Session 2. Liberal international order in the XX century
Session 3. American leadership in decline?
Session 4. The rise of "the rest"
Session 5. Regions and regionalisms in the global system
Session 6. Regional economic integration and free trade
Session 7. Regionalism and security. South America
Session 8. Regions and cultural identities. The Middle East
Session 9. (Post)imperial regionalism and spheres of influence politics. The Post-Soviet world
Session 10. Interregionalism and region building. Africa
Session 11. Regionalism diffusion, regionalism promotion and regional institutionalization. Southeast Asia

Required Readings

Bull, H. (1977). *The anarchical society: A study of order in world politics*. New York: Columbia University: pp. xxxii- xxxv, 3-21
Watson, A. (1992). *The evolution of international society a comparative historical analysis*. London: Routledge: pp. 238-250
Ikenberry, J.G. *Liberal Leviathan. The Origins, Crisis and Transformation of the American World Order*. Princeton University Press, 2011: pp. 159-219
Barnett, T. *America the Aggrieved Departs Center Stage*. Thomas P.M. Barnett, January 20, 2017. Available: <http://thomaspmbarnett.squarespace.com/globlogization/2017/1/20/america-the-aggrieved-departs-center-stage.html>
Kagan, R. *The World America Made*. Alfred A. Knopf, 2012: pp. 7-8, 37-69
Acharya, A. *The End of American World Order*. Polity Press, 2014: pp. 1-11, 33-78
Farrel, M. *The Global Politics of Regionalism: An Introduction*. In Farrel M., Hettne B., Van Langenhove L. (eds.) *Global Politics of Regionalism*, Pluto Press, 2005: pp. 1-17
Hurrell, A. *On Global Order. Power, Values and the Constitution of International Society*. Oxford University Press, 2007: pp. 239-261
Duina, F. *The Social Construction of Free Trade*. Princeton University Press, 2007: pp. 3-28, 185-209

- Hurrel, A. An emerging security community in South America? In Adler A., Barnett M. (eds.) *Security Communities*. Cambridge University Press, 1998: pp. 228-264
- Hinnebusch, R. *The International Politics of the Middle East*. Manchester University Press: pp. 54-72
- Legrenzi, M. & Calculli M. *Regionalism and Regionalization in the Middle East*. International Peace Institute, March 2013.
- Makarychev A. Russia-EU: Competing Logics of Region Building. DGAPanalyse 1 | March 2012 Sakwa, R. Eurasian Integration: A Project for the 21st Century? In Samokhvalov V. & Lane D. (eds.) *The Eurasian Project and Europe. Regional Discontinuities and Geopolitics*. Pallgrave Macmillan, 2015
- Haastrop, T. (2013) EU as Mentor? Promoting Regionalism as External Relations Practice in EU–Africa Relations. *Journal of European Integration*
- Söderbaum, F. African Regionalism and EU-African Interregionalism. In Telò M. *European Union and New Regionalism. Regional Actors and Global Governance in a Post-Hegemonic Era*: pp. 185-202
- Camroux, D. (2010) Interregionalism or Merely a Fourth-Level Game? An Examination of the EU-ASEAN Relationship. *East Asia* (2010) 27:57–77
- Jetschke, A. & Murray Ph. (2012) Diffusing Regional Integration: The EU and Southeast Asia. *West European Politics*, 35:1
- Wong, R. (2012) Model power or reference point? The EU and the ASEAN Charter. *Cambridge Review of International Affairs*, 25:4

ELECTIVES – WINTER SEMESTER

A close reading of Spinoza

Code:	U-403
Term:	Winter
Year:	Second&Third
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture+seminar

Content

"In this class, we will engage in a close reading of Spinoza's masterwork, 'Ethics'. While this book was unjustly ignored for a time over the course of the history of Western philosophy, it is now recognized as one of the most important texts of the early modern period. Written between 1664 and 1665 but not published until 1677, 'Ethics' is an attempt to deploy a geometrical method of investigation to metaphysics, physics, and epistemology with a rigor that had not been seen before and probably has not been seen since. Through this reading, we will try to understand, among other things, Spinoza's (in)famous pantheism and perhaps why or whether his philosophy led him to be excommunicated from the Amsterdam Jewish community in 1656."

