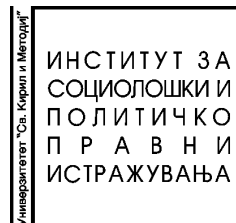




**РЕПУБЛИКА МАКЕДОНИЈА  
УНИВЕРЗИТЕТ „СВ. КИРИЛ И МЕТОДИЈ“ - СКОПЈЕ  
ИНСТИТУТ ЗА СОЦИОЛОШКИ И  
ПОЛИТИЧКО-ПРАВНИ ИСТРАЖУВАЊА  
СКОПЈЕ**



**Предлог-проект за акредитација на Заедничка програма од втор  
циклус студии по Политички науки-  
Интеграција и управување,  
Предлагач и организатор: Конзорциум на универзитети EuroPS и  
локален партнер- Институт за социолошки и политичко-правни  
истражувања**

**Скопје, 2017 година**

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## 1A.КАРТА НА ВИСОКООБРАЗОВНАТА ИНСТИТУЦИЈА

Назив на високообразовната установа	УКИМ- Институт за социолошки и политичко-правни истражувања-Скопје
Седиште	Општина Карпош, Скопје, Р. Македонија Адреса: Бул. Партизански одреди бб, 1000 Скопје, Р. Македонија П. фах 435 Телефони: +389 (0)2 3061-119 Факс: +389 (0)2 3061-282
Веб страница	<a href="http://www.isppi.ukim.edu.mk">www.isppi.ukim.edu.mk</a> <a href="http://www.euro-ps.org">www.euro-ps.org</a> - The Erasmus+ Project: "Curriculum Development joint European Political Science MA (euroPS)"
Вид на високообразовната установа	Научен институт во состав на Универзитет „Св. Кирил и Методиј“ во Скопје
Податоци за основачот	Влада на Република Македонија Одлука за основање од Универзитетски совет бр. 01-4/32 од 01.06.1964 Решение за потврда на Одлука за основање на ИСППИ бр. 09-182/1 од 5.11.1965
Податоци за последната акредитација	<b>Втор циклус на студии:</b>  Решенија од Одборот за акредитација и евалуација на високото образование за акредитација на <b>едногодишни</b> студиски програми од втор циклус студии по: <ul style="list-style-type: none"> <li>– <b>Социологија-менаџмент на општествени промени</b>, (решение бр. 13-197/2 од 08.02.2016 год.)</li> <li>– <b>Менаџмент на човечки ресурси</b>, (решение бр. 13-197/5 од 08.02.2016 год.)</li> <li>– <b>Комуникации</b>, (решение бр. 13-197/4 од 08.02.2016 год.)</li> <li>– <b>Култура во ера на кибернетика</b>, (решение бр. 13-197/3 од 08.02.2016 год.)</li> <li>– <b>Општествен развој</b>, решение бр. 13-27/4 од 17.3.2014 год.</li> <li>– <b>Политички науки човечки права</b>, решение бр. 13-99/3 од 03.09.2014 год.</li> </ul> Решенија од Одборот за акредитација и евалуација на високото образование за акредитација на <b>двегодишни</b> студиски програми од втор циклус



	<p>студии по:</p> <ul style="list-style-type: none"> <li>– <b>Социологија-менаџмент на општествени промени</b>, решение бр. 13-27/5 од 17.3.2014 год.</li> <li>– <b>Менаџмент на човечки ресурси</b>, решение бр. 13-27/7 од 17.3.2014 год.</li> <li>– <b>Комуникации</b>, решение бр. 13-27/6 од 17.3.2014 год.</li> <li>– <b>Нови медиуми и социјални мрежи</b>, решение бр. 13-261/2 од 16.11.2012</li> <li>– <b>Културата во ерата на кибернетиката</b>, решение бр. 13-261/2 од 16.11.2012</li> <li>– <b>Општествен развој</b>, решение бр. 13-27/3 од 17.3.2014 год.</li> <li>– <b>Политички науки човечки права</b>, решение бр. 13-99/4 од 03.09.2014 год.</li> </ul> <p><b>Решенија за почеток</b> со работа од Министерството за образование и наука на РМ за акредитирани <b>едногодишни</b> студиски програми од втор циклус студии по:</p> <ul style="list-style-type: none"> <li>– <b>Менаџмент на човечки ресурси</b>, решение бр. УП 1 бр. 14- 327 од 03.06.2016 год.</li> <li>– <b>Комуникации</b>, решение бр. УП 1 бр. 14- 327 од 03.06.2016 год.</li> <li>– <b>Културата во ерата на кибернетиката</b>, решение бр. УП 1 бр. 14- 327 од 03.06.2016 год.</li> <li>– <b>Социологија-менаџмент на општествени промени</b>, решение бр. УП 1 бр. 14- 327 од 03.06.2016 год.</li> <li>– <b>Општествен развој</b>, решение Бр. 13-12291/5 од 21.08.2014 год.</li> <li>– <b>Политички науки човечки права</b>, решение УП1 бр. 14-1100 од 12.06.2015 година</li> </ul> <p><b>Решенија за почеток</b> со работа од Министерството за образование и наука на РМ за акредитирани <b>двегодишни</b> студиски програми од втор циклус студии по:</p> <ul style="list-style-type: none"> <li>– <b>Менаџмент на човечки ресурси</b>, решение Бр. 13-12291/5 од 21.08.2014 год.</li> <li>– <b>Комуникации</b>, решение Бр. 13-12291/5 од 21.08.2014 год.</li> <li>– <b>Нови медиуми и социјални мрежи</b>,</li> </ul>
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	<p>решение Бр. 13-12291/5 од 21.08.2014 год.</p> <ul style="list-style-type: none"> <li>– <b>Културата во ерата на кибернетиката</b>, решение Бр. 13-12291/5 од 21.08.2014 год.</li> <li>– <b>Социологија-менаџмент на општествени промени</b>, решение бр. УП 1 бр. 14- 327 од 03.06.2016 год.</li> <li>– <b>Општествен развој</b>, решение Бр. 13-12291/5 од 21.08.2014 год.</li> <li>– <b>Политички науки и човекови права</b>, решение УП1 бр. 14-1100 од 12.06.2015 година</li> </ul> <p><b><u>ТРЕТ ЦИКЛУС НА СТУДИИ:</u></b></p> <p>Решенија од Одборот за акредитација и евалуација на високото образование за акредитација на тригодишни студиски програми од <b>трет циклус-докторски студии</b> по:</p> <ul style="list-style-type: none"> <li>– <b>Социологија на организација</b>, решение бр. 13-84/3 од 10.07.2014 год.</li> <li>– <b>Социологија на окружувањето</b>, решение бр. 13-84/5 од 10.07.2014 год.</li> <li>– <b>Демократија во ера на глобализација</b>, решение бр. 13-84/4 од 10.07.2014 год.</li> <li>– <b>Организациски науки и управување (менаџмент)</b>, решение бр. 12-46/6 од 07.06.2012</li> </ul> <p><b><u>Решение за почеток</u></b> со работа од Министерството за образование и наука на РМ бр. <b>13- 12291/5 од 21.08.2014</b> година на акредитирани тригодишни студиски програми од трет циклус-докторски студии по:</p> <ul style="list-style-type: none"> <li>– <b>Социологија на организација</b></li> <li>– <b>Социологија на окружувањето</b></li> <li>– <b>Демократија во ера на глобализација</b></li> </ul>
<b>Студиски и научноистражувачки подрачја за кои е добиена акредитација</b>	<p><b>Научно подрачје 5 - општествени науки</b></p> <p><b>Научно поле:</b> 506 Организациони науки и управување (менаџмент)</p> <p><b>Научна област:</b> 50662 Управување со човечки ресурси, во холистички допир со областите: 50600 Наука за организација</p>

	<p>50601 Теорија и организација на деловни системи</p> <p>50602 Менаџмент системи</p> <p>50603 Бизнис менаџмент</p> <p>50605 Стратешки менаџмент</p> <p>50613 Деловно комуницирање</p> <p>50614 Одлучување</p> <p>50615 Менаџмент во администрација</p> <p>50618 Менаџмент во образование</p> <p>50623 Претприемништво</p> <p><b>Научно поле:</b></p> <p>507 Политички науки</p> <p>50706 Комуникации и мас-медиуми</p> <p><b>Научно поле:</b></p> <p>508 Правни науки</p> <p><b>Научно поле:</b></p> <p>511 Социологија</p> <p>51100 Општасоциологија</p> <p>51101 Економскасоциологија</p> <p>51102 Социологијанapolитиката</p> <p>51106 Социјалнаекологија</p> <p>51108 Руралнасоциологија</p> <p>51109 Социологијананауката</p> <p>51110 Социологијанакултурата</p> <p>51111 Социологијанарелигија</p> <p>51112 Социологијанаморалот</p> <p>51118 Методинасоциолошкитеистражувања и социометрија</p> <p>51120 Социјалнаантропологија</p> <p>51122 Социологијанамасовнитекомуникации</p> <p>51125 Социологијанаетничкитегрупи</p> <p>51126 Социологијанамакедонскотоопштество</p>
<b>Единици во состав на високообразовната установа</b>	<p>Одделенија:</p> <p>1. Социолошко одделение;</p> <p>2. Политиколошко одделение;</p> <p>3. Одделение за апликација, научна документација и издаваштво</p> <p>Центри:</p> <p>1. Центар за менаџмент на човечки ресурси;</p> <p>2. Центар за етнички односи;</p> <p>3. Центар за комуникации, медиуми и култура;</p> <p>4. Центар за човекови права;</p> <p>5. Центар за криминологија;</p> <p>6. Центар за применета политика и јавна</p>

	<p>администрација;</p> <ol style="list-style-type: none"> <li>7. Центар за поддршка на олеснување на меѓуетнички спорови</li> <li>8. Центар за развој на заедницата</li> <li>9. Центар за применета психологија</li> </ol> <p>Лаборатории:</p> <ol style="list-style-type: none"> <li>1. Психолошка лабораторија;</li> <li>2. Лабораторија за развој на методологија за менаџмент на човечки ресурси</li> </ol>
<p><b>Студиски програми што се реализираат во единицата која бара проширување на дејноста со воведување на нови студиски програми</b></p>	<p>Студиски програми на <b>втор циклус</b> на студии:</p> <ol style="list-style-type: none"> <li>1. <b>Социологија-менаџмент на општествени промени</b></li> <li>2. <b>Менаџмент на човечки ресурси</b></li> <li>3. <b>Комуникации</b></li> <li>4. <b>Нови медиуми и социјални мрежи</b></li> <li>5. <b>Култура во ера на кибернетика</b></li> <li>6. <b>Општествен развој</b></li> <li>7. <b>Политички науки и човекови права</b></li> </ol> <p>Студиски програми на <b>трет циклус</b>-докторски студии:</p> <ol style="list-style-type: none"> <li>1. <b>Социологија на организација</b></li> <li>2. <b>Социологија на окружувањето</b></li> <li>3. <b>Демократија во ера на глобализација</b></li> <li>4. <b>Организациски науки и управување (менаџмент)</b> – студиската програма е организирана заедно со УКИМ Економски факултет –Скопје и Економски институт-Скопје)</li> </ol>
<p><b>Податоци за меѓународна соработка на планот на наставата, истражувањето и мобилноста на студентите</b></p>	<p>Институтот за социолошки и политичко-правни истражувања-Скопје има потпишано договори за соработка со следните високообразовни установи од странство:</p> <ul style="list-style-type: none"> <li>– School of Advanced Social Studies SASS, Nova Gorica, Slovenia- договор за соработка од 30.10.2013 година;</li> <li>– University of Prishtina “Hasan Prishtina”, R. Kosovo; декември 2013;</li> <li>– Бугарска академија на науките, Институт за социологија – договор за меѓусебна соработка, декември 2013 година;</li> <li>– Jagiellonian University in Krakow, Poland, септември 2014;</li> <li>– European College of Kosovo, септември 2014</li> </ul>

	<p>год.</p> <ul style="list-style-type: none"> <li>- Катедра за психологија, Филозофски факултет, Универзитет Палацки во Оломоуц, Чешка, октомври 2009</li> <li>- University of Salzburg, Austria, 2014 година</li> <li>- University of Salzburg, Austria, ноември 2015 година - договор за партнерство за имплементација на Еразмус+ проект „Curriculum Development joint European Political Science MA (euroPS)“</li> <li>- Erasmus+ agreement co University of Salzburg, Austria 2017-2020</li> <li>- Erasmus+ agreement co University of Pavia, Italy, 2017-2020</li> </ul> <p>Соработката со високообразовните установи од странство, Институтот ја остварува преку организирање размена на научноистражувачкиот кадар, размена на информации за научноистражувачки проекти, меѓусебна поддршка во подготовка и имплементирање на научноистражувачки проекти, поддршка во организирање на меѓународни работилници, симпозиуми, конференции и конгреси, меѓусебна поддршка во активности од издавачката дејност и др.;</p> <p>Мобилноста на студентите е предвидена преку програмите ЕРАЗМУС+, CEEPUS, Join EU-SEE, Basileus.</p>
<b>Податоци за просторот наменет за изведување на наставната и истражувачката дејност</b>	<p>Вкупна површина на објектот: 847,57 м2</p> <ol style="list-style-type: none"> <li>1. Предавални (3) со вкупна површина од ..... 150,44 м2;</li> <li>2. Компјутерска училница (1) со површина од ..... 33, 92 м2;</li> <li>3. Сала за состаноци ..... 18,35 м2</li> <li>4. Кабинети за наставниот и соработничкиот кадар ..... 297,61 м2;</li> <li>5. Библиотека ..... 18,35 м2</li> </ol>
<b>Податоци за опремата за изведување на наставната и истражувачката дејност</b>	<ol style="list-style-type: none"> <li>1. Централни единици (37);</li> <li>2. Монитори ( 36);</li> <li>3. Лаптопа (11);</li> <li>4. Проектори ( 3);</li> <li>5. Графоскопи ( 2);</li> <li>6. Платно за графоскоп (1);</li> </ol>

	7. Електронска табла (1); 8. Скенер (1); 9. Принтери ( 14 ); 10. Факс (1); 11. Факс/ принтер (1); 12. Фотокопир (1); 13. Телефони (27); 14. Телефонска централа (1); 15. Конференциски маси (4); 16. Табли за пишување (2); 17. Столчиња (во предавални) (120); 18. Канцелариски бироа (32); 19. Канцелариски столчиња (28); 20. Маси (во предавални) (26); 21. Витрини (библиотека) (18); 22. Машина за укоричување (1); 23. Метална машина спирали (1) и др.
<b>Број на студенти за кој е добиена акредитација</b>	За академската 2016/17 година добиена е акредитација за 8 ментори x 12 студенти, вкупно 96 студенти (втор циклус студии) За академската 2016/17 година добиена е акредитација за 11 ментори x 3 студенти, вкупно 33 студенти (трет циклус студии)
<b>Број на студенти (прв пат запишани)</b>	Во учебната 2016/2017 година на Институтот се запишале: 22 студенти на втор циклус студии (16 на едногодишната + 6 на двогодишните); 6 студенти на трет циклус студии
<b>Број на лица во наставно-научни, научни и наставни звања (заклучно со месец октомври 2016)</b>	15
<b>Број на лица во соработнички звања (заклучно со месец октомври 2016)</b>	1
<b>Однос наставник:студенти (број на студенти на еден наставник) за секоја единица одделно</b>	1:3
<b>Внатрешни маханизми за обезбедување и контрола на квалитетот на студиите</b>	<ul style="list-style-type: none"> <li>- Комисија за самоевалуација на ниво на студиски програми,</li> <li>- Комисија за самоевалуација на ниво на целиот Институт</li> <li>- Упатство за евалуацијана УКИМ (април 2013)</li> </ul>

	<p>и анкети на студентите за односот на наставниот кадар и квалитетот на наставно-образовниот процес.</p> <p>Квалитетот на студиите се контролира согласно важечките законски и подзаконски акти како и со актите на Универзитетот и Институтот.</p>
<b>Фреквенција на самоевалуациониот процес (секоја година, на две години, на три години)</b>	<p>Самоевалуација на Институтот редовно се спроведува на секои три години, а дополнително се спроведува и на крајот од секоја академска година на студиските програми кај кои е формирана група од запишани студенти.</p>
<b>Податоци за последната спроведена надворешна евалуација на установата</b>	<p>На 4 март 2015 година, од страна на експертскиот тим за надворешна евалуација номиниран од Европската асоцијација на универзитетите во Брисел, беше објавен Извештајот за четвртата последователна надворешна евалуација на Универзитетот „Св. Кирил и Методиј“ во Скопје, со што уште еднаш се нагласи лидерската позиција и квалитетот на Универзитетот во европски рамки.</p> <p>Во Извештајот се изнесени следните <b>главни оценки</b>:</p> <ul style="list-style-type: none"> <li>• Експертскиот тим посебно ја поздравува определбата на првиот државен, најголем и најдобро рангиран универзитет во државата - Универзитетот „Св. Кирил и Методиј“ во Скопје, за спроведување континуирана надворешна евалуација, четврта по ред од 2003 година до денес, како значаен придонес во развивањето на културата на квалитетот.</li> <li>• Единствена е оцената на експертскиот тим дека, од првичната надворешна евалуација во 2003 година, со промените на националната законска регулатива, интеграционите процеси на УКИМ успешно се остварени и продолжуваат да се зајакнуваат и ги поздравува мотивираноста и заложбите на менаџментот во спроведувањето на реформите неопходни за обезбедување на функционална интеграција.</li> <li>• Експертскиот тим ја поздравува позитивната оценка на студентите за преземените активности на Универзитетот, нивното вклучување и учество во развојните процеси и донесувањето одлуки на Универзитетот.</li> <li>• Експертскиот тим посебно го истакнува високото ниво на познавање на англискиот јазик на студентите на УКИМ.</li> <li>• Експертскиот тим оценува дека организирањето на докторските студии во</li> </ul>

	<p>Школа за докторски студии на УКИМ претставува современ европски модел и е важен предуслов за развивање на истражувачката дејност и за обновување на кадровскиот потенцијал на УКИМ.</p> <ul style="list-style-type: none"> <li>• Во поглед на стратегијата за интернационализација на УКИМ, експертскиот тим го поздравува акциониот план, посебно заложите за вклучување визитинг-професори во наставно-образовниот процес, проширување на мобилноста на академскиот кадар и студентите, како и воведувањето студиски програми на англиски јазик.</li> </ul>
<b>Други податоци кои установата сака да ги наведе како аргумент за нејзината успешност</b>	



**1Б. Општи дескриптори на квалификации за Заедничката програма од втор циклус студии по Политички науки- Интеграција и управување на Институтот за социолошки и политичко-правни истражувања**

знаења и разбирање	<p>Сеопфатно знаење за теориите во Политичките науки, политичките концепти, актери, институции, процеси, норми и централните области на политиките во избраните модули;</p> <p>Способност да се разберат, да се оценат и да се применуваат истражувања од општествените науки со високи методолошки стандарди во други модули;</p> <p>Способност да се анализираат политички и општествени проблеми врз основа на концептите и теориите во општествените науки;</p> <p>Способност и знаење за смислено и критички да применува методолошки инструменти со цел емпириски-аналитички истражувања во областа на Политичките науки, вклучувајќи и способност за употреба на статистички софтвер, и способност да планира и спроведе независно истражување;</p>
примена на знаењето и разбирањето	<p>Способност да се поврзе науката со политичката практика;</p> <p>Способност да се сфатат политичките и општествените проблеми, да се развијат конкретни стратегии за решавање на истите и нивно презентирање на јавни дебати;</p> <p>Способност да соработува со други (интер-дисциплинарно или во групи), за да се спроведе заедничко истражување;</p> <p>Способност ефикасно да се вклучат во политиката со поткрепа на научни сознанија.</p>
способност за проценка	<p>Способност да се разбере литературата на високо ниво од областа на општествените и политичките науки и истата критички да се анализира и процени со помош на соседните дисциплини (право, економија, социологија, историја);</p> <p>Способност да се проценат презентирани резултати од научни истражувања, да се направи компарација и да се даде свое видување како одговор;</p> <p>Способност да се дебатира и да се споредат сопствените сознанија и ставови со оние на другите и да се изменат сопствените, ако е потребно.</p>
комуникациски вештини	<p>Способност да презентира комплексни истражувања и истражувачки резултати убедливо пред публика.</p> <p>Способност да комуницира и дискутира и со стручната и со пошироката јавност, за концепти, идеи, проблеми и појави што се однесуваат на политичката сфера во општеството.</p> <p>Оспособност за академско пишување и комуницирање на своите истражувачки резултати во домашната и меѓународната стручна јавност.</p> <p>Способност за јавна презентација и комуникација со публика.</p>
вештини на учење	<p>Поседува свесност за важноста на концептот за доживотно учење и континуираното стручно надградување;</p> <p>Мотивираност за постојана надградба и значење на учењето во</p>

	<p>која било фаза од личниот и професионалниот развој;  Поседува вештини за учење и работа во група и самостојно;  Способност за преземање одговорност за понатамошен професионален развој и усовршување.</p>
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**1B. Специфични дескриптори на квалификации на Заедничката програма од втор циклус студии по Политички науки- Интеграција и управување на Институтот за социолошки и политичко-правни истражувања**

<p>знаења и разбирање</p>	<p>Во модулот <b>Политичка теорија:</b></p> <ul style="list-style-type: none"> <li>- Сеопфатно знаење за современите и историските нормативни дебати за легитимитетот, моќта и демократијата;</li> <li>- Знаења за емпиriskите политички теории кои се однесуваат на моќта, демократијата и современите политички движења;</li> <li>- Специфични знаења на пристапи од клучно значење за современата политичка идеологија;</li> <li>- Знаења за вршење на независно и иновативно истражување во областа на политичката теорија и историја на политичките идеи;</li> </ul> <p>Во модулот <b>Компаративна политика:</b></p> <ul style="list-style-type: none"> <li>- Сеопфатно знаење за политичките институции, политичките актери и процесите на донесување на одлуки од компаративен аспект;</li> <li>- Знаење за конкретни теории и теориски дебати кои се однесуваат на компарирање на политички системи, политички процеси и соработката на различните нивоа;</li> <li>- Практични знаења за политичките процеси во Југо-Источна Европа.</li> <li>- Детално разбирање на истражувања, аналитички методи и теории во тематската област на компаративната политика;</li> </ul> <p>Во модулот <b>Јавна политика и администрација:</b></p> <ul style="list-style-type: none"> <li>- Сеопфатно знаење за политичките и административните институции, политичките и административните актери, и процесите на донесување на одлуки;</li> <li>- Знаење за одредени теории и теоретски расправи за јавните политики и административниот систем на национално и над-национално ниво;</li> <li>- Практично знаење за јавните политики и административните процеси од компаративен аспект.</li> <li>- Детално разбирање на истражувања, аналитички методи и теории во тематските области на јавните политики и јавната администрација;</li> </ul> <p>Во модулот <b>Меѓународни односи:</b></p>
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	<ul style="list-style-type: none"> <li>- Специјализирани емпириски знаења за меѓународните односи, како на пример, во однос на функционирањето на меѓународните организации или меѓународните трговски политики;</li> <li>- Детални знаења на релевантни теории во полето на меѓународните односи, и како да се направи разлика и критички да се анализираат истите;</li> <li>- Разбирање на истражувачкиот дизајн и методите во конкретни истражувања за меѓународните односи и способност да му пристапи на методолошкиот приод критички;</li> <li>- Способност да се проценат предностите и слабостите на овие методи;</li> </ul> <p>Во модулот <b>Европска интеграција</b>:</p> <ul style="list-style-type: none"> <li>- Сеопфатни знаења за институциите, актерите, процесите на одлучување, политичките области и нормите на Европската унија, вклучувајќи го функционирањето на Европскиот мулти-левел систем;</li> <li>- Знаења за специфични теории и теоретски дебати во однос на Европската интеграција, политичките процеси и интеракцијата помеѓу различните нивоа, способност да се анализира ова критички и истото да се примени на новите политички случувања;</li> <li>- Способност да се разберат современите истражувачки и академски дебати во полето на Европската интеграција, и да го применат нивното знаење во други тематски области;</li> <li>- Практично знаење за политичките процеси на ниво на ЕУ (стекнати на пример во симулациска игра);</li> <li>- Разбирање на истражувачкиот дизајн и методите на современите истражувања за Европските интеграции, и системот на управување на повеќе нивоа, и способност да им се пристапи критички.</li> </ul>
примена на знаењето и разбирањето	<p>Во модулот <b>Политичка теорија</b>:</p> <ul style="list-style-type: none"> <li>- Способност критички да ги читаат и да ги оценуваат теоретски пристапи во однос на прашањата за легитимитетот, моќта и демократија;</li> <li>- Способност да се протолкува политичката реалност преку нормативни/ емпириски теории;</li> <li>- Способност да се анализираат неодамнешни политички движења и идеологии врз основа на нормативни политички концепти;</li> </ul>

	<ul style="list-style-type: none"> <li>- Способност да се разберат различните аспекти на критиката на општеството и да ги применуваат таквите критики за актуелните политички прашања;</li> <li>- Способност да се следат актуелните политички случувања од аспект на нормативната/емпириската политичка теорија;</li> <li>- Способност критички да се анализираат политичките идеологии и да се разберат во нивниот општествен и историски контексти;</li> <li>- Способност да се понудат алтернативи на главните политички филозофии/теории.</li> </ul> <p>Во модулот <b>Компаративна политика:</b></p> <ul style="list-style-type: none"> <li>- Способност да ја резимира и оцени високо специјализираната литература во тематските области на компаративната политика;</li> <li>- Способност да анализира комплексни, специфични и политички проблеми и да извлече точни заклучоци преку употреба на квалитативни и/или квантитативни методи и анализи;</li> <li>- Способност да развие иновативни истражувачки прашања, да ги комуницира сопствените идеи јасно и убедливо и да пишува научни трудови.</li> <li>- Да го поврзе истражувањето и праксата и да спроведува истражувачки проекти кои имаат за цел добивање на практично искуство;</li> <li>- Да анализира теоретски пристапи критички и истите да ги примени во контекст на нови политички случувања;</li> <li>- Да следи моментални политички случувања од компаративна перспектива;</li> <li>- Да го примени знаењето стекнатото во текот на програмата кои се однесуваат на процесите во рамките на институциите и надлежностите на различните актери, и работатата со или во овие институции;</li> <li>- Да учествуваа и да извршува сложени процедури за донесување одлуки.</li> </ul> <p>Во модулот <b>Јавна политика и администрација:</b></p> <ul style="list-style-type: none"> <li>- Способност да ја резимира и оцени високо специјализираната литература од тематските области јавни политики и јавна администрација;</li> <li>- Способност да анализира комплексни и специфични проблеми и да извлече точни заклучоци преку примена на квалитативни и/или квантитативни методи и анализи;</li> </ul>
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	<ul style="list-style-type: none"> <li>- Способност да развие иновативни истражувачки прашања, да ги комуницира сопствените идеи јасно и убедливо и да пишува научни трудови.</li> <li>- Способност да ги поврзе истражувањето и праксата и да спроведува истражувачки проекти кои имаат за цел добивање на практично искуство;</li> <li>- Способност да анализира теоретски пристапи критички и истите да ги примени во контекст на нови политички случувања;</li> <li>- Способност да ги следи моменталните политички и/или административни промени;</li> <li>- Способност да го примени знаењето стекнато во текот на програмата кое се однесува на процесите во рамките на политичките и административните институции и надлежностите на различните актери, и работатата со или во овие институции;</li> <li>- Способност да учествуваат и да извршуваат сложени политички и/или административни процедури за донесување одлуки.</li> </ul> <p>Во модулот <b>Меѓународна политика</b>:</p> <ul style="list-style-type: none"> <li>- Способност да се извлечат објаснувања од релевантни теории за да се објаснат моменталните (конкретни) политички проблеми или новите феномени;</li> <li>- Способност да развијат интересни и нови истражувачки прашања во полето на меѓународните односи, и капацитет да одговорат на поставените прашања со употреба на соодветен истражувачки дизајн;</li> <li>- способност јасно и убедливо да го комуницираат нивното знаење за меѓународните политики и да расправаат со помош на заклучоците кои ги добиле од нивните истражувања од меѓународните односи.</li> </ul> <p>Во модулот <b>Европска интеграција</b></p> <ul style="list-style-type: none"> <li>- Способност самостојно да постават (дизајнираат) и да спроведат истражување во областа на Европската интеграција, и да применат различни методолошки и теоретски пристапи;</li> <li>- Способност да напишат семинарски труд според академските стандарди и да дадат препораки преку политики (“комуникација со практиката”);</li> <li>- Способност да соработуваат со други (промовирајќи регионални и меѓународни модели за соработка), и да спроведат заеднички истражувачки проект;</li> </ul>
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	<ul style="list-style-type: none"> <li>- Способност да презентираат сложени истражувачки резултати, вклучувајќи ги резултатите од нивните сопствени истражувачки проекти.</li> <li>- Способност да ги поврзат истражувањата и практиката, и да имплементираат практично ориентирани истражувачки проекти;</li> <li>- Способност да ги применат знаењата стекнати во текот на програмата кои се однесуваат на процесите во рамките на институциите и компетенциите на различните актери, и работатата со или во овие институции;</li> <li>- Способност да учествуваат во спроведување на преговарања на би или повеќе нивоа (сложени процеси на донесување одлуки).</li> </ul>
способност за проценка	<p>Способност за анализа на индивидуи, групи и институции во однос на проблемите во општеството како и нивната улога во општествениот и политички развој.</p> <p>Способност да дава проценки за комплексни политички проблеми, и препораки за нивно решавање.</p> <p>Способност на прогнозирање на идни сценарија.</p> <p>Оспособеност за собирање, класификација, статистичка обработка и интерпретација на податоци кои се употребуваат во политиколошките истражувања.</p>
комуникациски вештини	<p>Способност да комуницира и дискутира и со стручната и со пошироката јавност, за појави што се однесуваат на политичката сфера во општеството и за конкретни политички настани.</p> <p>Способност за независно учество во специфични политиколошки дискусии.</p> <p>Оспособеност за академско пишување според меѓународни стандарди и комуницирање на сопствените истражувачки резултати во домашната и меѓународната стручна јавност.</p> <p>Способност за јавна презентација и комуникација со публика.</p> <p>Способност за презентација пред публика со употреба на соодветен медиум, технички помагала и соодветни компјутерски програми.</p>
вештини на учење	<p>Поседува свесност за важноста на концептот за доживотно учење и континуираното стручно надградување.</p> <p>Мотивираност за постојана надградба и значење на учењето во која било фаза од личниот и професионалниот развој.</p> <p>Поседува вештини за учење и работа во група и самостојно.</p> <p>Способност за преземање одговорност за понатамошен професионален развој и усовршување.</p>

## 2. Одлука за усвојување на заедничката програма од Наставно-научниот совет на Институтот за социолошки и политичко правни истражувања - Скопје

Република Македонија  
Универзитет **СВ. КИРИЛ И МЕТОДИЈ**  
Институт за социолошки и политичко-правни истражувања

Бр. 02-760/1  
06.06 20 17 год.  
С К О П Ј Е

Бр. 02-760/1  
06.06.2017 година  
Скопје

Врз основа на член 102 од Законот за високото образование, член 246 од Статутот на Универзитетот „Св. Кирил и Методиј“ во Скопје и член 44 од Правилникот за внатрешните односи и работењето на Институтот за социолошки и политичко-правни истражувања во Скопје во состав на Универзитетот „Св. Кирил и Методиј“ во Скопје (Универзитетски гласник бр. 297/2014), Научниот совет на Институтот на седницата одржана на **06.06.2017** година донесе

### ОДЛУКА за усвојување на нова студиска програма

#### Член 1

СЕ УСВОЈУВА проектот за воведување на нова студиска програма „Заедничка програма од втор циклус студии по Политички науки – Интеграција и управување“, произлезена од Еразмус+ КА2 Проект за градење на капацитети бр. 561485 - „Развој на студиска програма од втор циклус на универзитетски студии по Европски политички науки (EuroPS)“ и меѓуинституционалниот договор потпишан од страна на Ректорот на Универзитетот „Св. Кирил и Методиј“ - Скопје. Заедничката програма е во организација на:

Универзитет во Салзбург, Австрија - координатор  
Универзитет во Љубљана, Словенија  
Универзитет „Св. Кирил и Методиј“ - Скопје, Македонија  
Европски универзитет во Тирана, Албанија  
Универзитет во Тирана, Албанија  
Универзитет во Сараево, Босна и Херцеговина  
Школа за наука и технологија во Сараево, Босна и Херцеговина  
ФАМА Колеу, Приштина, Косово  
Универзитет за бизнис и технологија, Приштина, Косово.

#### Член 2

Одлуката влегува во сила со денот на нејзиното донесување.

Директор

Проф.д-р Мирјана Борота Поповска





### 3. Одлука за усвојување на заедничката студиска програма од Ректорската управа или Универзитетскиот сенат



Бр. 02-759/1  
2.10.2017  
Скопје

Универзитет „Св. Кирил и Методиј“ во Скопје  
Ss. Cyril and Methodius University in Skopje

Одлука од УС  
Ознака: **ОБ 55/13**

Република Македонија			
Универзитет „СВ. КИРИЛ И МЕТОДИЈ“			
Институт за социолошки и политичко-правни истражувања			
СКОПЈЕ			
Псакено:	25.10	2017	
Орг. Едини.	Број:	Примат:	Врзност:
03-	1378	2	

Врз основа на член 104 од Законот за високото образование, член 246 од Статутот на Универзитетот „Св. Кирил и Методиј“ во Скопје, по предлог на Научниот совет на Институтот за социолошки и политичко-правни истражувања, Универзитетскиот сенат на Универзитетот „Св. Кирил и Методиј“ во Скопје, на седница одржана на септември 2017 година, донесе

#### ОДЛУКА

за усвојување на Проектот за воведување заедничка студиска програма од втор циклус студии по политички науки – интеграција и управување на Институтот за социолошки и политичко-правни истражувања и Конзорциумот на универзитети Euro PS

##### Член 1

Универзитетскиот сенат го усвојува Проектот за воведување заедничка студиска програма од втор циклус студии по политички науки – интеграција и управување на Институтот за социолошки и политичко-правни истражувања и Конзорциумот на универзитети Euro PS.

##### Член 2

Универзитетскиот сенат го упатува Проектот од член 1 на оваа Одлука до Одборот за акредитација и евалуација на високото образование на натамошна постапка за акредитација. Проектот, во печатена и во електронска форма до Одборот за акредитација и евалуација на високото образование се доставува од страна на единицата на Универзитетот - предлагач и организатор на студиската програма.

##### Член 3

Оваа Одлука стапува во сила со нејзиното донесување и ќе се објави во *Универзитетски гласник*.

Ректор  
Проф. д-р Никола Јанкуловски



Доставено до:  
- Институтот за социолошки и политичко-правни истражувања  
- Одборот за акредитација и евалуација на високото образование

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#### 4. Научно-истражувачко подрачје, поле и област каде припаѓа студиската програма

- ❖ Научно подрачје: **5 Општествени науки**
- ❖ Научно поле: **5.07 Политички науки**

#### 5. Вид на студиската програма (академски или стручни студии)

Заедничката програма од втор циклус по Политички науки- Интеграција и управување е од **академски вид**.

#### 6. Степен на образование

Студиската програма е од **Втор циклус студии**.

#### 7. Цел и оправданост за воведување на студиската програма

##### Вовед

Заедничката програма од втор циклус студии по Политички науки- Интеграција и управување и придружните мерки, произлегоа од спроведувањето на двегодишниот Еразмус+ KA2 Проект за градење на капацитети бр. 561485 - **„Развој на студиска програма од втор циклус на универзитетски студии по Европски политички науки (EuroPS)”** кој се спроведува од 15 Октомври 2015 год. до 14 Октомври 2017 година, од конзорциумот на универзитети во состав:

Универзитет во Салзбург, Австрија (PLUS)- координатор  
Универзитетот во Павиа, Италија (UPAV)  
Универзитет во Љубљана, Словенија (ULJU)  
Универзитет „Св. Кирил и Методиј“- Скопје, Македонија (UKIM)  
Европски универзитет во Тирана, Албанија (UET)  
Универзитет во Тирана, Албанија (UTIR)  
Универзитет во Сараево, Босна и Херцеговина (UNSA)  
Школа за наука и технологија во Сараево, Босна и Херцеговина (SSST)  
ФАМА Колеџ, Приштина, Косово (FAMA)  
Универзитет за бизнис и технологија, Приштина, Косово (UBT).

Овој проект е резултат на континуираната академска размена на научен кадар и студенти помеѓу партнерските институции во рамки на неколку Еразмус Мундус проекти и Еразмус+ кредитна мобилност. Во ваквата размена учествуваше и Универзитетот „Св. Кирил и Методиј“- Скопје, Институт за социолошки и политичко-правни истражувања.

Целта на проектот беше да се дизајнира заедничка програма од втор циклус универзитетски студии по Политички науки која ќе биде акредитирана кај сите партнерски институции, како и мултилатерална структура за управување со заедничката програма. Проектот има за цел да имплементира мултилатерална заедничка програма по Политички науки на магистерско ниво (со 120 ЕКТС), со додадок на диплома од сите партнерски универзитети, во согласност со европските стандарди. Како проект за модернизација и европеизација, ќе ги поддржи и зајакне стандардите на универзитетите од земјите од Европската Унија, како и од земјите на Западен Балкан членки на конзорциумот, и ќе ја интензивира воспоставената академска размена на добри практики и оддржливо вмрежување помеѓу овие универзитети. Имплементацијата на Заедничката програма е регулирана со институционален договор потпишан од партнерски институции во Конзорциумот. Универзитетот „Св. Кирил и Методиј“- Скопје, претставуван од Ректорот, проф. д-р Никола Јанкуловски, го потпиша овој договор на 20.09.2016 година. За институционален координатор на програмата е назначена вонр. проф. д-р Анета Цекиќ, која е и координатор на проектот од ИСППИ- УКИМ.

Конзорциумот, претставуван од Универзитетот во Салзбург, во Ноември 2016 година аплицираше за Акредитација според европскиот пристап пред Агенцијата за обезбедување квалитет и акредитација на Австија (АК), процедура за акредитација на заеднички програми, овозможена од Заедничката декларација од Ереван на министрите за образование во рамки на Болоња процесот, усвоена во Мај 2015 година. Со оваа декларација се дава можност заедничките студиски програми акредитирани од признаена агенција за акредитација, членка на Европската асоцијација за обезбедување квалитет во високото образование (ENQA), автоматски да добијат национална акредитација во земјите потписнички на Декларацијата.<sup>1</sup>

Агенцијата за обезбедување квалитет и акредитација во Австрија, на својата седница од 14 и 15 Март 2017 донесе Одлука за акредитација на заедничката студиска програма

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<sup>1</sup> Непосредно пред стартот на процедурата за акредитација пред АК, партнерот од Италија, Универзитетот во Павиа, го извести конзорциумот дека поради потребните дополнителни финансиски сретства за реализација на програмата во нивната институција, кои не се во состојба да ги обезбедат, се повлекуваат од учеството во Заедничката програма. Во меѓувреме, се прават преговори со Универзитетот во Белград, Србија и Универзитетот во Подгорица, Црна Гора за приклучување кон конзорциумот, со цел покривање со партнери на целиот регион од Западен Балкан. Исто така, во тек се преговори и со Универзитетот во Варшава и Универзитетот од Фиренца, како и други универзитети од ЕУ за приклучување кон конзорциумот и Заедничката програма.