Western Civilizations

Code:	U-404
Term:	Winter
Year:	All
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	Jon Stewart, M.A. (Philosophy), Ph.D. (Philosophy), Dr. habil.(Philosophy), Dr. habil. (Theology)
Form of study:	lecture+seminar

Contents

This course will provide an overview of Western culture from ancient times through the Middle Ages. Through an examination of key texts of literature, drama, religion and philosophy, it will examine the cultures of Mesopotamia, Israel, Greece, Rome, and European Christendom of the Medieval Period. We will explore some of the fundamental questions that have confronted human beings since the beginning of time: What is the good life? What is it to be human? What is the value of knowledge? What is the meaning of life? What happens after death? What is justice? What is the best form of government? The course will be geared not just to learning this material for its own sake but also to developing effective pedagogical strategies for teaching it to young students.

Texts:

The Epic of Gilgamesh

The Bible

Homer, *The Odyssey*

Herodotus, *The Histories*

Sophocles, *Sophocles I.*

Thucydides, *The Complete Writings of Thucydides*

Plato, *Gorgias*

Plato, *The Last Days of Socrates*

Aristotle, *Aristotle's Politics*

Virgil, *The Aeneid*

Augustine, *The City of God*

Dante, *Dante's Inferno*

Understanding World History: From the Renaissance to Modernity

Code:	U-406
Term:	Winter
Year:	All
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	Lucas Sprouse
Form of study:	lecture+seminar

Course Objectives

In addition to lectures, discussion-based seminars will focus on primary and secondary source readings, and students' written and oral communication skills will be developed through essays and presentations. Along with increased historical understanding, students will cultivate better critical thinking and analytical skills that can be applied in a range of academic and practical settings.

Contents:

Understanding World History: From the Renaissance to Modernity is a survey of the major historical developments in society, politics, economics, religion, and culture from 1350 to the present day. This course will examine major movements including the Renaissance, Reformation, Enlightenment, Industrial Revolution, and major political ideologies that affected historical change. Central themes such as the birth of nation states, empire building, technological advancements, trade, nationalism, and globalization will play predominantly in this course. Europe rose to global prominence during the Renaissance, planted colonies around the world during the Age of Exploration, and clashed ideologically during the Reformation and subsequent Counter-Reformation. Following the birth of nation states, empires rose and fell while science, technology, and trade transformed the world. Increased nationalism, among other factors, led to world wars and the Cold War era, and growing globalization continues to define the modern world.

Race, Ethnicity, and Nation

Code:	U-407
Term:	Winter
Year:	All
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	Michal Vašečka, PhD.
Form of study:	lecture+seminar

Course Objectives

Course Race, Ethnicity, and Nation is proposed for undergraduate level students at BISLA and it aims to analyze peculiarities of race and ethnicity issues. This course is based on structured reading and discussions and serves as prerequisite for further courses focused on issues of race, ethnicity, nation, and coexistence in general. Upon completing the course students should be able to analyze reasons, outcomes, and potential solutions of ethnic and race conflicts between various groups of people.

Contents:

The course offers wide perspective of the theoretical and research dilemmas, that social sciences tackle in the process of researching race and ethnicity. Students are offered an opportunity to get an additional knowledge on social sciences' approach toward issues of ethnic determination, different forms of intolerance originated from the race and ethnicity definitions. The course is focused on national and cultural identity and the processes of its construction, relations of ethnicity and nationalism, it opens a discussion over group rights and forms of ethnic groups coexistence. The course is discussing also the theoretical discourse and practical approach toward phenomena of ethnocentrism, racism, and anti-Semitism. The course defines principles of the multiculturalism and it focuses also on ethnic conflicts. The course is aimed also on practical issues of the education toward tolerance and against racism. The course touches upon methodological dilemmas of the race studies and it draws problems of ethnization and feminization of the poverty. Finally, the course is focused also on specific topic - the Roma population as a object of sociology interest.