(Прилог 1), со важност до 14 Март 2023 година. Во својот извештај од спроведената процедура за акредитација, АК наведува три услови кои конзорциумот треба да ги исполни до почетокот на академската 2017/2018 година, како и препораки. Условите се однесуваат на 1) завршување на потпишувањето и ратификацијата на институционалниот договор за партнерство од страна на сите членки на конзорциумот (оваа процедура е во тек на два универзитети); 2) Конзорциумот треба да докаже дека ги исполнува националните услови за акредитација во сите земји на конзорциумот до почетокот на академската 2017/2018 година; и 3) ЕКТС кредитите да се алоцираат според оптовареноста на секој од предметите. Конзорциумот презеде чекори за исполнување на овие услови и смета дека ќе ги исполни во предвидениот рок.

Поради непостоење на законска регулатива, јасни правила и пракса за имплементација на Европскиот пристап на национално ниво, партнерите од конзорциумот се посветени и дополнително да ја акредитираат програмата следејќи ги националните процедури за акредитација на заеднички програми. Во моментот, во секоја од партнерските институции се преземаат активности за признавање на акредитацијата од АК или реализација на национална акредитација на Заедничката програма.

Што се однесува до националните акредитации, според важечките правни прописи во Австрија, Универзитетот во Салзбург ги акредитира студиските програми преку самоакредитирање. На седницата на Сенатот на Универзитетот во Салзбург од 22 Март 2017 година, беше усвоен Извештајот за самоевалуација на Заедничката програма поднесен од Конзорциумот, со што програмата ја доби акредитацијата неопходна за почеток на работа во Австрија. Со ова се отвори можноста за прием на првата генерација студенти на Заедничката програма кои првите два семестри ќе ги поминат на Универзитетот во Салзбург. Конкурсот за прием на 20 студенти беше објавен на почетокот на Април 2017 година, а е затворен на 21 Мај 2017. На конкурсот се пријавија 24 кандидати, а Одборот за селекција селектираше 14 кои ги исполнуваат условите за запишување на програмата. Процедурите за регистрација на овие студенти на Универзитетот во Салзбург, Австрија се веќе започнати. Со оглед на тоа дека првите два семестри студентите мора да ги поминат или во Универзитетот во Салзбург или во Универзитетот во Љубљана, првите студенти на Универзитетот „Св. Кирил и Методиј“ во Скопје би се запишале во учебната 2018/2019 година.

Што се однесува до Р. Македонија, иако земјата е потписник на Декларацијата од Ереван, во важечкиот Закон за високо образование не е предвидена автоматска имплементација на акредитација добиена според европскиот пристап. Поради тоа, ИСППИ ќе ја следи процедурата за акредитација на Заедничката програма како што е предвидена во постојниот Закон за високо образование. Законот предвидува студиски програми за заедничка диплома. Според член 102 од Законот, „Студиска програма за стекнување на заедничка диплома е студиска програма која универзитетот, односно неговата единица, односно самостојната висока стручна школа ја прифаќа и изведува заедно со еден или повеќе универзитети, односно самостојни високи стручни школи од Република Македонија

или од странство акредитирани во земјата во која и е седиштето.“ Во истиот член се вели дека „Студиските програми на англиски јазик универзитетите ги доставуваат на мислење пред истите да бидат акредитирани од страна на Одборот за акредитација и евалуација до министерството надлежно за работите од областа на високото образование најдоцна до 15 мај во тековната година.“ Понатаму, „Одборот за акредитација и евалуација одобрува студиска програма на англиски јазик на универзитетите, врз основа на прибавено позитивно мислење од министерството надлежно за работите од областа на високото образование.“

Во член 102, став 2 од Законот за Високото образование, се вели дека „За студиски програми за стекнување на заедничка диплома универзитетот или негова единица, односно самостојната високообразовна установа покрај одредбите од овој закон за акредитација на студиска програма, мораат да ги земат предвид и мерките за формирање и прифаќање на студиската програма за стекнување на заедничка диплома, кои ги определува при акредитацијата Одборот за акредитација и евалуација на високото образование“. Во таа смисла, во овој елаборат се следат постојните упатства за задолжителни компоненти на студиските програми, како и при акредитација на национални студиски програми.

### **Цел и оправданост за воведување на студиската програма**

Заедничката програма по Политички науки- Интеграција и управување (PoSIG) е во согласност со меѓународните стандарди и критериуми за настава по Политички науки на ниво 7 од Европската рамка на квалификации. Партнерските универзитети придонесуваат со нивните специфични академски профили во областите: компаративна политика, европска интеграција, меѓународни односи, јавна администрација и политичка теорија. Партнерите од универзитетите од Западен Балкан дополнително даваат одредени академски компетенции во однос на политичките случувања во регионот.

PoSIG ги квалификува завршените студенти за академска кариера во сите области на Политичките науки, и дополнително нуди основа за разбирање на транзициските и европеизациските процеси во регионот на Западен Балкан. Наведеното овозможува развој на специфични академски профили во насока на кариера и експертиза за овој регион. Оттука, магистрантите ќе развијат компетенции и академски профил за кариера и стручност со знаења за европските интерграции и управувањето на повеќе нивоа.

Завршените студенти на оваа програма ќе имаат единствен (уникатен) академски профил. Овој профил се базира на полиња на специјализација, меѓународна заедница/соработка на студенти и наставници, и индивидуална мобилност помеѓу универзитетите од ЕУ и Западен Балкан, додека пак задолжителната пракса ќе обезбеди практично искуство. Во овој контекст, дипломираните студенти ќе се здобијат со

специфична експертиза за општествените, економските и политичките процеси и услови на земјите од Западен Балкан.

Преку магистерскиот проект, студентите се охрабруваат да спроведат иновативни истражувања релевантни за општествениот, економскиот и политичкиот развој на регионот. Со стекнатото знаење, магистрираните студенти ќе бидат во можност да придонесат во политичката дебата и во процесите поврзани со европеизација.

Типични професионални области за завршените студенти на заедничката мастер програма по Политички науки- Интеграција и управување се:

- Вработување во јавната администрација на локално или национално ниво, парламентите и политичките партии, невладини организации, интересни групи и синдикати, бизнис секторот, медиуми и односи со јавност;
- Вработување во меѓународни организации, надворешни служби (кариера во дипломатијата), во институциите на Европската Унија, и во меѓународни профитни и непрофитни организации, агенции за развој и невладини организации;
- Вработување во областа на граѓанското и политичкото образование (фондации, академии, образовни институции итн.)
- Академски кариери (предавање и истражување на универзитетите и истражувачките институции)

Институциите кои учествуваат (партнерските институции) ги подржуваат своите студенти и алумни во идентификување на местата за изведување на пракса, и во развивање на PoSIG алумни мрежа преку [www.euro-ps.org](http://www.euro-ps.org) како и преку активностите на социјалните медиуми.

## **8. Години и семестри на траење на студиската програма**

Заедничката програма од втор циклус студии по Политички науки – Интеграција и управување е во траење од **4 семестри** односно две години.

## **9. ЕКТС кредити со кои се стекнува студентот**

За добивање со звање магистер на Политички науки, студентот треба да оствари **120 ЕКТС**.

## **10. Начин на финансирање, а за приватните високо-образовни и научни установи и доказ за обезбедена квалитетна финансиска гаранција за студиската програма**

Студиите се врз база на самофинансирање од страна на студентите, но конзорциумот континуирано прави напори за обезбедување на стипендии за студентите преку програми за меѓународна мобилност, особено стипендии од Еразмус+ програмата на Европската Унија.

## **11. Услови за запишување**

- (1) Јазикот на наставата по сите предмети од програмата е англиски. Апликантите мора да покажат добро познавање на англискиот јазик (ниво Б2), како услов за запишување на програмата.
- (2) Оваа мастер програма соодветствува на ниво 7 од Европската рамка на квалификации, како што е дефинирано од страна на Европскиот парламент и Советот на Европската Унија.
- (3) За да бидат примени на заедничката програма по Политички науки - Интеграција и управување, студентите мора да имаат завршено додипломски студии по Политички науки или студии од сродна област на универзитетите членки на конзорциумот, или завршено вакви студии на друга акредитирана високообразовна установа. Студентите со додипломски студии кои во текот на студирањето освоиле помалку од 15 ЕКТС по методологија и научна работа треба да го надоместат ова со соодветни предмети во таа област. Овие предмети се признаваат како дополнителни предмети во рамки на студиската програма.
- (4) Ако додипломското ниво на студентот не е еквивалентно во потребниот степен, од студентот може да се побара да комплетира академската работа до 30 ЕКТС кредити. Овие барања мора да бидат исполнети до крајот на програмата/студиите на студентот. Одредувањето на еквиваленција и потребната дополнителна академска работа се определува од страна на Одборот на координатори (кој е составен од овластените претставници на партнерите во Конзорциумот). Дополнителните предмети на сегашната програма можат да бидат признаени во овој дел. Студентите кои мора да ја завршат дополнителната работа за освојување на овие до 30 ЕКТС кредити, мора да докажат ниво на Б2 јазични компетенции на локалниот јазик на наставата на соодветниот универзитет член на конзорциумот од чија страна оваа дополнителна активност ќе биде превземена.
- (5) Бројот на ЕКТС кредити кои треба да се освојат, а се потребни за да се заврши заедничката мастер програма по Политички науки - Интеграција и управување е 120. Тоа одговара на четири семестри на студирање.
- (6) Во зависност од институцијата која ја доделува дипломата, завршените студенти на оваа програма ќе се здобијат со диплома Master of Arts (MA) или Master of Science (MSc).

- (7) За сите барања и обврски кои треба да се исполнат од страна на студентите им се доделуваат соодветни ЕКТС кредити. Еден ЕКТС кредит е еквивалентен на 25 часа учење, што одговара на просечниот број на часови потребни за постигнување на очекуваните цели за учење. Академска година се состои од 1500 часа, што одговара на 60 ЕКТС кредити.
- (8) Студентите со посебни потреби или хронични болести нема да бидат предмет на било каква форма на дискриминација во текот на нивните студии. Сите партнери во Конзорциумот се посветени на основните принципи утврдени во Конвенцијата на ОН за правата на лицата со попреченост, како и со локалните закони за недискриминација и политики на позитивна акција.
- (9) Од студентите се бара да присуствуваат на 90% од наставата во текот на првата година, и на најмалку 70% во текот на својата втора година. За студентите кои работат за време на нивните студии, партнерите во Конзорциумот ќе се обидат да им понудат предавања надвор од редовните работни часа.

## **12. Информација за продолжување на образованието**

Со завршување на вториот циклус студии студентите се стекнуваат со право на запишување трет циклус на студии. (согласно член 96 од Законот за високо образование).

## **13. Структура на студиската програма и утврден сооднос на задолжителните и изборните предмети**

Програмата нуди различни видови на предмети кои обезбедуваат продлабочено знаење, вештини и компетенции за соодветната област, и имаат цел да поттикнат дискусија и размислување за научни теми преку активно учество на студентите. За сите предмети, успехот на учениците се оценува индиректно преку задолжителното присуство на сите студенти, како и врз основа на писмените испити и семинарските работи.

Магистерската програма се состои од 14 предмети (5 задолжителни, 5 задолжително- изборни и 4 изборни (дополнителни) предмети), 1 пракса, и магистерската теза, или вкупно 120 ЕКТС кредити. Магистерскиот труд се вреднува со 30 ЕКТС кредити вклучувајќи ја тука и подготовката за одбрана на тезата (Табела 1).

Предметите понудени на Заедничката листа на изборни предмети на УКИМ кои се од областа на Заедничката програма или од сродните области наведени подолу може да бидат признаени како изборни (дополнителни) предмети во рамки на Заедничката програма.



Ваквата структура на програмата е во согласност со важечките правила за соодносот на задолжителните и изборни предмети во рамки на студиска програма од втор циклус.

<b>Табела 1. Предмети и кредити</b>	<b>ЕКТС</b>
<b>Задолжителни изборни модули (2 од 5)</b>	<b>36</b>
Политичка теорија	(18)
Компаративна политика	(18)
Јавна администрација	(18)
Меѓународни односи	(18)
Европска интеграција	(18)
<b>Задолжителни предмети</b>	<b>24</b>
Практикантска работа	(6)
Предмет Методи I	(6)
Предмет Методи II	(6)
Магистерски семинар	(6)
<b>Задолжителни изборни предмети (1 од 2)</b>	<b>6</b>
Напредни методи во Политичките науки	(6)
Предмет од Применета политика	(6)
<b>Дополнителни предмети</b>	<b>24</b>
<b>Подготовка и одбрана на магистерскиот труд</b>	<b>30</b>
<b>Вкупно</b>	<b>120</b>

#### **Видови предмети:**

- **Задолжителни изборни модули, задолжителни предмети и задолжителни изборни предмети**

Според магистерската програма PoSIG студентите треба да изберат два од понудените пет модули. Еден модул содржи 1 основен/задолжителен предмет и два изборни предмети кои се бираат од понудените предмети во рамки на секој модул.

Сите студенти мора да ги завршат задолжителните предмети: Методи 1, Методи 2, и Семинарот за магистерските тези.

Покрај тоа, студентите треба да одберат помеѓу предметите Напредни методи во политичките науки или Предмет од Применета политика (изборни задолжителни предмети).

**- Дополнителни предмети**

- (1) Студентите треба да одберат и дополнителни предмети преку кои треба да остварат вкупно 24 ЕКТС кредити. Дополнителните предмети се дизајнирани со цел да ги продлабочат професионалните вештини на студентите и да ги зајакнат во областите кои се во фокусот на нивниот интерес во текот на студирањето. Истите можат да бидат избрани од изборните модули, или од други предмети од оваа програма, или пак од други области.
- (2) Препорачани области од кои студентите можат да одберат дополнителни предмети се:

- Студии за Европската Унија (Европски студии)
- Родови студии
- Географија и просторно планирање
- Комуникациски науки
- Право (Јавно/Уставно, Меѓународно, Европско)
- Регионални студии
- Социологија, Социјална психологија и Образовни науки
- Студии за одржливост
- Политичка економија
- Современа историја
- Психологија и Политичка психологија

## Листа на предмети во рамки на модулите:

### WP4: Comparative Politics

Partner	Title of Course	Name of Lecturer
PLUS (also at ULJU)	Basic Texts (Comparative Politics)	Jessica Fortin-Rittberger
PLUS	Comparative electoral systems	Jessica Fortin-Rittberger
UNSA	Democratisation and Authoritarianism in SEE	Damir Kapidžić
UNSA	Electoral Systems and Representation in the SEE	Damir Kapidžić
UTIR	Political Systems in SEE	Nysjola Dhoga/Odeta Berberi
UTIR	Nationalism and identities	Enis Sulstarova
UTIR	Multiculturalism, Nationalism and Citizenship	Enis Sulstarova
UTIR	Comparative Social Policies	Merita Xhumari
UET	Political Parties and Electoral Systems (Applied Politics Course)	Anjeza Xhaferaj
SSST	Multi-ethnic states	Maja Savic Bojanic
UKIM	Electoral systems and ethnic political parties in the SEE	Bojana Naumovska, Damir Kapidzic
UBT	International Migration	Besim Golloopeni
ULJU	Comparative local governments	Miro Haček/Simona Kukovič
ULJU (also at PLUS)	Basic Texts (Comparative Politics)	Miro Haček/Simona Kukovič
UKIM	Civil society organizations	Natasha Gaber- Damjanovska

### WP5: International Relations

Partner	Title of Course	Name of Lecturer
PLUS	Basic Texts (International Relations)	Andreas Dür
PLUS	International Environmental Politics	Gabriele Spilker
PLUS	International Political Economy	Andreas Dür
SSST	Foreign Policy Analysis	Adnan Huskic
SSST	Geopolitics	Zlatko Hadzidedic
UET	Geopolitics of Western Balkans	Enri Hide
UET	International Security	Enri Hide
UKIM	Politics of International Law	Mirjana Najchevska; Viktorija Jakjimovska
ULJU	Diplomacy and Consular Relations	Boštjan Udovič
UTIR	International Organizations	Orinda Malltezi

## WP6: European Integration

Partner	Title of Course	Name of Lecturer
PLUS	Basic Texts (European Integration)	Sonja Puntscher-Riekmann
PLUS	A challenging neighbourhood: The Eastern Partnership and EU-Russia Relations	Doris Wydra
FAMA	CSFP/ESDP	TBA
FAMA	EU Governance and Policy making	TBA
SSST	Discussing Europe: Current Issues in EU Politics	Adnan Huskić
SSST	Political Parties and Elections in the EU	Adnan Huskić
UBT	Law of the European Union	Bujar Galloopeni
UKIM	Interest Groups and Lobbying in the EU	Aneta Cekik
UNSA	EU Diplomacy	Nedžma Džananović
UNSA	EU Enlargement Policy	Nedžma Džananović
UNSA	Regional (Cohesion) Policy of the EU	Nedžma Džananović
UTIR	European Integration and Geopolitics of the States of the Western Balkans	Klodiana Beshku

## WP7: Political Theory

Partner	Title of Course	Name of Lecturer
PLUS	Basic Texts (Political Theory)	Sonja Puntscher-Riekmann/Jessica Fortin-Rittberger
PLUS	Critical Theory	Doris Wydra
PLUS	Politics of Enlightenment	Mario Wintersteiger
ULJU	Political Development and Democracy	Žiga Vodovnik
UPAV, UTIR, UNSA, UET	Democracy and Human Rights	Emanuela Ceva, Klementin Mile, Valida Repovac Nikšić, Klejd Këlliçi
UPAV, UTIR, UNSA, UET	Populism, Populisms and Democracy	Flavio Chiapponi, Valida Repovac Nikšić, Klejd Këlliçi, Klementin Mile
PLUS, UKIM, SSST	Identity Politics	Goran Janev / Jana Jevtic / Mario Wintersteiger
PLUS, UKIM, SSST	The Anthropology of Politics	Goran Janev / Jana Jevtic / Mario Wintersteiger
UKIM	Political leadership	Marijana Markovic

## WP8: Public Policy and Administration

Partner	Title of Course	Name of Lecturer
ULJU	Basic Texts (Public Policy and Administration)	Simona Kukovič/Miro Haček
ULJU	Leadership in Public Sector	Simona Kukovič
ULJU	The Policy Process and Contemporary Democratic Governance	Tomaž Deželan
UTIR	Social Policy	Merita Xhumari
UTIR	Public Policy and Institutions	Merita Xhumari
UKIM	Collaborative Policy	Mirjana Najchevska
UKIM	Public Policy Analysis	Pande Lazarevski

## WP9: Methodology

Partner	Title of Course	Name of Lecturer
Western Balkan Partners	MA Thesis Seminar	Lectureres of the Western Balkans
PLUS	Political Science Research Methods – Part I	Armin Mühlböck
PLUS	Political Science Research Methods – Part II	Armin Mühlböck
PLUS	Political Science Research Methods – Part III: Advanced Methods in Political Science	Gabriele Spilker
ULJU	Research Design (Methods I)	Samo Kropivnik
ULJU	Quantitative Methods (Methods II)	Samo Kropivnik

## Содржина на студиската програма и план на студирање

Поделбата по семестри е дизајнирана и служи како препорака со цел да обезбеди редослед по кој предметите се полагаат и се надоградуваат на успешно стекнатите знаења, вештини и компетенции, но исто така да обезбеди и рамномерно распределување на активности, а со цел една академската година да не надмине повеќе од 60 ЕКТС кредити. Ако нема предуслови, модулите и предметите, исто така, можат да бидат завршени со поинаков редослед во согласност со Член 11 од Заедничката студиска програма (оригинален текст, Прилог 7, Заедничка програма).

Деталниот опис на модулите вклучувајќи ги знаењата, вештините и компетенциите кои треба да бидат постигнати, можат да се видат во (Прилог 7, Заедничка програма: Опис на модулите).

Предметите можат да се слушаат на минимум 2 и максимум 4 Универзитети. Првите два семестри од студирањето, студентите ги поминуваат на Универзитетот во Салзбург или Универзитетот во Љубљана додека третиот и четвртиот семестар треба да се поминат на еден или два универзитети од партнерските универзитети од Западен Балкан- во Сараево, Скопје, Тирана или Приштина.

Табелата подолу ги прикажува какви предмети се понудени од страна на кој партнер во Конзорциумот, и во текот на кој семестар, и како студентите ќе можат да ја планираат својата мобилност.

### **Магистерски труд**

- (1) Магистерскиот труд служи за да покаже дека студентите имаат стекната способност да изведат самостојно академско истражување од областа на Политичките науки, согласно сегашните истражувачки методи и стандарди.

Тезата е индивидуален истражувачки проект, кој го потенцира полето на специјализација на студентот. Трудот ќе биде надгледуван од двајца супервизори и треба да биде поврзан со нивните предавања и/или истражувања.

- (2) Темата на магистерскиот труд треба да биде поврзана со еден или два од задолжителните изборни модули. Студентите можат да предложат тема или да изберат од листата на теми предложени од страна на слободните ментори за магистерски тези.

- (3) Должината на магистерскиот труд треба да биде помеѓу 25,000 и 30,000 зборови (со исклучок на анекси и табели/библиографија).

- (4) Студентите мора да присуствуваат на семинарот за магистерски тези. Целта на овој семинар е да им помогне на студентите во развојот на нивните тези.

Надзор на магистерските тези на студентите е заедничка одговорност на два супервизори, при што еден наставник мора да биде професор од Универзитетот во Салзбург или Љубљана, додека другиот треба да ги претставува Универзитетите од Сараево, Тирана, Скопје и Приштина. Супервизорите исто така се во функција и на испитувачи во текот на испитувањето на магистерската теза.

- (5) Процесот на супервизија на магистерскиот труд е документиран во студентското е-Портфолио (како дел од околината за е-учење на PoSIG). Оваа документација ги вклучува најмалку следните елементи:

Експозе со истражувачките прашања и методолошкиот пристап.

Изјавите од супервизорите за експозето на студентот.

Магистерскиот труд.

Евалуациски изјави на супервизорите за тезата.

Задолжителни изборни модули (2 модули од 5):	Семестар 1	Семестар 2	Семестар 3	Семестар 4
Политичка теорија				
Основни текстови		Салзбург		
Предмет		Салзбург		
Предмет		Љубљана	SSST	UET
Предмет			UTir	FAMA
Предмет			UKIM	UNSA
Предмет				UBT
Компаративна политика				
Основни текстови		Љубљана		
Основни текстови		Салзбург		
Предмет		Љубљана		
Предмет		Салзбург		
Предмет			UKIM	UKIM
Предмет	Салзбург		UTir	UNSA
Предмет				FAMA
Јавна администрација и политика				
Основни текстови	Љубљана			
Предмет	Љубљана	Љубљана	UTir	UET
Предмет			UKIM	UNSA
Меѓународни односи				
Основни текстови	Салзбург			
Предмет	Салзбург			
Предмет		Љубљана	SSST	UET
Предмет			UTir	
Предмет			UKIM	
Европски интеграции				
Основен текст		Салзбург		
Предмет		Салзбург	UKIM	UNSA
Предмет		Љубљана	SSST	FAMA
<b>Задолжителни предмети</b>				
Методи I	Салзбург/ Љубљана			
Методи II		Салзбург/ Љубљана		
Семинар за магистерските тези			SSST/ UKIM/ UTir	FAMA/ UET
<b>Задолжителни изборни предмети</b>				
Напредни методи		Салзбург/ Љубљана		
Предмети од Применета политики	Љубљана		SSST/ UKIM	UET
<b>Дополнителни предмети</b>				
Дополнителни предмети	Салзбург/ Љубљана	Салзбург/ Љубљана	SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT	SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT
<b>Магистерски труд</b>				

Магистерски труд			SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT	SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT
	30 ECTS	30 ECTS	30 ECTS	30 ECTS

#### 14. Податоци за просторот предвиден за реализација на студиската програма

Податоците за просторот предвиден за реализација на оваа програма се дадени во Картата на високообразовната институција.

#### 15. Листа на опрема предвидена за реализација на студиската програма

Листата на опремата за реализацијата на студиските програми е дадена во Картата на високообразовната институција

#### 16. Предметни програми со информации

**Листа на предмети во кои учествуваат професори од ИСППИ:**

Назив на предмет	Професор
Electoral systems and ethnic political parties in the SEE	Bojana Naumovska, Damir Kapidzic (UNSA)
Civil society organizations	Natasha Gaber- Damjanovska
Politics of International Law	Mirjana Najchevska (Ass. Viktorija Jakjimovska)
Interest Groups and Lobbying in the EU	Aneta Cekik
Identity Politics	Goran Janev / Jana Jevtic (SSST) / Mario Wintersteiger (PLUS)
The Anthropology of Politics	Goran Janev / Jana Jevtic (SSST) / Mario Wintersteiger (PLUS)
Political leadership	Marijana Markovik
Collaborative Policy	Mirjana Najchevska
Public Policy Analysis	Pande Lazarevski
Master Thesis Seminar	Aneta Cekik; Marijana Markovikj

Предметните програми за предметите во кои учествува кадарот на ИСППИ се дадени во ПРИЛОГ бр. 2.



Предметните програми за сите предмети се дадени во ПРИЛОГ бр. 6.

## **17. Список на наставен кадар**

	<b>Име и презиме</b>	<b>Звање во кое е избран/а</b>
1.	Д-р Мирјана Најчевска	Редовен професор
2.	Д-р Панде Лазаревски	Редовен професор
3.	Д-р Наташа Габер- Дамјановска <sup>2</sup>	Редовен професор
4.	Д-р Анета Цекиќ	Вонреден професор
5.	Д-р Горан Јанев	Вонреден професор
6.	Д-р Маријана Марковиќ	Вонреден професор
7.	Д-р Бојана Наумовска	Доцент

Биографијата на кадар за Заедничката програма од ИСППИ се дадени во ПРИЛОГ бр.3.

## **18. Изјава од наставникот за давање согласност за учество во изведување на настава по одредени предмети од студиската програма**

Изјавите на наставниот кадар се дадени во ПРИЛОГ бр. 4.

## **19. Согласност од високообразовната установа за учество на наставникот во реализацијата на студиската програма**

Од Институтот на оваа студиска програма ќе бидат ангажирани 7 професори.

## **20. Информација за бројот на студенти за запишување во првата година на студиската програма**

Во првата година на оваа студиска програма може да се запишат 20 студенти.

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<sup>2</sup> Проф. д-р Наташа Габер- Дамјановска во моментот е уставен судија на Р. Македонија, чиј мандат завршува на 07 Октомври 2017 година. Нејзиниот ангажман на заедничката програма, како и ангажманот на останатите професори ќе почне најрано во академската 2018/2019 година.

## **21. Информација за обезбедена задолжителна и дополнителна литература**

Задолжителната и изборната литература е достапна за студентите.

## **22. Информација за веб страница**

<http://www.isppi.ukim.edu.mk>  
[www.euro-ps.org](http://www.euro-ps.org) - The Erasmus+ Project: "Curriculum Development joint European Political Science MA (euroPS)"

## **23. Стручниот односно научниот назив со кој се стекнува студентот по завршување на студиската програма**

По завршувањето на студиската програма студентот се стекнува со звањето:  
**Магистер на Политички науки.**

## **24. Активности и механизми преку кои се развива и се одржува квалитетот на наставата**

Квалитетот на наставата се одржува преку следните механизми:  
-надворешна евалуација  
-внатрешна евалуација  
-влезна и излезна анкета на студентите.



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awards its quality seal



to the Joint Master's Programme

**Political Science – Integration and Governance (PoSIG)**

to be implemented at the following Universities:

**European University of Tirana (UET), Albania**  
**University of Tirana (UTIR), Albania**  
**University of Salzburg (PLUS), Austria**  
**University of Sarajevo (UNSA), Bosnia and Herzegovina**  
**Sarajevo School of Science and Technology (SSST), Bosnia and Herzegovina**  
**FAMA College (FAMA), Kosovo<sup>1</sup>**  
**University of Business and Technology (UBT), Kosovo<sup>2</sup>**  
**Ss. Cyril and Methodius University in Skopje (UKIM), FYROM the Former  
Yugoslav Republic of Macedonia**  
**University of Ljubljana (ULJU), Slovenia**

The study programme complies with the "European Approach for Quality Assurance of Joint Programmes (2015)", approved by European Higher Education Area ministers in May 2015 in Yerevan (adopted by the Board of AQ Austria in its 36<sup>th</sup> meeting on 20<sup>th</sup> September 2016)

The accreditation is subject to conditions and is valid until 14<sup>th</sup> March 2023.

Vienna, 15<sup>th</sup> March 2017

Univ.-Prof. Dr. Anke Hanft  
President of the Board of AQ Austria

Dr. Achim Hopbach  
Managing Director of AQ Austria

## **ПРИЛОГ 2**

**ПРЕДМЕТНИ ПРОГРАМИ ВО КОИ УЧЕСТВУВААТ НАСТАВНИЦИ ОД ИСППИ**

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Electoral Systems and Ethnic Political Parties in SEE**

<b>Course Title</b>	Electoral systems and Ethnic political parties in SEE			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Course</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Bojana Naumovska, Damir Kapidzic			
<b>Assistant lecturers</b>				
<b>Department</b>	Institute for sociological, political and juridical research, UKIM; Faculty of Political Science, UNSA			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E	E	E	E
<b>Entry level criteria</b>	Second year status within the programme; Basic Texts in CP, Methods I+II in Political Science			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>The main aim of this course will be to present the influence of electoral system on ethnic political parties in specific countries as a different cases. The topics of the course will be: electoral systems in SEE and their electoral elements, the influence of the electoral system on the party systems in each country, the place of ethnic political parties in the party system and in the Parliament, the role of the ethnic political parties in the election processes. Also in this course discussed questions will be: What is an ethnic party and how can they be recognized? Are they different from non-ethnic parties and national parties (such as HDZ in Croatia or SNS in Serbia) in terms of policy-making and inter-party communication/cooperation? How ethnic political parties are becoming part of the representative body (do they have to be part of pre-electoral coalition as to become part of the Parliament, do they have reserved seats) etc. In this course all of these topics will be elaborated.</p>			

<b>Intended learning outcomes</b>	<p>The expected learning outcomes pertain to:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Identify the influence of electoral systems on ethnic political parties in different countries</li> <li>- Understand how and why the electoral elements are important for ethnic political parties</li> <li>- Notice legislative differences related to the ethnic political parties between the countries.</li> </ul> <p><b>COMPETENCE</b></p> <ul style="list-style-type: none"> <li>-Analyse the position of ethnic political parties in different countries;</li> <li>- Compare the influence of different electoral systems to the ethnic pp</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Identify the weaknesses of the electoral system related to the ethnic pp;</li> <li>- conduct independent research;</li> <li>-propose changes in particular electoral system.</li> </ul>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>(a) comprehensive knowledge on political institutions, political actors and decision-making processes in comparative perspective;</li> <li>(b) ability to analyse complex scientific and policy problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>(c) to participate in and conduct complex decision-making procedures</li> </ul>												
<b>Expected prerequisite knowledge</b>	Basic knowledge of electoral system and political system.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Mid-term exam</td><td>30 %</td></tr> <tr> <td>Final exam</td><td>30 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Analytical Paper</td><td>30 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	30 %	Presentation	10 %	Analytical Paper	30 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
Mid-term exam	30 %												
Final exam	30 %												
Presentation	10 %												
Analytical Paper	30 %												
<b>Total</b>	<b>100 %</b>												
<b>Pre-Conditions for examination</b>	80 % class attendance and submission of at least one more assignment aside from the exams.												

Teaching methods	There are different teaching methods used, being inter-linked among themselves:															
	<div><div>- classical lectures</div><div>- case study analysis</div><div>- debates</div></div>															
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i> + case studies</td><td>50 %</td></tr><tr><td>2. Analytical paper</td><td>30 %</td></tr><tr><td>3. Debates</td><td>20 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>						Activity	Percentage	1. <i>Ex cathedra</i> + case studies	50 %	2. Analytical paper	30 %	3. Debates	20 %	Total	100 %
	Activity	Percentage														
	1. <i>Ex cathedra</i> + case studies	50 %														
	2. Analytical paper	30 %														
	3. Debates	20 %														
	Total	100 %														
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade										
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance	Basic requirement										
Debates	Discuss about the influence of the electoral system to the ethnic pp, and the differences between the countries	15	Presentation, group work, debate, reasoning, etc.	Preparative material, eloquence, argument	10%											
Analytical paper	An analysis of the effects electoral system to the ethnic pp, the place of the these parties in the electoral process	45	Written work	Consistency, clarity, argumentation, analysis, etc.	30%											
Midterm exam	General guidance for exam preparation	30	In-class exam	Completeness, consistency, accuracy, clearness	30%											
Final exam	General guidance for exam preparation	30	In-class exam	Completeness, consistency, accuracy, clearness	30%											
Total		150 h <sup>3</sup>			100 %											

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>Course content</b></p>	<p>The course is structured in the following way:</p> <p><b>Part I – Electoral system and ethnic political parties</b></p> <p>Topic 1 - Introduction to the course  Topic 2 – Electoral systems and party systems  Topic 3 – Ethnic, non-ethnic and national political parties  Topic 4 – Transformation of political parties and populism  Topic 5 – Ethnic political parties and ethnic conflicts  Topic 6 – Ethnic political parties and Elections  Topic 7 - Guidelines for the Midterm exam and recapitulation</p> <p><b>Part II – Ethnic political parties in SEE countries</b></p> <p>Topic 8 – Ethnic political parties in Macedonia and Bulgaria  Topic 9 – Ethnic political parties in Bosnia and Herzegovina  Topic 10 - Ethnic political parties in Albania and Kosovo  Topic 11 – Ethnic political parties in Serbia and Montenegro  Topic 12 – Ethnic political parties in Croatia and Romania  Topic 13 - Student paper presentations  Topic 14 - Student paper presentations  Topic 15 - Guidelines for the Final exam and recapitulation</p>	
<p><b>List of contents/topics</b></p>	<p><i>Topic</i></p>	<p><i>Required reading</i></p>
	<p>Topic 1: Introduction</p>	<p><i>none</i></p>
	<p>Topic 2: Electoral systems and party systems</p>	<p>Lijphart, (1994). Electoral Systems and Party Systems, Oxford University Press</p> <p>Farrell, D.M. (2011). Electoral systems: A Comparative Introduction. Palgrave Macmillan.  Ware, (1996) Party system in: Political parties and Party system, Oxford University Press, pp.147-257</p> <p>Krouwel (2012). Electoral Transformation of Parties in: Party Transformation in European Democracies, State University of New York Press, pp.79-137</p> <p>Gerring, (2005). Minor parties in Plurality Electoral Systems in: Party Politics, pp.79-107</p>



	Topic 3: Ethnic, non-ethnic and national political parties	<p>Biber, (2008), Introduction: Minority Participation and Political Parties in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.5-31</p> <p>Chandra, K. (2011). What is an ethnic party?</p> <p>Ishiyama, Breuning, (2011) What's in a name? Ethnic party identity and democratic development in post-communist politics in: Party Politics, pp.223-241</p>
	Topic 4: Transformation of political parties, populism	Krouwel (2012). Ideological Transformation of Parties; Cartel Failure and Populist Success in: Party Transformation in European Democracies, State University of New York Press, pp.137-229; 267-289
	Topic 5: Ethnic political parties and ethnic conflicts	<p>Raymond, Huelshoff, Rosenblum, (2015), Electoral systems, ethnic cleavages and experience with democracy in: International Political Science Review, pp.1-20</p> <p>Party Politics 17(2).Ishiyama (2009) Do Ethnic Parties Promote Minority Ethnic Conflict? In: Nationalism and Ethnic Politics, 15:1, pp.56-83</p>
	Topic 6: Ethnic political parties and Elections	Zuber (2012) Ethnic party competition beyond the segmented market in: Nationalities Papers, 40:6, pp.927-944
	Topic 7: Guidelines for the Midterm exam and recapitulation	<i>none</i>
	Topic 8: Ethnic political parties in Macedonia and Bulgaria	<p>Atanasov, Naumovska (2013), Multicultural societies and 'ethnic' political parties: The case of Macedonia, Bulgaria and Romania in: Journal of Education, Psychology and Social Sciences, pp.45-53</p> <p>Hajdinjak, (2008), Introduction: Thou shall not take the name ethnic or minority, and I will bless thee: Political participation of minorities in Bulgaria: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.87-126</p> <p>Taleski, (2008), Minorities and political parties in Macedonia in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.127-152</p>

	Topic 9: Ethnic political parties in Bosnia and Herzegovina	<p>Mujkić, A. (2008). We, the Citizens of Ethnopolis. University of Sarajevo - Human Rights Centre.</p> <p>Mujagić, 2015:13-34</p> <p>Kapidžić, 2015: 35-58</p>
	Topic 10: Ethnic political parties in Albania and Kosovo	<p>Visoka, (2008), Political parties and minority participation: Case of Roma, Ashkalia and Egyptians in Kosovo in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.153-178</p> <p>Sinani, (2008), Minority in Albania and their participation in public life in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.201-222</p>
	Topic 11: Ethnic political parties in Serbia and Montenegro	<p>Sindik, (2008), Introduction: The role of political parties and minority participation in Montenegro in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.178-200</p> <p>Zuber, (2011) Beyond outbidding? Ethnic party strategies in Serbia in: Party Politics 19(5) 758-777</p>
	Ethnic political parties in Croatia and Romania	<p>Caluser, (2008), Minority Participation at the Local and National Level in Romania in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.31-49</p> <p>Petricusic, (2008), The rule of political parties in minority participation in Croatia in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.49-87</p>