Economy

Code:	U-408
Term:	Winter
Year:	All
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	John H. Baron, MBE., TD., FCIB..
Form of study:	lecture+seminar

Course Objectives

At the conclusion of the programme those participating will

1. Have a basic understanding of the economic importance of money
2. Understand the nature of money supply, the creation of credit and the balance of payments
3. Understand the nature and impact of interest rates on domestic and international markets and the money supply
4. Appreciate the importance of international trade both in goods and services and the role of the banks and other institutions in the settlement of international debts and obligations
5. Have an overview of the international financial markets and their roles in business
6. Understand the basic of corporate finance and risk management
7. Appreciate the way in which business, the markets and political decisions interact on the economy of a country
8. Have a general understanding of market and economic terminology

Contents

Over the course of the term, participants will examine the origins of money and its evolution, over time to the situation today where cash plays only a small role in the economy. We will look at credit and its impact on the money supply, the internal economy of a country, the effects of international trade and trade finance and the interconnection between economies, especially as a consequence of the creation of the Euro zone.

This programme is designed very much with the layman in mind and will focus more on the practice of everyday life rather than deep macro-economic theory.

Required Readings:

The Ascent of Money, Niall Ferguson, ISBN 978 1 846 14192 8 (paperback)

The Economist (weekly magazine)

Newspapers such as the Financial Times and the Wall Street Journal

INTENSIVE PROGRAM

Methodology

Code:	P-115
Term:	Jan-Feb
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Iveta Radičová
Form of study:	lecture + seminar

Prerequisites

None

Course Objectives:

In this course students will be introduced to the concepts of methodology of social sciences. After passing this course, students will have an extended range of systematic thinking about general methodologic principles.

Themes:

1. What is research in social sciences
2. Research: Conceptualisation and operationalization
3. Data collection
4. Analysis and interpretation
5. Qualitative and quantitative research

Required readings:

Mouton, Johann, Marais, HC: Basic Concepts in the methodology of the social sciences, Pretoria, HSRC Publishers, 1996, ISBN: 0-7969-0648-3

Radičová, Iveta: Krížne cesty sociálneho poznania, Bratislava, Katedra politológie FiF UK, 1996, ISBN: 80-967403-2-6

Plato' *Republic*

Code:	P-235
Term:	Jan-Feb
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Course Description

In this course, we will be reading closely the philosophical and literary masterpiece, the *Republic*. This is one of very few pieces of writing that genuinely deserves to be called such in both registers. It is the foundational text of Western political thought, but is the first extended great work of philosophy of any kind. Unlike almost any other work in Western philosophy, it covers just about every conceivable topic, from political formation to rhetoric to pedagogy to literary theory to mathematics to history to mythology to scientific methodology, and more. What is more, it covers these topics fluidly and with constant literary beauty and historical references that simultaneously support and undermine the claims made by the interlocutors in the text. It is, in short, a book that cannot be exhausted.

Required Readings

Plato's *Republic*

SUMMER SEMESTER

FIRST YEAR

Introduction to Political Science II

Code:	P-121
Term:	Summer
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD.
Form of study:	lecture + seminar

Prerequisites

P-111: Introduction to Political Science I

Course Objectives

By the end of this course, you should be able to:

- Gain footing in concepts central to the study of political interactions and institutions
- Acquire knowledge of various types of institutional settings and designs in different political regimes
- Apply theoretical constructs to specific cases
- Strengthen your skills of individual research and writing, team work, and public presentation

Contents

This class is a continuation of the Introduction to Political Science course from the Fall semester (P-111), further developing concepts central to the study of comparative political science. The class explores political interactions that stem from within the civil society and political systems, and political institutions that shape modern societies. This course is an interdisciplinary and interactive endeavor. We will examine the studied topics from a variety of perspectives, through different academic disciplines, utilizing a course textbook, complemented by primary academic sources related to the topics we study. We will also approach our topics through experiential learning, utilizing games, simulations, and debate teams.

Required Readings

Textbook: Roskin, M.G. (2012). Political Science: An Introduction.