<p><b>Mandatory literature</b></p>	<p>Lijphart, (1994). Electoral Systems and Party Systems, Oxford University Press</p> <p>Farrell, D.M. (2011). Electoral systems: A Comparative Introduction. Palgrave Macmillan.</p> <p>Ware, (1996) Party system in: Political parties and Party system, Oxford University Press, pp.147-257</p> <p>Krouwel (2012). Electoral Transformation of Parties in: Party Transformation in European Democracies, State University of New York Press, pp.79-137</p> <p>Gerring, (2005). Minor parties in Plurality Electoral Systems in: Party Politics, pp.79-107</p> <p>Biber, , and others (2008), Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia</p> <p>Ishiyama, Breuning, (2011) What's in a name? Ethnic party identity and democratic development in post-communist politics in: Party Politics, pp.223-241</p> <p>Krouwel (2012). Ideological Transformation of Parties; Cartel Failure and Populist Success in: Party Transformation in European Democracies, State University of New York Press, pp.137-229; 267-289</p> <p>Raymond, Huelshoff, Rosenblum, (2015), Electoral systems, ethnic cleavages and experience with democracy in: International Political Science Review, pp.1-20</p> <p>Chandra, K. (2011). What is an ethnic party? Party Politics 17(2).Ishiyama (2009) Do Ethnic Parties Promote Minority Ethnic Conflict? In: Nationalism and Ethnic Politics, 15:1, pp.56-83</p> <p>Arnautović, S., Mujagić, N. Kapidžić, D. Osmić, A. &amp; Huruz, E. (2015) Pluralism and Internal Party Democracy: National Study for Bosnia and Herzegovina. Podgorica: CeMI.</p> <p>Zuber (2012) Ethnic party competition beyond the segmented market in: Nationalities Papers, 40:6, pp.927-944</p> <p>Mujkić, A. (2008). We, the Citizens of Ethnopolis. University of Sarajevo - Human Rights Centre.</p> <p>Atanasov, Naumovska (2013), Multicultural societies and 'ethnic' political parties: The case of Macedonia, Bulgaria and Romania in: Journal of Education, Psychology and Social Sciences, pp.45-53</p> <p>Zuber, (2011) Beyond outbidding? Ethnic party strategies in Serbia in: Party Politics 19(5) 758-777</p>
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Optional literature	<p>Maria Sobolewska (2005) Ethnic Agenda: Relevance of Political Attitudes to Party Choice, <i>Journal of Elections, Public Opinion and Parties</i>, 15:2, 197-214;</p> <p>Maria Spirova (2012) European integration and minority politics: ethnic parties at the EP elections, <i>East European Politics</i>, 28:1, 76-92;</p> <p>Harfst (2013) Changing the rules of the game: Determinants of successful electoral system change in Central and Eastern Europe in: <i>International Political Science Review</i>, 427-443;</p> <p>Todosijević (2002) Minority political parties and ethnic voting in subotica, <i>Nationalism and Ethnic Politics</i>, 8:3, 95-109;</p> <p>Karasimeonov (edit) (2004), Political parties and the consolidation of democracy in South Eastern Europe, Friedrich Ebert Stiftung, Institute for Political and Legal Studies;</p> <p>Karasimeonov (edit) (2005), Organizational structures and internal party democracy in South Eastern Europe, Friedrich Ebert Stiftung, Institute for Political and Legal Studies;</p> <p>Peci (edit) Electoral and Party System in Kosovo, a Perspective of Internal Party Democracy Development</p> <p>Stoilkovic, Spasojevic, Loncar (edit) How to make intra-party democracy possible? Institutional factors and internal dynamics of intra-party relations in Serbia;</p> <p>Darmanovic, Goati (edit) Electoral and Party System in Montenegro- a perspective of internal party democracy development</p> <p>Spirova (2004) Electoral rules and the political representation of the ethnic minorities: Evidence from Bulgaria and Romania, Central European University-Center for Policy Studies and Open Society Institute</p>
Scheduled dates	TBD
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Civil Society Organizations**

<b>Course Title</b>	Civil Society Organizations			
<b>Course Number</b>				
<b>Module</b>	Comparative politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Dr. Natasha Gaber-Damjanovska			
<b>Assistant lecturers</b>				
<b>Department</b>	UKIM, Institute for Sociological, Political and Juridical Research			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>				
<b>Recommended for semester</b>	3, 4			

<p><b>Course description</b></p>	<p>The course aim is to elaborate more deeply on the genesis, characteristics and nature of civic society, coupled with the set of rights that correspond closely to the manner in which civic activity is manifested. Making a distinction from other entities, the rich gamma of civil society organizations draws the attention on genuine civic activity, awareness raising on various issues, the offer of expertise and practical knowledge, emphasize their grassroots important role, but also puts attention on the alternative answers to societal needs which are not addressed by the state or other factors. Civil society is the connecting tie between society, the state and economic entities- it creates „stem cells” of emerging policies based on real social needs. Trough this course students should gain deeper understanding on how consolidating healthy relations among various actors guarantees a vibrant and developing society. The course also targets the systemic and legal elaboration of CSOs position and the legal issues that arise (promotion of human rights, volunteering, partner relations, taxation, lobbying, etc)</p> <p>Contents of the course:  Civic society in theory and its recent history (introduction, basic terms and characteristics);  General legal rules that set the frame for CSOs operation, organizational entities and values it envisages;  CSO societal benefits: political participation, lobbying, CSO code of ethics, distinction between genuine CSOs and other organizations (GONGOS and QUANGOS);  CSO relation with the state, local self-government, business entities and other social entities;  Right to free speech, right to peaceful protest, right to assembly in correlation with the CSO activities (enjoying these rights according to the European Convention of Human Rights, through the ECHR practice)</p>
<p><b>Intended learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Knowledge about the nature and substance of civic society organizations and the way they operate;</li> <li>• Ability to differentiate the nature of CSO activity from other entities and their activities (political parties, the state institutions, trade unions, business activities);</li> <li>• Understanding of the civic society value promoting („higher cause”);</li> <li>• Learning about the variety of SCO organizations, their legal status and gamma of rights most frequently practiced;</li> <li>• Knowledge on the ECHR practice regarding cases involving CSOs and the gamma of rights of their particular interest;</li> <li>• Ability to recognize, analyze and write about CSOs activities, strategies, projects, policies and issue advocacy;</li> <li>• Awareness of the important democratic role CSOs have in modern societies that nurture democratic values.</li> </ul>
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The contribution of this course consists of offering a holistic approach on all entities that are involved in societal processes, that is – improving knowledge on the status, role and democratic importance of the CSOs in modern societies.</p>

<b>Expected prerequisite knowledge</b>	None.										
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>20%</td></tr> <tr> <td>Final Exam</td><td>60 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Active Participation	20%	Final Exam	60 %	Paper (Essay, Research)	20 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage										
Active Participation	20%										
Final Exam	60 %										
Paper (Essay, Research)	20 %										
<b>Total</b>	<b>100 %</b>										
<b>Specific requirements</b>	None										
<b>Pre-Conditions for examination</b>	Seminar paper submitted.										

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Seminar paper</td><td>30 %</td></tr><tr><td>3. Group work</td><td>20 %</td></tr><tr><td>4. Case studies</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Seminar paper	30 %	3. Group work	20 %	4. Case studies	30 %	<b>Total</b>	<b>100 %</b>				
	Activity	Percentage																
	1. <i>Ex cathedra</i>	20 %																
	2. Seminar paper	30 %																
	3. Group work	20 %																
	4. Case studies	30 %																
	<b>Total</b>	<b>100 %</b>																
<b>Assignmen t/ Activity</b>	<b>Teaching activity</b>	<b>Work load</b>	<b>Assessme nt activity</b>	<b>Assessmen t criteria</b>	<b>Percentag e of final grade</b>													
Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	20%													
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	45	Continius writing, presentation (Moodle) and final finishing of paper.	Completnes s, consistency, accuratness , ... of the text.	30%													
Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation ; sufficient summary; ...	20%													
Case studies	General guidance; Interactive approach where studennts prepare case studies on lobbying on specific issues and present/dissc us them.	45	Quality of presentation; Engagemen t in discussions.	Clearness of presentation ; sufficient summary; ...	30%													
<b>Total</b>		<b>150 h<sup>4</sup></b>			<b>100 %</b>													
<b>Course content</b>	The course encompasses aspects of the theory, legal status and practice of CSOs existence trough which they contribute in today"s democratic processes.																	
<b>List of</b>	<i>Topic</i>			<i>Required reading</i>														

<sup>4</sup> based on [EXCT-CP \* 25], here 4 are assumed



<b>contents/topics</b>	Theoretical introduction basic characteristics; what is civil society and why does it matter?	Mandatory literature 1, 2
	CSOs legal standing in comparative perspective (the country context); which are the legal barriers; international principles of CSO protection	Mandatory literature 6, 9
	Right to associate, freedom of speech, right to peaceful protest	Mandatory literature 6, 9, 5
	ECHR cases analysis	Mandatory literature ECHR leading cases
	Issues: Not-for-profit status, public benefit status, lobbying, donations, taxation, volunteering, media and issue campaigning, networking, "policy" or "politics"	Mandatory literature 4, 5, 6, 8, 9
	Process of political decision making, building partnerships; government code of practice on consultation; code of ethics	Mandatory literature 8
	International networking; international processes	Mandatory literature 1, 2, 5
	Preventing negative trends as a backlash against democratic trends (counterterrorism, abuse of CSOs activities, money laundering)	Mandatory literature 1, 2, 6
<b>Mandatory literature</b>	<p>Having in mind that the area of study is rather heterogeneous and complex, literature will consist of parts of university textbooks, domestic and international legal documents, judicial practice, strategies, research, analysis and other information available. Students are encouraged to use their academic curiosity to search for ideas and information in order to gain more knowledge on the subject.</p> <ol style="list-style-type: none"> <li>1. World Politics-Trends and Transformation, Charles W.Kegley, Tenth Edition, Thomson-Wadsworth, 2009, Chapter 6 Non-state actors in the interstate system and Chapter 7 Humanitarian challenges and the protection of human rights p.168-258</li> <li>2. The Human Polity Kay Lawson, A comparative introduction to political science, Fifth edition, Houghton Mifflin Company, 2003, Chapter 5 Organizing for politics: the group p.164-206</li> <li>3. Selected cases of the ECHR judicial practice</li> <li>4. Global Trends in NGO Law, Quarterly review, ICNL</li> <li>5. Defending Civil Society, A Report of the World Movement for Democracy, ICNL, WMD at NED, 2011</li> <li>6. International Civil Society Law Douglas Rutzen, Adam Kolker, PennLaw 2008 (university textbook used by author's consent)</li> <li>7. Code of Ethics &amp;NGOs WANGO 2004</li> <li>8. Commission of the European Communities, Communication from the Commission, Towards a reinforced culture of consultation and dialogue - General principles and minimum standards for consultation of interested parties by the Commission, 2002</li> <li>9. Freedom of Association Handbook, Zvonimir Mataga, USAID, ECNL, 2006</li> </ol>	

<b>Optional literature</b>	<ol style="list-style-type: none"> <li>1. Davitkovski-Gaber Commentary on the law on citizen's associations and foundations (English) MCIC, USAID and ICNL, Skopje, 1999</li> <li>2. "Foundations in Europe", Society Management and Law, Edited by Andreas Schlutter, VolkerThen &amp; Peter Walkemhorst, Bertelsmann Foundation, Directory of social change, CAF 2001</li> <li>3. Robert D.Herman &amp;Associates, The Jossey-Bass Handbook of Nonprofit Leadership and Management, Jossey-Bass Publishers, San Francisco, 1994</li> <li>4. John M.Bryson, "Strategic Planning for Public and Nonprofit Organizations", Jossey-Bass Publishers, San Francisco, 1995</li> <li>5. Gabriel A.Almond, Sidney Verba, "The Civic Culture", SAGE Publications, 1989</li> <li>6. A Critical Look at Building Democracy in Eastern Europe and Eurasia, "The Power and Limits of NGOs", Sarah E.Mendelson and John K.Glenn, Editors, Columbia University Press New York 2002</li> <li>7. "Can NGOs Make a Difference?", The challenge of development alternatives, Edited by A.Bebbington, S.Hickey, D.Mitlin, Zed Books London &amp; New York, 2008</li> <li>8. "NGOs and Civil Society-Democracy by Proxy?" Ann C. Huddock, Polity Press, 2005</li> <li>9. Civil Society Index on various states – CIVICUS research with periodical follow-up</li> <li>10. Code of Practice on Consultation, United Kingdom Cabinet Office, Better Regulation Executive, 2004</li> </ol>
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	No.

**Joint MA in Political Science: Integration and Governance**  
**Module: International Relations**  
**Course: Politics of International Law**

Course Title	Politics of International Law			
Course Number	TBC			
Module	International Relations			
Type of Courses	Seminar			
ECTS credits	6			
Number of teaching hours	30			
Lecturers	Mirjana Najchevska,			
Assistant lecturers	Ass. Viktorija Jakjimovska			
Department	University Ss Cyril and Methodius, Institute for Sociological, Political and Juridical Research.			
Curricula	Joint MA in Political Science: Integration and Governance			
Compulsory/elective	E		E	E
Entry level criteria	Course Basic Texts in International Relations.			
Recommended for semester	3 or 4 semester			

<b>Course description</b>	<p>International politics today is interrelated with international legal concepts and practices. On the one hand, the political actions of states and other actors create, inform, and shape international law. On the other hand, states have constructed an international legal realm within which law structures and disciplines politics in a variety of ways. This course starts from the assumption that increasingly policymakers need to know more about international law in order to understand and act in world politics. The principal aim of the course is thus to examine the relationship between law and politics at the international level. The course will explore - through lectures, interactive discussions and participation of guest speakers - the legal framework that governs international relations.</p> <p>The course provides an introduction to some aspects of the method and substance of international law. It employs theoretical and practical lenses to illuminate central questions about international law – how international law is made, how it is interpreted, and how states and other actors come to comply with it – and to explore the dynamics of different issue areas. While it examines some substantive legal issues, the focus is on the impact of the interplay of law and politics on those regimes. In particular, the course will explore the following issues: How do we explain where particular laws and norms come from? Why do states commit to international treaties and to soft law? How do these affect the global politics and the outcomes of particular events? How often do states obey or comply with international law, and why?</p>
<b>Intended learning outcomes</b>	<p>The main expected learning outcomes are:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- critical understanding of the fundamental principles of public international law in an era of rapid societal developments, globalization and global governance.</li> <li>- emerging issues in practice that real life policy makers face including coping with ambiguity of international law.</li> </ul> <p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>- ability to connect political with legal analysis,</li> <li>- ability to participate and conduct negotiations, debate, other decision-making procedures taking into account international legal perspective,</li> <li>- ability to think and act critically when drafting and implementing policies related to international law.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- conduct legal research, legal writing, and oral communication.</li> <li>- interpret international legal norms,</li> <li>- analytical and problem-solving skills through the framework of public international law.</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>- understanding how politics and law interact in shaping international relations today,</li> <li>- applying the acquired legal knowledge to concrete political problems.</li> </ul>
<b>Expected prerequisite knowledge</b>	<p>By providing a basic knowledge in public international law, this course is addressed to anyone interested in the rules governing international relations. Basic knowledge in international relations is required.</p>

<b>Assessment methods</b>		
	<b>Activity</b>	<b>Percentage</b>
	Mid-term exam	30 %
	Final exam	40 %
	Case Papers	20 %
	Pleadings	10%
	<b>Total</b>	<b>100 %</b>
<b>Pre-Conditions for examination</b>	80 % class attendance, submission of one case paper and one oral pleading.	

Teaching methods	There are different teaching methods used being inter-linked among themselves: - <i>Classical lectures</i> (introduction to the issues of international law). - <i>Case studies</i> (increase the capacity of students for critical understanding of the role, complexities and the impact of international law in international affairs). - <i>Pleadings</i>																	
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. Ex cathedra</td><td>20 %</td></tr><tr><td>2. In-class discussions</td><td>20%</td></tr><tr><td>3. Case papers</td><td>30 %</td></tr><tr><td>4. Pleadings</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>						Activity	Percentage	1. Ex cathedra	20 %	2. In-class discussions	20%	3. Case papers	30 %	4. Pleadings	30 %	<b>Total</b>	<b>100 %</b>
	Activity	Percentage																
	1. Ex cathedra	20 %																
	2. In-class discussions	20%																
	3. Case papers	30 %																
	4. Pleadings	30 %																
	<b>Total</b>	<b>100 %</b>																
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percent age of final grade												
	Ex cathedra	Ex cathedra lectures, especially on the introductory parts.	30	Exams	Open-book written examination (Case-study questions; hypothetical questions)	20 %												
In-class discussions	Interactive approach whereby students prepare themselves on the basis of the materials and actively discuss the key issues and case studies.	30	Engagement in discussions	Critical engagement with the topic. Quality and clarity of arguments.	20%													
Case papers	Individual case analysis from the point of view of an international political-legal expert both working within the tradition of international law, and is aware of the political context and constraints.	45	2 case papers of 2000 words	Legal argument developed on legal norms - custom and treaties.  Evidence of a clear, consistent and well supported thesis statement.	30%													
Simulation	Simulation of a process where students learn to grasp a complexity of a situation and use legal tools in order to achieve and/or maintain the desired political outcome.	45	Oral pleadings to a pre-assigned case	Presentation skills, eloquence, clarity. Coherent and persuasive arguments responsive to the assigned case.  Thoughtful and consistent engagement of legal concepts to defend the desired political outcome.	30%													
Total		150 h <sup>5</sup>			100 %													

<sup>5</sup> based on [EXCT-CP \* 25], here 6 are assumed

Course content	<p>The course is scheduled as follows:</p> <p><b>Part I. International law as law</b>  Topic 1: Introduction: law in international affairs  Topic 2: Sources of international law  Topic 3: Sovereignty and law (inclusion; exclusion)  Topic 4: International law and indeterminacy</p> <p><b>Part II. International law as a system</b>  Topic 5: Law and force  Topic 6: Laws of war  Topic 7: The law and politics of International human rights law  Topic 8: The law and politics of International criminal law  Topic 9: Tackling complexity</p> <p><b>Part III. The rule of (international) law</b>  Topic 10: Equality  Topic 11: Courts in world politics  Topic 12: Compliance, state responsibility and enforcement  Topic 13: The limits of international law</p>	
List of contents/ topics	Topic	Required reading
	<b>Part I. International law as law</b>	
	<p><b>1. Introduction: law in international affairs</b></p> <ul style="list-style-type: none"> <li>▪ Interpreting state behaviour: 'law' or 'politics'?</li> <li>▪ How do politics and law relate to each other?</li> <li>▪ What is international law?</li> <li>▪ Why do foreign policy makers need international law?</li> </ul> <p><b>2. Sources of International law</b></p> <ul style="list-style-type: none"> <li>▪ The question of legal and political obligation ("lawfulness v. legitimacy")</li> <li>▪ Hard law and soft law</li> <li>▪ Hierarchy of norms</li> </ul>	<p>*H. J. Morgenthau, "Positivism, Functionalism, and International Law" (1940) 34 <i>American Journal of International Law</i> 260.</p> <p>* R. Higgins, <i>Problems and Process, International Law and How we Use It</i> (OUP 1994), pp. 1-16.</p> <p>*M. Koskenniemi, "The Politics of International Law " (1990) 1 <i>European Journal of International Law</i> 1.</p> <p>*H. Thirlway, "The Sources of International Law", in M. Evans (ed.) <i>International Law</i> (OUP 2014), pp. 91-117.</p> <p>*K. Abbott and D. Snidal, "Hard and Soft Law in International Governance" (2000) 54 <i>International Organization</i> 421.</p>

	<b>3. Sovereignty (inclusion, exclusion)</b> <ul style="list-style-type: none"> <li>▪ Sovereignty and its limits</li> <li>▪ Sovereignty as evolving legal value</li> <li>▪ The right to self-determination as right and challenge to statehood</li> <li>▪ Case study: Kosovo</li> </ul>	<p>*J. Crawford, "Sovereignty as a Legal Value" in J Crawford and M Koskeniemi, <i>The Cambridge Companion of International Law</i> (CUP 2012), pp. 117-133.</p> <p>*M. Koskeniemi, "National Self-Determination Today. Problems of Legal Theory and Practice" (1993) 43 <i>International &amp; Comparative Law Quarterly</i> 241.</p> <p>*Documents</p> <p>- Accordance with International Law of the Unilateral Declaration of Independence in Respect of Kosovo, Advisory opinion (2010) 49 ILM 1404, 22nd July 2010, International Court of Justice [ICJ].</p>
	<b>4. International law and indeterminacy</b>	<p>*I. Scobbie, "Towards the elimination of International Law : Some Radical Scepticism about Sceptical Radicalism" (1990) 61 <i>British Yearbook of International Law</i> 346.</p> <p>*J. A. Beckett, "Rebel without a Cause ? Martti Koskeniemi and the Critical Legal Project" (2006) 7 <i>German Law Journal</i> 1064.</p> <p>*Documents</p> <p>- <i>Legality of the Use by a State of Nuclear Weapons in Armed Conflict, Advisory Opinion, ICJ Reports 1996</i>, p. 263.</p>
	<b>Part II. International law as a system</b>	
	<b>5. Law and Force (1)</b> <ul style="list-style-type: none"> <li>▪ the prohibition of the use of force</li> <li>▪ civil wars and the use of force: invitation and intervention</li> </ul>	<p>*C. Grey, <i>International Law and the Use of Force</i> (OUP 2008), pp.1-67.</p> <p>*M. Koskeniemi, "The Lady Doth Protest too Much' Kosovo, and the Turn to Ethics in International Law" (2002) 65 <i>The Modern Law Review</i> 159.</p> <p>*T. Ruys, "Of Arms, Funding and Non-lethal Assistance – Issues supporting Third State Intervention in Syrian Civil War" (2014) 13 <i>Chinese Journal of International Law</i> 13.</p> <p>*Documents:</p> <p>- Security Council Resolution 1244 (1999), UN Doc. S/RES/1244 (10 June 1999).</p>



	<p><b>6. Law and force (2)</b></p> <ul style="list-style-type: none"> <li>▪ Self-defence and collective security</li> <li>▪ Use of force against terrorism</li> <li>▪ Case study: Syria.</li> </ul>	<p>*M. Wood, "Self-defence and collective security: Key Distinctions" in M. Weller (ed.) <i>The Oxford Handbook on the Use of Force in International Law</i> (OUP 2015), pp. 720-736.</p> <p>*L. Moir, "Activities against Host States of Terrorist Groups", in M. Weller (ed.) <i>The Oxford Handbook on the Use of Force in International Law</i> (OUP 2015), pp. 720-736.</p> <p>*M. Weller, "Permanent Imminence of Armed Attacks: Resolution 2249 (2015) and the Right to Self-Defence against Designated Terrorist Groups", <i>European Journal of International Law blog "EJIL: Talk!"</i> 25 November 2015.</p> <p>*Documents: - Security Council Resolution 2249 (2015), UN Doc. S/RES/2249 (20 November 2015).</p>
	<p><b>7. Laws in war (1)</b></p> <ul style="list-style-type: none"> <li>▪ International humanitarian law governing the conduct of states and individuals</li> <li>▪ Case study: Armed conflicts in the former Yugoslavia</li> </ul>	<p>*M. Sassoli, Introduction to International Humanitarian Law, UN Lecture Series, 26 September 2013, available at: <a href="http://legal.un.org/avl/ls/Sassoli_LAC.html">http://legal.un.org/avl/ls/Sassoli_LAC.html</a>.</p> <p>* M. Sassoli, "The legal qualification of the conflicts in former Yugoslavia: double standards or new horizons for international humanitarian law?" in S. Yee and T. Wang, <i>International law in the Post-Cold world: essays in memory of Li Laopei</i> (Routledge 2001), pp. 307-333.</p> <p>*Documents: - ICRC, <i>The Establishment of Protected Zones for Endangered Civilians in Bosnia and Herzegovina</i>, 30 October 1992. - Amnesty International, "Collateral Damage" or Unlawful Killings? Violations of the Laws of War by NATO during Operation Allied Force, Eur 70/018/2000, 6 June 2000, available on <a href="http://www.amnesty.org">http://www.amnesty.org</a>].</p>

	<p><b>8. Laws in war (2)</b></p> <ul style="list-style-type: none"> <li>▪ IHL and armed conflict in contemporary international law and in contemporary international community</li> <li>▪ Case study: Targeted killings (drones, battlefield, and asking the right questions).</li> </ul>	<p>*G. Blum and P. Heymann, "Law and Policy of Targeted Killings" (2010) <i>Harvard Law School National Security Journal</i>, available at: <a href="http://harvardnsj.org/2010/06/law-and-policy-of-targeted-killing/">http://harvardnsj.org/2010/06/law-and-policy-of-targeted-killing/</a> .</p> <p>* Documents:</p> <ul style="list-style-type: none"> <li>- Remarks by the President Obama at the National Defense University, The White House, 23 May 2013, available at: <a href="https://www.whitehouse.gov/the-press-office/2013/05/23/remarks-president-national-defence-university">https://www.whitehouse.gov/the-press-office/2013/05/23/remarks-president-national-defence-university</a></li> <li>- US Policy Standards and Procedures for the Use of Force in Counterterrorism Operations Outside the United States and Areas of Active Hostilities, The White House, 23 May 2013, available at: <a href="http://www.whitehouse.gov/sites/default/files/uploads/2013.05.23_fact_sheet_on_ppg.pdf">http://www.whitehouse.gov/sites/default/files/uploads/2013.05.23_fact_sheet_on_ppg.pdf</a></li> <li>- Statement by Ben Emmerson, UN Special Rapporteur on Counter-Terrorism and Human Rights concerning the launch of an inquiry into the civilian impact, and human rights implications of the use of drones and other forms of targeted killing for the purpose of counter-terrorism and counter-insurgency, United Nations, Human Rights, Office of the High Commissioner, January 2013, available at: <a href="http://www.ohchr.org/Documents/Issues/terrorism/SRCTBenEmmersonQC.24January12.pdf">http://www.ohchr.org/Documents/Issues/terrorism/SRCTBenEmmersonQC.24January12.pdf</a>.</li> </ul>
	<p><b>9. Law and the politics of human rights (1)</b></p> <ul style="list-style-type: none"> <li>▪ Do human rights „trump“ over politics?</li> <li>▪ Conduct, discourse and hypocrisy</li> <li>▪ Accountability for human rights violations</li> <li>▪ Case study: Treatment of detainees held in Guantanamo naval base.</li> </ul>	<p>*M. Koskeniemi, "Human Rights, Politics, and Love. Mennesker &amp; Rettigheter" (2001) 4 <i>The Nordic Journal of Human Rights</i> 33.</p> <p>*S. Marks, "Appologizing for torture" (2004) 73 <i>Nordic Journal of International Law</i> 365.</p> <p>*Documents:</p> <ul style="list-style-type: none"> <li>- UN Human Rights Commission, Situation of Detainees at Guantanamo Bay, UN Doc. E/CN.4/2006/120, 27 February 2006.</li> <li>- Reply of the Government of the United States of America to the Report of the Five UNCHR Special Rapporteurs on Detainees in Guantanamo Bay, Cuba, 10 March 2006.</li> </ul>

	<p><b>10. Law and the politics of human rights (2)</b></p> <ul style="list-style-type: none"> <li>UN sanctions and protection of individual rights</li> </ul>	<p>*M. Reisman and D. L. Stevick "The Applicability of International Law Standards to United Nations Economic Sanctions Programme" (1998) 9 <i>European Journal of International Law</i>, pp. 86–141.</p> <p>*A. Tzanakopoulos, "Human Rights and United Nations Security Council Measures" in E. de Wet &amp; J. Vidmar (eds), <i>Norm Conflicts in Public International Law: The Place of Human Rights</i></p> <p>* Documents</p> <p>- Report of Special Rapporteur M Scheinin on the Promotion and Protection of Human Rights and Fundamental Freedoms while Countering Terrorism (6 August 2010) UN Doc A/65/258.</p>
	<p><b>11. Law and the politics of international criminal law (1)</b></p> <ul style="list-style-type: none"> <li>From Nuremberg to The Hague: crimes, responsibility and prosecutions at international level: justice for all?</li> </ul>	<p>*R. Cryer, <i>et al.</i>, <i>An Introduction to International Criminal Law and Procedure</i> (CUP 2010), pp. 3-39.</p> <p>*T. Meron and J. Galbraith, "Nuremberg and Its Legacy", in Noyes, Dickinson and Janis (eds.), <i>International Law Stories</i> (Foundation Press), pp. 13-43.</p> <p>*Documents</p> <p>- United Nations Diplomatic Conference of Plenipotentiaries on the Establishment of an International Criminal Court, Rome, 15 June - 17 July 1998 Official Records Volume II, pp. 60-128.</p>
	<p><b>12. Law and politics of international criminal law (2)</b></p> <ul style="list-style-type: none"> <li>UN International Criminal Tribunals</li> <li>can criminal trials deal with "catharsis", "memory", "justice", "reconciliation"?</li> </ul>	<p>*W. A. Schabas, <i>The UN International Criminal Tribunals; for the former Yugoslavia, Rwanda and Sierra Leone</i> (CUP 2006), Chapter 3.</p> <p>*M. Koskeniemi, "Between Impunity and Show Trials" (2002) 6 <i>Max Planck Yearbook of the United Nations Law</i> 1.</p> <p>*M. Milanovic, "The Impact of the ICTY on the Former Yugoslavia: An Anticipatory Postmortem" (2016) <i>American Journal of International Law</i> (forthcoming), available at: <a href="http://ssrn.com/abstract=275505">http://ssrn.com/abstract=275505</a>.</p>

	<p><b>13. Tackling complexity</b></p> <ul style="list-style-type: none"> <li>▪ Substantive fragmentation</li> <li>▪ Self-contained regimes</li> <li>▪ How does fragmentation affect politics of international law? Who benefits from it and who loses?</li> </ul>	<p>*M. Koskenniemi, and P. Leino, "Fragmentation of International Law? Postmodern anxieties" (2002) 15 <i>Leiden Journal of International Law</i> 553.</p> <p>*B. Simma, and D. Pulkowski, "Of Planets and the Universe: Self-Contained Regimes in International Law" (2006) 17 <i>European Journal of International Law</i> 483.</p> <p>*B. Simma, Universality of International Law from the Perspective of a Practitioner (2009) 20 <i>European Journal of International Law</i> 265.</p> <p>*Documents:</p> <ul style="list-style-type: none"> <li>- <i>Prosecutor v. Tadic (Appeal against Conviction)</i>, (1999) 124 ILR 62 (paras. to be added).</li> <li>- <i>Application of the Convention on the Prevention and Punishment of the Crime of Genocide (Bosnia and Herzegovina v Serbia and Montenegro)</i>, Judgment, ICJ Reports 2007 (paras. to be added).</li> </ul>
<b>Part III. The Rule of (International) Law</b>		
	<p><b>14. Equality before the law</b></p> <ul style="list-style-type: none"> <li>▪ Formal equality of states</li> <li>▪ Substantive inequality among equal sovereigns</li> <li>▪ "Enclaves" of justice</li> </ul>	<p>* G. Simpson, <i>Great Powers and Outlaw States: Unequal Sovereigns in the International Legal Order</i> (CUP 2004), pp. 25-62.</p> <p>* A. Watts, "The International Rule of Law" (1992) 36 <i>German Yearbook of International Law</i> 22.</p> <p>* J. Crawford, "Realism, Scepticism and the Future world Order: Some Thoughts on Julius Stone's Contribution to International Law" (1991) 13 <i>Sydney Law Review</i> 489.</p>
	<p><b>15. Courts in world politics</b></p> <ul style="list-style-type: none"> <li>▪ Judicial bodies across different issue areas in world politics</li> <li>▪ Authority of international courts and tribunals</li> <li>▪ International courts as 'activists' on behalf of global values or an international community, or as servants of the states that have created them?</li> </ul>	<p>*B. Kingsbury, "International Courts: Uneven Judicialization in the Global Order", in J. Crawford and M. Koskenniemi (eds.) <i>Cambridge Companion to International Law</i> (CUP 2011), pp. 203–27.</p> <p>* S. Nouwen, "Justifying justice", in J Crawford and M Kosskeniemi, <i>The Cambridge Companion of International Law</i> (CUP 2012), pp. 327-351.</p> <p>*R. McKenzie and P. Sands, "International Courts, Tribunals and the Independence of the International Judge" 44 (2003) <i>Harvard International Law Journal</i> 271.</p>

	<b>16. Compliance, state responsibility and enforcement</b>	<i>*A. Aust, Handbook of International Law</i> (CUP 2010), pp.376-395.  <i>*J. Goldsmith and E. Posner, The Limits of International Law</i> (OUP 2007), Ch. 3.  <i>*L. Henkin, International Law: Politics and Values</i> (Martinus Nijhoff 1994), pp. 45-62.
	<b>17. Achievements and limitations</b> <ul style="list-style-type: none"><li>▪ Law and politics: formalism and instrumentalism</li><li>▪ Is international law a tool for the hegemons?</li><li>▪ Where do we go from here?</li></ul>	<i>*M. Koskenniemi, "International Law and Hegemony: A Reconfiguration"</i> (2004) 17 <i>Cambridge Review of International Affairs</i> 197.  <i>*M. Koskenniemi, "The Fate of Public International Law: Between Technique and Politics"</i> (2007) 70 <i>Modern Law Review</i> 1.
<b>Mandatory literature</b>	The course does not use a particular textbook. A collection of readings are prepared as a course pack for every student.	
<b>Optional literature</b>	<i>J. Crawford and M. Koskenniemi, The Cambridge Companion of International Law</i> (CUP 2012). <i>J.L. Dunoff, and M.A. Pollack (eds), Interdisciplinary Perspectives on International Law and International Relations: The State of the Art</i> (CUP 2013). <i>M. Koskenniemi, The Politics of International Law</i> (Hart 2011). <i>R.S. Christian (ed) The Politics of International Law</i> (CUP 2004).	
<b>Scheduled dates</b>	TBC	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	The course will be taught in an interactive way, and its success depends on all students being well prepared for, and ready to participate in, each session. Students are asked to prepare each class by reading the relevant articles and materials.  In addition to the classical lectures, guest speakers( diplomats, legal advisers, human rights advocates, UN staff) will be invited on a regular basis to share their expertise, discuss pressing concerns of the international community, and reflect on the application of international law to them.	

**Joint MA in Political Science: Integration and Governance**  
**Module: European Integration**  
**Course: Interest Groups and Lobbying in the EU**

<b>Course Title</b>	Interest groups and lobbying in the EU			
<b>Course Number</b>	TBA			
<b>Module</b>	European integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Aneta Cekik			
<b>Assistant lecturers</b>				
<b>Department</b>	Institute for sociological, political and juridical research			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Course Basic Texts in EU Integration			
<b>Recommended for semester</b>	3, 4			

<p><b>Course description</b></p>	<p>This course focuses on the role of interest groups in EU policy-making. Aside from formal institutions, large variety of actors is involved in the creation of EU policies including business associations, professional associations, trade unions, NGOs and many others. These interest groups provide technical and political information to policy makers and help in implementation of public policy. In exchange for information, interest groups gain access and possibilities to influence politics in their preferred direction. Thus, relevant questions as to which types of interests are able to mobilize and act at EU level and to influence public policies are raised. What are the lobby targets of interest groups? Are there cross national differences in the lobbying activities of interest groups? What are the implications for EU democracy- do interest groups enhance or undermine democratic legitimacy in the EU? Focusing on these and similar questions students of this course will gain knowledge and ability to use theoretical and methodological tools to analyze interest group activity in the EU multilevel system.</p> <p>Contents of the course:</p> <p>Theoretical approaches in the study of interest groups in the EU  Interest groups population in the EU- types and numbers of interests engaged in EU lobbying  Lobbying the EU institutions (European Commission, European Parliament, Council of the EU, European court of justice)  IGs access and strategies- empirical research findings  National route vs. direct lobbying in Brussels/Multilevel governance and interest groups  Europeanization of interest groups  Which groups are more influential in the EU?  Democracy and interest groups in the EU/Transparency and legitimacy of EU lobbying</p>
<p><b>Intended learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Ability to systematize theoretical and empirical knowledge on interest groups activity in the EU</li> <li>• Knowledge on the political process in the EU, through the activity of interest groups and their interaction with political institutions</li> <li>• Understand the research design and the methods of current research of interest groups in a multilevel system</li> <li>• Ability to individually set up a research design and to conduct research within the area of interest groups and lobbying</li> <li>• The ability to write seminar papers according to academic standards and to give policy recommendations ("speaking to practice")</li> <li>• The ability to present research results, including the results of their own research projects</li> </ul>
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The contribution of this course to the module consists of:</p> <p>In depth knowledge of the activities of interest groups as a type of political actor in EU politics;</p> <p>Practical knowledge on the decision making process in the EU through the analysis of case studies;</p> <p>Ability to analyse political behaviour of national political actors in a multilevel system.</p>

<b>Expected prerequisite knowledge</b>	Basic texts in European integration.										
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>20%</td></tr> <tr> <td>Final Exam</td><td>60 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Active Participation	20%	Final Exam	60 %	Paper (Essay, Research)	20 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage										
Active Participation	20%										
Final Exam	60 %										
Paper (Essay, Research)	20 %										
<b>Total</b>	<b>100 %</b>										
<b>Specific requirements</b>	None										
<b>Pre-Conditions for examination</b>	Course Basic Texts EU Integration										



Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Seminar paper</td><td>30 %</td></tr><tr><td>3. Group work</td><td>20 %</td></tr><tr><td>4. Case studies</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Seminar paper	30 %	3. Group work	20 %	4. Case studies	30 %	<b>Total</b>	<b>100 %</b>				
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	1. <i>Ex cathedra</i>	20 %																
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	<b>Total</b>	<b>100 %</b>																
Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade													
Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	20%													
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	45	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	30%													
Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	20%													
Case studies	General guidance; Interactive approach where studennts prepare case studies on lobbying on specific issues and present/disscus them.	45	Quality of presentation; Engagement in discussions.	Clearness of presentation; sufficient summary; ...	30%													
<b>Total</b>		<b>150 h<sup>6</sup></b>			<b>100 %</b>													
Course content	The course covers theoretical topics on the role of interest groups in EU politics and research approaches in their study.																	
List of contents/topics	Topic			Required reading														
	Theoretical approaches in the study of interest groups in the EU			Eising (2008); Chapter 1 of Coen and Richardson (eds.) (2009)														
	Interest groups population in the EU- types and numbers of interests engaged in EU lobbying			Wonka et al. (2010); Chapter 1 of Coen and Richardson (eds.) (2009); Berkhout, J. and D. Lowery (2008)														

<sup>6</sup> based on [EXCT-CP \* 25], here 4 are assumed

	Lobbying of EU institutions (European Commission, European Parliament, Council of the EU, European court of justice)	Bowen, 2009 (ch.2 of Coen and Richardson (eds.)); Lehman, 2009 (ch.3 of Coen and Richardson (eds.)); Heyes-Renshaw, 2009 (ch.4 of Coen and Richardson (eds.)); McCown, 2009 (ch.5 of Coen and Richardson (eds.)).
	IGs access and strategies- empirical research findings	Beyers, 2002; Eising 2007; Dür and Mateo, 2013
	National route vs. direct lobbying in Brussels- Multilevel governance and interest groups	Beyers and Kerremans, 2012; Dür and Mateo, 2012
	Europeanization of interest groups (in old and newer member states)	McCaley, 2011; Dur and Mateo, 2014; Borzel and Byzogany, 2010
	Which groups are more influential in the EU?	Dür and Di Bievre, 2007 Klüver, 2013 (chapter 7) Dür, Bernhagen and Marshall, 2015
	Democracy and interest groups in the EU/Transparency and legitimacy of EU lobbying- newest developments	Greenwood, 2011a (chapter 3), Greenwood, 2011b