Selected chapters from: Mancur Olson: Logic of Collective Action

Robert Axelrod: The Evolution of Cooperation

Robert Michels: Political Parties; a Sociological Study of the Oligarchical Tendencies of Modern Democracy

Stein and Rokkan: Cleavage Structures, Party Systems, and Voter Alignments

Juan J. Linz: Perils of Presidentialism

Max Weber: Bureaucracy

James Q. Wilson: The Bureaucratic Problem

Critical Thinking

Code:	P-122
Term:	Summer
Year:	First
ECTS credits:	6
Lessons per week:	90+90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture+seminar

Content

As a discipline, critical thinking can be approached from different directions, but the focus here will follow Trudy Govier in coming to grips with what constitutes good and bad arguments, mainly according to the category of cogency (i.e., rational acceptability). In this way, critical thinking can be understood as both an introduction to and as broader than formal logic: an introduction because many of the rules of argument with which we will deal are also dealt with in formal logic, broader because cogency is a more general category than logical soundness.

Because critical thinking has this broader aspect to it, it is applicable in more direct fashion to aspects of speech and thought that are sometimes excluded from logic's scope, especially politico-rhetorical and legal speech and thought. For this reason, we will supplement the textbook's lessons and exercises with editorials from the New York Times and the Brown v. Board of Education U.S. Supreme Court opinion. We will critically analyze these politico-rhetorical and legal texts for their cogency to determine whether the arguments presented therein can be considered good ones.

Introduction to International Relations

Code: P-123
Term: Summer
ECTS credits: 6
Lessons per week: 90 + 90 min
Language: English
Instructor: Aliaksei Kazharski
Form of study: lecture + seminar

Prerequisites

None

Course Objectives

The course is meant to provide a basic introduction into the study of international relations. The students will familiarize themselves with the historical origins, the purpose, the major stages of evolution and the prospects of the discipline, as well as become acquainted with the basic theoretical approaches it has developed. Furthermore, the course intends to give an insight into the pivotal problems and points of debate inside the discipline and to test their own critical thinking capabilities on suggested empirical cases through active involvement in class discussions, debates and simulations. Upon completing the course the students should be able to both read and critically interpret original texts of international relations theory and to have developed a basic analytical toolkit for practicing independent interpretation of IR phenomena in the further stages of their career.

Required Readings

- Bátora, J. (2007). *Identita a štátny záujem? O čo ide v slovenskej zahraničnej politike*. In *Slovenská otázka dnes*. Bratislava: Kalligram
- Brzezinski, Z. (1997). *The grand chessboard: American primacy and its geostrategic imperatives*. New York, NY: BasicBooks.: pp. xiii-xiv (Introduction), pp. 24-40
- Bull, H. (1977). *The anarchical society: A study of order in world politics*. New York: Columbia University Press.: pp. 3-21
- Carr, E. (1946). *The twenty years' crisis, 1919-1939: An introduction to the study of international relations*. London: Macmillan : pp. 1-18
- Fukuyama, F. (1989). *The End of History? The National Interest*.
- Huntington, S. (1993). *The Clash of Civilizations*. Foreign Affairs.
- Keohane, R., & Nye, J. (1977). *Realism and complex interdependence*. In *Power and interdependence: World politics in transition*. Boston: Little, Brown.
- Krasner, S. (1999). *Sovereignty: Organized hypocrisy*. Princeton, N.J.: Princeton University Press. pp. 1-9
- Krasner, S. (2001). *Problematic sovereignty contested rules and political possibilities*. New York: Columbia University Press.: pp. 1-12, 24-40
- Mearsheimer, J. (2014). *Why the Ukraine Crisis Is the West's Fault*. Foreign Affairs.
- Morgenthau, H. (1948). *Politics among nations; the struggle for power and peace*(1st ed.). New York: Knopf. : pp. 13-15, 21-29, 43-45
- Morgenthau, H. (1978). *Six principles of political realism*. In *Politics among nations; the struggle for power and peace* (5th ed., pp. 4-15). New York: Knopf.
- Nye, J. (2004). *Soft power: The means to success in world politics*. New York: Public Affairs. pp. xx-xii (Preface), 1-18
- Ringmar, E. (2002). *The Recognition Game. Soviet Russia Against the West*. Cooperation and Conflict.

- Rubenstein, R., & Crocker, J. (summer 1996). Challenging Huntington. *Foreign Policy*, (No. 96), 113-128.
- Strang, D. (1996). Contested sovereignty: The social construction of colonial imperialism. In *State sovereignty as social construct*. Cambridge: Cambridge University Press.
- Wallerstein, I. (2000). The Rise and Future Demise of the World Capitalist System/ Essential Wallerstein. In *The essential Wallerstein*. New York: New Press :
- Waltz, K. (1979). *Theory of international politics*. Reading, Mass.: Addison-Wesley Pub.: pp. 116-128, 161-182
- Watson, A. (1992). *The evolution of international society a comparative historical analysis*. London: Routledge. pp. 182-196, 214-227, 294-298
- Weldes, J. (1999). *The Cultural Productions of Crises: US Identity and Missiles in Cuba*. In *Cultures of insecurity: States, communities, and the production of danger*. Minneapolis: University of Minnesota Press.
- Wilson W. *The Fourteen Points*. Available from <<http://www.ourdocuments.gov/>>

Writing on Politics

Code:	W-124
Term:	Summer
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Lynda Steyne
Form of study:	lecture + seminar

Course Objectives

Multifaceted course designed to develop and improve effective writing in English as well as critical and analytical thinking on a variety of political topics. Introduction to different types of political writing. Preparation and presentation of original research paper. Vocabulary building exercises.

Contents

Weekly reading(s) on various political topics, class discussion for understanding and analysis, followed by individual writing assignment on the topic. Written assignments corrected, returned for revision, and resubmitted for a grade. Oral presentations on assigned topics. Weekly English vocabulary exercises and written assignments. Instruction in the preparation of a research paper, including APA documentation style and definition of plagiarism. Students will make an in-class oral summary of their research paper and submit their written paper at the end of the semester.

Required Readings

Primary Sources

Gregory M. Scott and Steve M. Garrison. Political Science Student Writer's Manual. 6th Edition. 2007.

SECOND YEAR

International Conflict and Cooperation

Code:	P-241
Term:	Summer
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD.
Form of study:	lecture + seminar

Prerequisites

Introduction to Political Science P-111

Course Objectives

By the end of this course, we aim to:

- Acquire awareness of the different dimensions of international conflict - from strategic, through relational, to identity-based,
- Be able to understand international affairs and events in their historical and policy context, utilizing conceptual tools from the main theoretical approaches in international relations,
- Apply the acquired knowledge to concrete issues and produce independent analysis and policy recommendation, • Acquire and practice basic skills related to individual and team research, public presentation, as well as skills related to conflict analysis, negotiation, and conciliation.

Contents

Military budgets tend to surpass most other governmental expenditures in modern societies. Why do countries fight if it is so costly? Why is it difficult for international institutions to stop wars? Why is violence committed by non-state actors increasing over the past few decades? Does international military intervention help to resolve conflict or does it lead to more of it? What is the relationship of democracy to peace? Is global peace possible or are we predestined to war eternally? How to move societies wounded by massive violent conflict towards stability and peace?

International conflict, to be understood in its complexity, has to be studied through an interdisciplinary approach and on different levels of analysis. This course will scratch the surface of the field, looking at three key aspects : 1) the theoretical foundations and main approaches to the analysis of conflict and cooperation in international relations, which we will focus on in the first part of the course, overviewing the scholarly traditions of realism, liberalism, and alternative approaches in IR (feminism, world systems theories, constructivism, peace theories); 2) the international mechanisms for conflict resolution and conciliation, in theoretical as well as practical terms, looking at examples and talking to practitioners from various corners of the world; 3) basic elements of bargaining and negotiation theories and practices that inform the field of conflict analysis, resolution and conciliation, utilizing role plays and simulations. Over the course of the semester, students will produce two short policy papers and one final group policy report.

Required Readings

READER: Betts, Richard K. (2008) Conflict after the Cold War: Arguments on Causes of War and Peace, 3rd Ed. (DK) - selected chapters.

History of Political Thought II: Modernity

Code: P-242
Term: Summer
ECTS credits: 6
Lessons per week: 90 + 90 min
Language: English
Instructor: James Griffith
Form of study: lecture+seminar

Prerequisites

Introduction to Philosophy, Academic English I & II, History of Political Thought: Antiquity, Plato's *Republic*

Course Objectives

To gain an understanding of the developments in European political thought from the Renaissance to the early nineteenth century.