<p><b>Mandatory literature</b></p>	<p>Coen David, Richardson Jeremy, (eds.) (2009) <i>Lobbying in the European Union: Institutions, Actors and Issues</i>. Oxford University Press. (selected chapters).</p> <p>Wonka Arndt, Baumgartner Frank R, Mahoney Christine and Berkhout Joost (2010) Measuring the size and scope of the EU interest group population, <i>European Union Politics</i> Vol. 11 (3): 463-476.</p> <p>Dür A., De Bievre D., (2007) Inclusion without Influence? NGOs in European Trade Policy, <i>Journal of Public Policy</i>, Vol. 27, No. 1, pp. 79-101</p> <p>Dür Andreas and Mateo Gemma (2012) Who Lobbies the European Union? National Interest Groups in a Multilevel Polity. <i>Journal of European Public Policy</i> Vol. 19(7): 969-987.</p> <p>Dür A. and Mateo G. (2013) Gaining access or going public? Interest group strategies in five European countries. <i>European Journal of Political Research</i> Vol. 52(5): 660-686.</p> <p>Dür, A. and Matteo, G. (2014) The Europeanization of interest groups: Group type, resources and policy area. <i>European Union Politics</i> Online first, 06 May 2014.</p> <p>Dür, A, Bernhagen P. and Marshall D. (2015) Interest groups success in the European Union: when (and why) does business lose? <i>Comparative political studies</i>, Vol. 48 (8): 951-983.</p> <p>Eising, Reiner (2008) Interest groups in EU policy making, <i>Living Reviews in European Governance</i>, Vol. 3, 2008, No. 4. [Online Article] [08.03.2010], <a href="http://www.livingreviews.org/lreg-2008-4">http://www.livingreviews.org/lreg-2008-4</a></p> <p>Eising, Reiner (2007) Institutional Context, Organizational Resources and Strategic Choices: Explaining Interest Groups Access to the European Union". <i>European Union Politics</i> 8 (3): 329-362</p> <p>Berkhout, J. and D. Lowery (2008) Counting organised interests in the European Union: A comparison of data sources, <i>Journal of Public Policy</i>, 15(4): 489–513</p> <p>Beyers J. (2002) Gaining and seeking access: The European adaptation of domestic interest associations. <i>European Journal of Political Research</i> Vol. 41(5): 585-612.</p> <p>Beyers, J., Kerremans B., (2012) Domestic Embeddedness and the Dynamics of Multilevel Venue Shopping in Four EU Member States. <i>Governance: An International Journal of Policy, Administration, and Institutions</i> 25 (2): 263-290.</p> <p>McCauley, D. (2011) Bottom-Up Europeanization <i>Exposed: Social Movement Theory and Non-state Actors in France</i>. <i>Journal of Common Market Studies</i> 49 (5): 1019-1042.</p> <p>Börzel, T. and Buzogany, A. (2010) Governing EU accession in transition countries: The role of non-state actors. <i>Acta Politica</i>. 45(1/2): 158-182.</p> <p>Klüver H. (2013) <i>Lobbying in the European Union: Interest groups, lobbying coalitions and Policy change</i>. Oxford University Press (Chapter 7).</p> <p>Greenwood, J (2011a) (3rd edtn.) <i>Interest Representation in the European Union</i>. Basingstoke: Palgrave Macmillan (chapter 3)</p> <p>Greenwood, J (2011b) The lobby regulation element of the European Transparency Initiative: between liberal and deliberative models of democracy, <i>Comparative European Politics</i>, 9 (3): 317-343</p>
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<p><b>Optional literature</b></p>	<p>Mahoney Christine (2008) <i>Brussels versus the Beltway: Advocacy in the United States and in the European Union</i>. Georgetown University Press, 2008.</p> <p>Bouwen Peter (2004) Exchanging access goods for access: A comparative study of business lobbying in the European Union institutions, <i>European Journal of Political Research</i>, Vol. 43, 2004 pp. 337-369</p> <p>Börzel Tanja (2010) Why you don't always get what you want: EU enlargement and civil society in Central and Eastern Europe" <i>Acta Politica</i> Vol. 45(1/2): 1-10.</p> <p>Coen David (1998) The European Business Interest and the Nation State: Large-Firm Lobbying in the European Union and the Member States, <i>Journal of Public Policy</i>, Vol. 18, No. 1, pp. 75-100</p> <p>Dür Andreas (2008), Interest Groups in the European Union: How Powerful Are They?, <i>West European Politics</i>, Vol. 31, No. 6, pp. 1212-1230</p> <p>Princen, S. and Kerremans, B. (2008) Opportunity Structures in the EU Multi-Level System. <i>West European Politics</i>, 31 (6): 1129-1146.</p> <p>Greenwood J. and Aspinwall M. (eds.) (1998) <i>Collective action in the European Union: Interests and the new politics of associability</i>, Routledge, London and New York.</p> <p>Pérez-Solórzano Borragán N. (2001) Organized Interests in Central and Eastern Europe. Towards Gradual Europeanization? <i>Politiqueeuropéene</i> 3: 61–87.</p> <p>Saurugger, S., (2005) Europeanization as a methodological challenge: The case of interest groups. <i>Journal of Comparative Policy Analysis: Research and Practice</i> 7 (4): 291-312.</p> <p>Bernhagen P., Mitchel N. J., (2009) The Determinants of Direct Corporate Lobbying in the European Union, <i>European Union Politics</i>, Vol. 10 No. 2, pp. 155-176</p>
<p><b>Scheduled dates</b></p>	<p>TBA</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>

**Joint MA in Political Science: Integration and Governance**  
**Module: Political Theory**  
**Course: Political Theory – Identity Politics**

<b>Course Title</b>	Political Theory - Identity Politics			
<b>Course Number</b>	TBA			
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Goran Janev / Jana Jevtic / Mario Wintersteiger			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Institute for Sociological, Political and Juridical Research, UKIM Skopje/ Department of Political Science und International Relations, SSST / Department of Political Science and Sociology, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance.			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Second year within the programme; Course: Basic Texts in Political Theory			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	This course explores the political power of identity across an array of contexts and from a variety of perspectives. It provides an overview of political manifestations of identity as defined in terms of religion, ideology, nation and ethnicity, class, gender and sexuality. Students are encouraged to critically (re)examine the mythmaking that underpins many conceptions of identity. By doing so, they assess the relevance of identity in the political sphere.			

<b>Intended learning outcomes</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>to identify the processes that underpin the political construction of identities</li><li>to locate various expresses of identity within the political sphere</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>to employ an interdisciplinary approach to the study of the links between identity and politics</li><li>to break down the various components of political mythmaking</li><li>to explain the driving forces behind identity politics</li></ul> <b>Competences</b> <ul style="list-style-type: none"><li>to interpret relevant debates on the cleavages that challenge/maintain the established political order</li><li>to discuss the multitude of political theory approaches to identitarian movements</li></ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course provides knowledge about debates on identities and about theories concerning identity politics and questions of political ideology. Students will be able to critically assess approaches on these topics and therefore will gain the competence to analyse recent political movements in the field of identity politics. The course enables them to conduct independent research in political theory and to critically examine recent political developments in their various contexts.														
<b>Expected prerequisite knowledge</b>															
<b>Assessment methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Mid-term exam</td><td>20 %</td></tr><tr><td>Final exam</td><td>40 %</td></tr><tr><td>In-class discussions</td><td>10 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td>Reflection Papers</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>	Activity	Percentage	Mid-term exam	20 %	Final exam	40 %	In-class discussions	10 %	Presentation	10 %	Reflection Papers	20 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage														
Mid-term exam	20 %														
Final exam	40 %														
In-class discussions	10 %														
Presentation	10 %														
Reflection Papers	20 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>															
<b>Pre-Conditions for examination</b>	80 % class attendance														

Teaching methods	In order to understand the relation of the human condition and politics, this course combines readings, presentations, discussions, reflection papers and two exams.																		
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Presentation</td><td>20 %</td></tr><tr><td>3. Exams</td><td>30 %</td></tr><tr><td>4. In-class discussions</td><td>20 %</td></tr><tr><td>5. Reflection Papers</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Presentation	20 %	3. Exams	30 %	4. In-class discussions	20 %	5. Reflection Papers	10 %	<b>Total</b>	<b>100 %</b>
	Activity	Percentage																	
	1. <i>Ex cathedra</i>	20 %																	
	2. Presentation	20 %																	
	3. Exams	30 %																	
	4. In-class discussions	20 %																	
	5. Reflection Papers	10 %																	
	<b>Total</b>	<b>100 %</b>																	
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade													
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement													
	Presentation	Critical examination of the required readings	30	Presentation, handouts including discussion questions	Clearness of presentation, critical exploration of the weekly topic	10 %													
Exams	Preparing exam questions/topics, developing criteria; use of literature	45	In-class writing of exam essays	Clarity of argument; critical analysis of the exam questions	60 %														
In-class duscissions	General guidance, moderating student participation	30	Active engagement in the discussions	Quality of the arguments; ability to follow topics	10 %														
Reflection Papers	Providing guidelines for the papers; topic selection	15	Writing papers on required readings; a literature review	Completness, consistency, accuratness of the text.	20 %														
<b>Total</b>		<b>150 h<sup>7</sup></b>			<b>100 %</b>														
Course content	See below																		

<sup>7</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>List of contents/topics</b></p>	<p>Week 1: Introduction – On Identity and Politics  Week 2: Methodological Nationalism – Container Model of Society  Week 3: Identity in the Myth  Week 4: Identity of the Crowd – Mass Psychology and Violence  Week 5: Fundamentalism – Violence as a Religious Duty  Week 6: Totalitarianism – Ideology and Terror  Week 7: Nationalism and the Myth of the Nation  Week 8: We the people – The Rise of the Populist Movements  Week 9: “The multicultural riddle” – Nation, ethnicity and religion  Week 10: Social Movements – old and new  Week 11: Class Identity and Contesting Power  Week 12: Gendering Identities  Week 13: Add a sexy title for Sexual Politics  Week 14: Urban Movements - Beyond Identity Politics  Week 15: Conclusions</p>
<p><b>Mandatory literature</b></p>	<p>Week 1: Introduction – On Identity and Politics</p> <ul style="list-style-type: none"> <li>○ Richard Jenkins, <i>Social Identity Key Ideas</i>, London: Routledge 2014 (selections).</li> <li>○ Mary Bernstein, “Identity Politics”, in: <i>Annual Review of Sociology</i> 31 (2005), pp. 47-74.</li> </ul> <p>Week 2: Methodological Nationalism – Container Model of Society</p> <ul style="list-style-type: none"> <li>○ Ulrich Beck/Elisabeth Beck-Gernsheim, “Global Generations and the Trap of Methodological Nationalism. For a Cosmopolitan Turn in the Sociology of Youth and Generation”, in: <i>European Sociology Review</i> 25 (2009), No. 1, pp. 25-36.</li> <li>○ Daniel Chernilo, <i>A Social Theory of the Nation-State. The political forms of modernity beyond methodological nationalisms</i>, London: Routledge 2007, Ch. 1.</li> <li>○ Andreas Wimmer/Nina Glick-Schiller, “Methodological Nationalism and beyond: nation-state building, migration and the social sciences”, in: <i>Global Networks</i> 2 (2002), No. 4, pp 301-334.</li> <li>○ Nina Glick-Schiller/Ayse Caglar/Thaddeus Guldbrandsen, “Beyond the Ethnic Lens. Locality, Globality and born again in Cooperation”, in: <i>American Ethnologist</i> 33 (2006), No. 4, pp. 612-633.</li> </ul> <p>Week 3: Identity in the Myth</p> <ul style="list-style-type: none"> <li>○ Émile Durkheim, <i>The elementary forms of the religious life</i>, London: Allen &amp; Unwin 1971 (selections).</li> <li>○ Ellie Kedorie, “Dark gods and their rites”, in: John Hutchinson/Anthony Smith (eds.), <i>Nationalism</i>, Oxford: Oxford University Press 1994, pp. 205-209.</li> <li>○ Alexis de Tocqueville, <i>Democracy in America</i>, Chicago: Encyclopaedia Britannica 1991 (selections).</li> </ul> <p>Week 4: Identity of the Crowd – Mass Psychology and Violence</p> <ul style="list-style-type: none"> <li>○ Gustave Le Bon, <i>The Crowd. A Study of the Popular Mind</i>, London: Benn 1938 (selections).</li> <li>○ Georges Sorel, <i>Reflections on Violence</i>, in: <i>Daedalus</i> 88 (1959), No. 2, pp. 363–368.</li> <li>○ Frederic Vanderberge, “Avtars of the Collective: A Realist Theory of</li> </ul>



	<p>Collective Subjectivities”, in: Sociological Theory 25 (2007), No. 4, pp. 295-324.</p> <ul style="list-style-type: none"> <li>○ Arjun Appadurai, “Dead Certainty: Ethnic Violence in the Era of Globalisation”, in: Public Culture, 10 (1998), No. 2, pp. 225-247.</li> </ul> <p>Week 5: Fundamentalism – Violence as a Religious Duty</p> <ul style="list-style-type: none"> <li>○ Scott Appleby, “Violence as a Sacred Duty: Paterns of Religious Extremism”, in: Scott Appleby (ed.), The Ambivalence of the Sacred, New York: Rowman &amp; Littlefield 2000, pp. 81-121.</li> <li>○ Manuel Castels, “Communal Havens: Identity and Meaning in the Network Society”, in: Manuel Castels (ed.), The Power of Identity, London: Blackwell Publishing 1997, pp. 5–71.</li> <li>○ S. N. Eisenstadt, Fundamentalism, Sectarianism, and Revolution. The Jacobin Dimension of Modernity, Cambridge: Cambridge University Press 1999 (selections).</li> </ul> <p>Week 6: Totalitarianism – Ideology and Terror</p> <ul style="list-style-type: none"> <li>○ Hannah Arendt, The Origins of Totalitarianism, San Diego: Harvest Book 1979 (selections).</li> <li>○ Eric Voegelin, “Political Religions”, in: The Collected Works of Eric Voegelin, vol. 5, Columbia: University of Missouri Press 1999 (selections).</li> </ul> <p>Week 7: Nationalism and the Myth of the Nation</p> <ul style="list-style-type: none"> <li>○ Eric Hobsbawm/Terence Ranger, The Invention of Tradition, Cambridge: Cambridge University Press 2012 (selections).</li> <li>○ Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism, London: Verso 2006 (selections).</li> <li>○ Thomas Hylland-Eriksen, Ethnicity and Nationalism: Anthropological Perspectives, London: Pluto Books 2010 (selections).</li> </ul> <p>Week 8: We the people – The Rise of the Populist Movements</p> <ul style="list-style-type: none"> <li>○ Margaret Canovan, “Trust the People! Populism and the Two Faces of Democracy”, in: Political Studies 47 (1999), No. 1, pp. 2–16.</li> <li>○ Mabel Berezin, Illiberal politics in neoliberal times: culture, security and populism in the new Europe, Cambridge: Cambridge University Press 2009 (selections).</li> <li>○ Robert S. Jansen, “Populist Mobilization: A New Theoretical Approach to Populism”, in: Sociological Theory 29 (2011), No. 2, pp. 75-96.</li> </ul> <p>Week 9: “The multicultural riddle” – Nation, ethnicity and religion</p> <ul style="list-style-type: none"> <li>○ Gerd Baumann, The Multicultural Riddle: Rethinking National, Ethnic and Religious Identities, London: Routledge 1999.</li> <li>○ Pnina Webrner, Imagined Diasporas Among Manchester Muslims: The Performance of Pakistani Transnational Identity Politics, London: James Curry 2002 (selections).</li> <li>○ Tariq Modood, “Introduction”, in: Tariq Modood/Pnina Webrner (ed.s) The Politics of Multiculturalism in the New Europe: Racism, Identity and Community, New York: Zed Books 1997, pp. 1-27.</li> </ul> <p>Week 10: Social Movements – old and new</p> <ul style="list-style-type: none"> <li>○ Marc Edelman, “Social Movements: Changing Paradigms and Forms of Politics”, in: Annual Review of Anthropology 30 (2001), pp. 285-317.</li> <li>○ Andre G. Walder “Political Sociology and Social Movements”, in: Annual Review of Sociology 35 (2009), pp. 393-412.</li> </ul> <p>Week 11: Class Identity and Contesting Power</p>
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	<ul style="list-style-type: none"> <li>○ Friedrich Engels, <i>The Condition of the Working Class in England</i>, Oxford: Oxford University Press 2009 (selections).</li> <li>○ Michael Bakunin, <i>God and the State</i>, First Rate Publishers 1970 (selections).</li> <li>○ Anders Hylmø/Mgnus Wennerhag, “Does Class Matter in Anti-Austerity Protests?”, in: ed. Marco Giugni/Maria Grasso (eds.): <i>Austerity and Protests: Popular Contention in Times of Economic Crisis</i>, New York: Routledge 20, pp. 83-111.</li> <li>○ Haesook Chae, “Marx on the Family and Class Consciousness”, in: <i>Rethinking Marxism</i> 26 (2014), No. 2, pp. 262-277.</li> </ul> <p>Week 12: Gendering Identities</p> <ul style="list-style-type: none"> <li>○ Judith Butler, <i>Gender Trouble. Feminism and the Subversion of Identity</i>. London: Routledge 2002 (selections).</li> <li>○ Virginia Held, “Feminism and Political Theory”, in: Robert L. Simon (ed.): <i>The Blackwell Guide to Social and Political Philosophy</i>, Oxford: Blackwell 2002, pp. 154-177.</li> </ul> <p>Week 13: Add a sexy title for Sexual Politics</p> <ul style="list-style-type: none"> <li>○ Jimmie Manning, Introduction. <i>Because the Personal is the Political – Connecting the Queer, the Political and the Relational</i>, in: Bruce Drushel/Kathleen German (eds.), <i>Queer Identities / Political Realities</i>, Cambridge: Cambridge Scholars Publishing 2009, pp. 1–11.</li> <li>○ David P. Terry, <i>Deputy Queer: Performativity, Politics, Aesthetics and Ethics</i>, in: Bruce Drushel/Kathleen German (eds.), <i>Queer Identities / Political Realities</i>, Cambridge: Cambridge Scholars Publishing 2009, pp. 99–113.</li> <li>○ Mark Johnson, “Global Desierings and Translocal Loves: Transgendering and Same-Sex Sexualities in the Southern Philippines”, in: <i>American Ethnologist</i> 25 (4), 595–711.</li> </ul> <p>Week 14: Urban Movements - Beyond Identity Politics</p> <ul style="list-style-type: none"> <li>○ Neil Brenner/Nik Theodore, <i>Spaces of Neoliberalism. Urban Restructuring in North America and Western Europe</i>, Oxford: Blackwell 2002, Ch. 1.</li> </ul> <p>Week 15: Conclusions</p>
<b>Optional literature</b>	Ernesto Laclau (ed.), <i>The Making of Political Identities</i> . New York: Verso 1994.
<b>Scheduled dates</b>	TBA.
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	

**Joint MA in Political Science: Integration and Governance**  
**Module: Political Theory**  
**Course: Political Theory – The Anthropology of Politics**

<b>Course Title</b>	Political Theory – The Anthropology of Politics			
<b>Course Number</b>	TBA			
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Goran Janev / Jana Jevtic / Mario Wintersteiger			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Institute for Sociological, Political and Juridical Research, UKIM Skopje/ Department of Political Science und International Relations, SSST / Department of Political Science and Sociology, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science : Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Second year within the programme; Course Basic Texts of Political Theory			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	This course examines the relation of the human condition and politics – on the one hand the natural and on the other hand the cultural. Reading critically both the classic and contemporary texts, this course expands the prism of Political Theory by encompassing a wider temporal span and spatial scope. It reflects on the fundamental issues of anthropology and, in doing so, points out their importance for the field of political science in general. Some of these concerns are hierarchy and leadership, power and inequality, conflict and counter-politics.			