Contents

Here we will survey some of the major political texts of the modern period. In covering these thinkers, we also cover the Renaissance, the English Civil Wars and Restoration, the French Revolution, the rise of modern science, the birth of capitalism, and other issues. Our discussions will thus involve any number of these concerns from a variety of angles. We begin with the Renaissance in Niccolò Machiavelli's *The Prince*, which can be said to inaugurate the modern understanding of power, especially in how it can be gained and maintained. We then turn to England, and to Thomas Hobbes's monumental *Leviathan*, which introduces us to modern social contract theory, the state of nature, and the modern understanding of the formation of political communities. After these foundational texts, we look again to England but also to France and the changes in the concept of the state of nature as well as social contract theory brought about by John Locke's *Second Treatise of Government* and Jean-Jacques Rousseau's *The Social Contract*. Finally, we move to Germany for the end of the modern period. Specifically, we turn to three immensely important essays on the political thought of the Enlightenment, including the mature concept of freedom and the conceptualization of history in political terms, by Immanuel Kant, "Idea for a Universal History with a Common Purpose," "What Is Enlightenment?," and "Perpetual Peace." In addition, we turn to G.W.F. Hegel for further development of the philosophy of history in a political sense through his *Introduction to the Philosophy of History*.

Required Readings

Hegel, G.W.F., *Introduction to the Philosophy of History, with an Appendix from The Philosophy of Right*, tr. Leo Rauch (Indianapolis, IN: Hackett Publishing Company, Inc., 1988), ISBN: 0-87220-056-6.
Hobbes, Thomas, *Leviathan*, rev. student ed., ed. Richard Tuck (Cambridge: Cambridge University Press, 1996), ISBN: 9780521567978.
Kant, Immanuel, *Political Writings*, ed. H.S. Reiss, tr. H.B. Nisbet (Cambridge: Cambridge University Press, 1991), ISBN: 9780521398374.
Locke, John, *Second Treatise of Government* (Indianapolis, IN: Hackett Publishing Company, Inc., 1980), ISBN: 9780915144860.
Machiavelli, Niccolò, *The Prince*, tr. Peter Bondanella (Oxford: Oxford University Press, 2005), ISBN: 0-19-280426-X.
Rousseau, Jean-Jacques, *The Social Contract and other later political writings*, ed. Victor Gourevitch (Cambridge: Cambridge University Press, 1997), ISBN: 9780524424462.

Social Policy

Code:	P-243
Term:	Summer
Year:	Third
ECTS credits:	6
Lessons per week:	90+90 min
Language:	English
Instructor:	Iveta Radičová
Form of study:	lecture + seminar

Course Objectives:

Students will familiarize with social policy – with its history, core models, forms, theoretical concepts, and application of theoretical knowledge on selected cases and in Slovakia. Students will understand and be able to evaluate 'European' model of social policy, international documents and norms in the field of social rights, and necessary areas of dynamic changes.

Contents:

The definition of social policy
Theoretical concepts of social policy
Basic models of social policy
The basic principles of the state of social and public services
Case studies, social policies:
Social policy in Slovakia
Development of the concept of human rights with an emphasis on social rights
Identification of respect for human rights and social justice type
Development of understanding social rights
Modifications and types of social rights
At the same time the existing international regulations of social rights

Required readings:

- Radičová, Iveta - Woleková, Helena - Nemec, Juraj : Zdravie, práca, dôchodok : zdravotná politika, ne/zamestnanosť a dôchodkové zabezpečenie v SR. - Bratislava : SPACE, 1999. – 212 s.ISBN 80-967403-9-3
- Radičová, Iveta : Hic Sunt Romales. - Bratislava : Centrum pre analýzu sociálnej politiky, 2001. - 318 s. ISBN 80-88991-13-7
- Radičová, Iveta : S.O.S. : sociálna ochrana na Slovensku. - 1. vyd. - Bratislava : SPACE, 2003. - 197 s. Lit. 76 záz. ISBN 80-88991-17-X
- Radičová, Iveta - Potůček, Martin : Porovnanie vývoja českej a slovenskej sociálnej politiky po roku 1989 Lit. 62 záz. In: Sociální politika v Čechách a na Slovensku po roce 1989. - Praha : Karolinum, 1998. - S. 9-87. – ISBN 80-7184-622-8
- Radičová, Iveta : Sociálne náklady ekonomickej transformácie In: Sociológia. - Roč. 27, č. 1-2 (1995), s. 5-10
- Radičová, Iveta : Postoje podnikateľov, živnostníkov a nezamestnaných k sociálnej politike Lit. 3 záz. In: Sociológia. - Roč. 27, č. 1-2 (1995), s. 68-73
- Radičová, Iveta : Sumár rizikových faktorov sociálnej politiky na Slovensku In: Sociológia. - Roč. 28, č. 6 (1996), s. 519-538
- Woleková, Helena. - Radičová, Iveta : Sociálna politika In: Slovensko 2000 : Súhrnná správa o stave spoločnosti. - Bratislava : IVO, 2000. - S. 607-624. – ISBN 80-88935-17-2

- Radičová, Iveta : Sociálna politika Lit. 33 záz. In: Slovensko 2001 : Súhrnná správa o stave spoločnosti. - Bratislava : IVO, 2001. - S. 525-539. - ISBN 80-88935-26-1
- Radičová, Iveta : Sociálna politika Lit. 19 záz. In: Slovensko 2002 : Súhrnná správa o stave spoločnosti 2. - Bratislava : IVO, 2002. - S. 197-216. - ISBN 80-88935-40-7-1
- Radičová, Iveta : Rómovia na prahu transformácie = The Roma on the verge of transformation Lit. 29 záz. In: Čačipen pal o Roma. - Bratislava : IVO, 2002. - S. 79-92. - ISBN 80-88935-41-5

Advanced Academic Writing II

Code:	W-244
Term:	Summer
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Lynda Steyne
Form of study:	lecture + seminar

Course Description:

This compulsory 3rd-year writing and language course builds on the previous two academic writing courses, further honing students writing skills. Students read a variety of short journalistic, essay readings and learn to write their own short, creative essays in the style of op-eds and journalistic essays.

Objectives:

- Do independent research
- Understand how language choice affects style and tone in academic writing
- Improve at summarizing and paraphrasing, citing and referencing, and use of valid sources
- Write and present a research proposal
- Write and present a persuasive speech

THIRD YEAR

History of 20th Century Europe

Code:	P-361
Term:	Summer
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Thompson
Form of study:	lecture + seminar

Prerequisites

Introduction to Political Science I and II

Course Objectives

The objective of the course is to provide an introduction into the history of 20th century Europe. After the course, the students should know the big questions, the possible lines of argumentation, and should be able to write a bachelor thesis in the field.

Contents

The course will be divided into three parts: first, the discussion of key concepts (e.g. the state, sovereignty, power), second, the exploration of structures and processes in world politics (e.g. conflict, international political economy, nationalism), third, the necessary theoretical toolkit. Each week, the students will be asked to read a text which serves as basis for a problem-based discussion of those topics. The teacher will summarize the discussions to make clear what has to be remembered ("hard" facts, definitions). Each student will write an essay and will have a presentation. In the presentation, special focus will be put on formal criteria (appearance, use of technology, oratory skills).

Theories of Democracy

Code:	P-362
Term:	Summer
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	František Novosád
Form of study:	lecture + seminar

Objectives

The course is devoted to analysis of main theories of democracy in the 20th century. We will discuss the arguments pro and contra of democracy as they were formulated in the works of Josef Schumpeter, Max Weber, Carl Schmitt and Robert Dahl.

Contents

We will read the selected texts of eminent thinkers of 20th century and analyze their conception of democracy. Starting point will be the book of Austrian thinker Josef Schumpeter Capitalism, Socialism, Democracy. The general background of discussions will be the book of David Held Models of democracy. Central issue will be the complex and contradictory relationship between democracy and globalization.

Reading

Schumpeter, J. A.: Kapitalismus, socialismus a demokracie, CDK, Brno, 2004

Carl Schmitt: Concept of Political

David Held: Models of Democracy

ELECTIVES – SUMMER SEMESTER