<b>Intended learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>to outline both the natural and the cultural relationship between the human condition and politics</li><li>to differentiate between natural and cultural approaches to the study of mankind</li><li>to summarize seemingly contrasting perspectives on politics and the human condition</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>to relate the classical texts to contemporary political theories of power, hierarchy and leadership</li><li>to critically analyse the findings of current anthropology in context of debates on political structures</li><li>to interpret ethnographic data in light of recent democratic uprisings and counter-politics</li></ul> <p><b>Competences</b></p> <ul style="list-style-type: none"><li>to answer questions raised in classical texts with findings of present day anthropological and political thought</li><li>to appreciate the development of political thought on equality and inequality in various spatial and temporal contexts</li></ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course provides comprehensive knowledge of anthropological theories on political phenomena, esp. on questions of political power. Students will be enabled to interpret political reality in the light of these anthropological findings. They will be enabled to conduct innovative research in this field. The course also aims at providing tools for the critical examination of political ideologies and recent developments.														
<b>Expected prerequisite knowledge</b>															
<b>Assessment methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Mid-term exam</td><td>20 %</td></tr><tr><td>Final exam</td><td>40 %</td></tr><tr><td>In-class discussions</td><td>10 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td>Reflection Papers</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>	Activity	Percentage	Mid-term exam	20 %	Final exam	40 %	In-class discussions	10 %	Presentation	10 %	Reflection Papers	20 %	<b>Total</b>	<b>100 %</b>
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Reflection Papers	20 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>															
<b>Pre-Conditions for examination</b>	80 % class attendance														

Teaching methods	In order to understand the relation of the human condition and politics, this course combines readings, presentations, discussions, reflection papers and two exams.																			
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Presentation</td><td>20 %</td></tr><tr><td>3. Exams</td><td>30 %</td></tr><tr><td>4. In-class discussions</td><td>20 %</td></tr><tr><td>5. Reflection Papers</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>						Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Presentation	20 %	3. Exams	30 %	4. In-class discussions	20 %	5. Reflection Papers	10 %	<b>Total</b>	<b>100 %</b>
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	<b>Total</b>	<b>100 %</b>																		
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade														
Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement															
Presentation	Critical examination of the required readings	30	Presentation, handouts including discussion questions	Clearness of presentation, critical exploration of the weekly topic	10 %															
Exams	Preparing exam questions/topics, developing criteria; use of literature	45	In-class writing of exam essays	Clarity of argument; critical analysis of the exam questions	60 %															
In-class duscissions	General guidance, moderating student participation	30	Active engagement in the discussions	Quality of the arguments; ability to follow topics	10 %															
Reflection Papers	Providing guidelines for the papers; topic selection	15	Writing papers on required readings; a literature review	Completeness, consistency, accuratness of the text.	20 %															
<b>Total</b>		<b>150 h<sup>8</sup></b>			<b>100 %</b>															
Course content	See below																			

<sup>8</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>List of contents/topics</b></p>	<p>Week 1: Introduction: What is Political Anthropology?</p> <p>Week 2: Politics and the Study of Mankind</p> <p>Week 3: Nature vs. Culture – Reading the Debate Politically</p> <p>Week 4 : Social Evolutionism and the Concept of Primitive Society</p> <p>Week 5: Rethinking the “Other” – Hierarchy and Political Systems Reexamined</p> <p>Week 6: Political Leadership</p> <p>Week 7: Power and the Symbols</p> <p>Week 8: History, Hegemony and Power</p> <p>Week 9: Politics of Ethnography I – Writing Culture</p> <p>Week 10: Politics of Ethnography II – Writing Against Culture</p> <p>Week 11: Continuity and Change, Conflict and Fragmentation</p> <p>Week 12: Equality and Inequality</p> <p>Week 13: Representations of Power and Mobilising Publics</p> <p>Week 14: Democracy and the Legitimacy of Political Systems</p> <p>Week 15: Conclusions</p>
<p><b>Mandatory literature</b></p>	<p>Week 1: Introduction: What is Political Anthropology?</p> <p>Week 2: Politics and the Study of Mankind</p> <ul style="list-style-type: none"> <li>○ Plato, <i>The Republic</i>, New York: Basic Books 1968 (selections).</li> <li>○ Aristotle, <i>Politics</i>, Kitchener: Batoche Books 1999 (selections).</li> <li>○ Anthony J. Parel, <i>The Comparative Study of Political Philosophy</i>, in: <i>Comparative Political Philosophy. Studies Under the Upas Tree</i>, ed. Anthony J. Parel/Ronald C. Keith, New Dehli-Newbury-London: Sage 1992, pp. 11–28.</li> </ul> <p>Week 3: Nature vs. Culture – Reading the Debate Politically</p> <ul style="list-style-type: none"> <li>○ Jean-Jacques Rousseau, <i>Discourse on the Origin of Inequality</i>. Indianapolis: Hackett Publishing 1992 (selections).</li> <li>○ Adam Kuper, <i>Culture. The Anthropologist’s Account</i>, Cambridge: Harvard University Press 1999, Ch. 1.</li> <li>○ Larry Arnhart, <i>Biopolitical Science</i>, in: <i>Politics and the Life Sciences</i> 29 (2010), no. 1, pp. 24–47.</li> <li>○ Tim Ingold (ed.), <i>Companion Encyclopedia of Anthropology</i>, London: Routledge 2003 (selections).</li> </ul> <p>Week 4: Social Evolutionism and the Concept of Primitive Society</p> <ul style="list-style-type: none"> <li>○ David Christian, <i>Maps of Time. An Introduction to Big History</i>. Berkeley: University of California Press 2005, pp. 82–93; 139–144; 152–184.</li> <li>○ Adam Kuper, <i>Invention of Primitive Society. Transformations of an Illusion</i>, London: Routledge 1988.</li> <li>○ Edward Tylor, <i>Primitive Culture: Vol. I</i>. London: John Murray 1871, Ch. 1.</li> <li>○ Lucien Lévy-Bruhl, <i>How Natives Thinks</i>, Princeton: Princeton University Press 1910, pp. 13–32.</li> </ul> <p>Week 5: Rethinking the “Other” – Hierarchy and Political Systems Reexamined</p> <ul style="list-style-type: none"> <li>○ M. Fortes/E. E. Evans Pritchard (eds.), <i>African Political Systems</i>, Oxford: Oxford University Press 1950, Introduction.</li> <li>○ Christopher Boehm, <i>Hierarchy in Forest. The Evolution of Egalitarian Behavior</i>, Cambridge: Harvard University Press 1999, pp. 30–35; 125–148; 197–203; 225–228.</li> </ul> <p>Week 6: Political Leadership</p> <ul style="list-style-type: none"> <li>○ E. R. Leach, <i>The Political Systems of Highland Burma. A Study of Kachin Social</i></li> </ul>

	<p>Structure, London: The Athlone Press 1970 (selections)</p> <ul style="list-style-type: none"> <li>○ Frederic Barth, Political Leadership among Swat Pathans, London: The Athlone Press 1975 (selections).</li> <li>○ Arnold M. Ludwig, King of the Mountain. The Nature of Political Leadership, Lexington: University Press of Kentucky 2002, pp. xi-xiii; 1-21; 50-78; 437-438.</li> <li>○ Frans de Waal, Chimpanzee Politics. Power and Sex among Apes, Baltimore: John Hopkins University Press 2007, pp. 3-5; 205-209.</li> </ul> <p>Week 7: Power and the Symbols</p> <ul style="list-style-type: none"> <li>○ Abner Cohen, Political Anthropology: The Analysis of the Symbolism of Power Relations, in: (Man)/JRAI 4 (1969), no. 2.</li> <li>○ Simon Harrison, Four Types of Symbolic Conflict, in: JRAI 1 (1995), no. 2.</li> <li>○ Diego A. von Vacano, The Art of Power. Machiavelli, Nietzsche, and the Making of Aesthetic Political Theory, Lanham: Lexington Books 2007, pp. 1-9; 21-38; 43-53; 61-65.</li> <li>○ Sherry Ortner (1973), "On Key Symbols", <i>American Anthropology</i>, 75 (5), 1338-1346.</li> <li>○ James Fernarkey, (1974), The Mission of Metaphor in Expressive Culture <i>Current Anthropology</i> 15(2): 119-145.</li> </ul> <p>Week 8: History, Hegemony and Power</p> <ul style="list-style-type: none"> <li>○ Talal Asad, The Anthropology and the Colonial Encounter. New York: Humanities Press 1973, Introduction.</li> <li>○ Eric Wolfe, Europe and the People without History. Berkeley: University of California Press 1982, Introduction.</li> <li>○ John Gledhill, Power and Its Disguises. Anthropological Perspectives on Politics, London: Pluto Press 1994 (selections).</li> <li>○ Antonio Gramsci, Prison Notebook. London: Lawrence &amp; Wishart 1971 (selections).</li> <li>○ Dan Rabinowitz (1985), Themes in the Economy of Sinai Bedouin in the 19th and 20th centuries. <i>International Journal of Middle Eastern studies</i> 17, 211-228.</li> </ul> <p>Week 9: Politics of Ethnography I – Writing Culture</p> <ul style="list-style-type: none"> <li>○ Clifford Geertz, The Interpretation of Cultures: Selected Essays. New York: Basic Books 1973, pp. 3-30.</li> <li>○ Clifford James, "Introduction: Partial Truths", in: Writing Culture. The Poetics and Politics of Ethnography, ed. Clifford James/George E. Marcus, Berkeley: University of California Press 1986, pp. 1-26.</li> <li>○ Vico, Giambattista. 1961 [1725]. The New Science. NY: Anchor Books. Selected Chapters, p. 144-163.</li> <li>○ Renato Rosaldo (1986), "From the Door of His Tent: The Fieldworker and the Inquisitor" in: Clifford &amp; Marcus (Eds.), Writing Culture : The Poetics and Politics of Ethnography (Berkeley, Calif. : University of California Press), pp.77- 97</li> </ul> <p>Week 10: Politics of Ethnography II – Writing Against Culture</p> <ul style="list-style-type: none"> <li>○ Lila Abu-Lughod, "Writing Against Culture", in: Richard Fox (ed.). Recapturing Anthropology. Working in the Present, Santa Fe: School of American Research Press, 137-162.</li> <li>○ Edward Said, Orientalism, London: Vintage 1978.</li> <li>○ Myerhoff, Barbara &amp; Ruby, Jay (1982), A Crack in the Mirror. (Philadelphia: University of Pennsylvania Press). Introduction, pp.1-35.</li> <li>○ Trouillot, Michel-Rolph. 2002. Adieu, Culture: A New Duty Arises. In: Fox, Richard and King, Barbara (eds). Anthropology beyond Culture, Oxford/N.Y: Berg, pp. 37-60.</li> </ul>
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	<p>Week 11: Continuity and Change, Conflict and Fragmentation</p> <ul style="list-style-type: none"> <li>○ Mitchell Clyde, <i>The Kalela Dance. Aspects of Social Relationships among urban Africans in Northern Rhodesia</i>, Manchester: Manchester University Press 1956.</li> <li>○ Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy", in: <i>Theory Culture Society</i> 7 (1990), pp. 295–310.</li> <li>○ Roger D. Masters, <i>The Nature of Politics</i>, New Haven: Yale University Press 1989, pp. 3–11, 16–34; 146–160; 234–249.</li> <li>○ Comaroff, John and Jean. 2001. Introduction. In <i>Millennial Capitalism and the Culture of Neoliberalism</i> Durham: Duke University Press</li> </ul> <p>Week 12: Equality and Inequality</p> <ul style="list-style-type: none"> <li>○ Jonathan Friedman, "Globalisation, Disintegration, Reorganisation: The Transformations of Violence", Jonathan Friedman (ed.), <i>Globalisation, the State and Violence</i>, Walnut Creek: Altamira Press 2003, pp. 1–35.</li> <li>○ Frederic Jameson, <i>Postmodernism or the Cultural Logic of Late Capitalism</i>, London: Verso 1992.</li> <li>○ André Béteille, "Inequality and Equality", in: Tim Ingold (ed.), <i>Companion Encyclopedia of Anthropology</i>, London: Routledge 2002, pp. 1010-1040.</li> </ul> <p>Week 13: Representations of Power and Mobilising Publics</p> <ul style="list-style-type: none"> <li>○ Michel Foucault, <i>The birth of biopolitics. Lectures at the College de France, 1978-79</i>, Basingstoke: Palgrave MacMillan 2010 (selections).</li> <li>○ Evelina Dagnino, "Citizenship: A Perverse Confluence", in: <i>Development in Practice</i> 17 (2007), no. 4/5, pp. 549-556.</li> <li>○ Gabriella Coleman, <i>Hacker, Hoaxer, Whistleblower. The many faces of Anonymous</i>, London: Verso 2014.</li> <li>○ Alberto Corsin Jimenez, "The right to infrastructure: a prototype for open source urbanism", in: <i>Environment and Planning D: Society and Space</i> 2014, vol. 32.</li> </ul> <p>Week 14: Democracy and the Legitimacy of Political Systems</p> <ul style="list-style-type: none"> <li>○ Mona Abaza, "Cyberspace and the Changing Face of Protest and Public Culture in Egypt", in: Larbi Sadiki et al. (eds.), <i>Democratic Transition in the Middle East</i>, New York: Routledge 2013, pp. 86-109</li> <li>○ Phillip Pettit, "Varieties of Public Representation", in: Ian Shapiro et al. (eds.), <i>Political Representation</i>, Cambridge: Cambridge University Press 2010, pp. 61–89.</li> </ul> <p>Week 15: Conclusions</p>
<b>Optional literature</b>	
<b>Scheduled dates</b>	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	



**Joint MA in Political Science: Integration and Governance**  
**Module: Political Theory**  
**Course: Political Theory – Political leadership**

<b>Course Title</b>	Political leadership			
<b>Course Number</b>				
<b>Module</b>	Political theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	4			
<b>Number of teaching hours</b>				
<b>Lecturer</b>	Marijana Markovikj, associate professor			
<b>Assistant lecturers</b>				
<b>Department</b>	University of “Ss Cyril and Methodius”, Institute for sociological political and juridical research, Skopje			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	Political Science		
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>				
<b>Recommended for semester</b>	[3, 4]			

<b>Course description</b>	<p>Political leadership can be a profession that serves the public interest, but also it can be destructive. Leadership attracts various kinds of people with various motivations. Many disciplines have contributed to the study of leadership, including political theory, history, psychology and management studies. In this course political leadership will be studied mainly through the psychological aspect.</p> <p>One section of the course will explore many of the competing definitions and theories of political leadership</p> <p>Another segment of the course will provide in-depth reviews of a variety of methodological approaches (e.g., personality assessment-at-a-distance profiling techniques; currently used in the discipline to study political leadership.</p> <p>The course will examine how political leaders are selected and socialized, what factors affect the character of their leadership, and the ways in which leader personalities, or individual characteristics, affect their leadership</p> <p>Students will also take part in a simulation during the semester in which they take on the role of professional leader analysts. Different world leader can be selected for analysis and, over the course of the semester, an assessment-at-a-distance profile of this leader will be produced.</p>
<b>Intended learning outcomes</b>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-To define and describe the concept “political leadership</li> <li>- To understand the complexity of scientific approach in exploring the role of political leaders</li> </ul> <p><b>-COMPETENCE</b></p> <ul style="list-style-type: none"> <li>To analyse the influence of personality in politic</li> <li>To compare and discuss different political leadership styles</li> <li>-To explain the interconnection between circumstances in society and political leadership styles</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>-To develop critical thinking approach over political behaviour and political decision making process of the political leaders</li> <li>- To organize own research and critically evaluate information in direction of assessing personality of political leaders and their influence in creating politic.</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	
<b>Expected prerequisite knowledge</b>	There are no formal prerequisites for this course.

Assessment methods	<table><tr><th colspan="2">Activity</th><th colspan="2">Percentage</th></tr><tr><td colspan="2">Active Participation</td><td colspan="2">15%</td></tr><tr><td colspan="2">Final Exam</td><td colspan="2">60%</td></tr><tr><td colspan="2">Paper (Essay, Research)</td><td colspan="2">20 %</td></tr><tr><td colspan="2">Attendance</td><td colspan="2">5 %</td></tr><tr><td colspan="2">Total</td><td colspan="2">100 %</td></tr></table>						Activity		Percentage		Active Participation		15%		Final Exam		60%		Paper (Essay, Research)		20 %		Attendance		5 %		Total		100 %																											
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Specific requirements																																																								
Pre-Conditions for examination	Written paper (seminar) and presentation (teacher and other students from the group)																																																							
Teaching methods	<table><tr><th colspan="2">Activity</th><th colspan="2">Percentage</th></tr><tr><td colspan="2">1. <i>Ex cathedra</i></td><td colspan="2">40%</td></tr><tr><td colspan="2">2. Presentations</td><td colspan="2">45 %</td></tr><tr><td colspan="2">3. Activity</td><td colspan="2">15 %</td></tr><tr><td colspan="2">Total</td><td colspan="2">100 %</td></tr></table> <p>Example II, bringing teaching activities and assessment methods together:</p> <table><tr><th>Assignment/Activity</th><th>Teaching activity</th><th>Work-load</th><th>Assessment activity</th><th>Assessment criteria</th><th>Percentage of final grade</th></tr><tr><td>Ex cathedra</td><td>Ex cathedra</td><td></td><td>Exams</td><td>Classical examination (written)</td><td>40%</td></tr><tr><td>Seminar paper ,Research plan</td><td>Discuss topc of paper; review of ongoing work (when posted to Moodle), ..</td><td></td><td>Developmen t of a research plan for a topic related to the seminar paper. Continius writing, presentation (Moodle) and final finishing of paper.</td><td>Clearness of presentation; consistency, clarity, argumentatio n, own analysis, understanding of key concepts</td><td>45%</td></tr><tr><td>Laboratory practices, Team work</td><td>Personal experience of phenomenon</td><td></td><td>Group and individual work, Produced materials</td><td>Critical and analitical thinking</td><td>15%</td></tr><tr><td>Total</td><td></td><td></td><td></td><td></td><td>100 %</td></tr></table>						Activity		Percentage		1. <i>Ex cathedra</i>		40%		2. Presentations		45 %		3. Activity		15 %		Total		100 %		Assignment/Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade	Ex cathedra	Ex cathedra		Exams	Classical examination (written)	40%	Seminar paper ,Research plan	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..		Developmen t of a research plan for a topic related to the seminar paper. Continius writing, presentation (Moodle) and final finishing of paper.	Clearness of presentation; consistency, clarity, argumentatio n, own analysis, understanding of key concepts	45%	Laboratory practices, Team work	Personal experience of phenomenon		Group and individual work, Produced materials	Critical and analitical thinking	15%	Total					100 %
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<b>Course content</b>	<p>Topic 1: Introduction to the concept of political leadership. Who becomes a political leader?</p> <p>Topic 2: Personality and Political Behaviour</p> <p>Topic 3: Leadership theories</p> <p>Topic 4: Methodological approach in accessing personality of political leaders.</p>	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	<p>Topic 1: . Introduction to the concept of political leadership. Who becomes a political leader?</p> <ul style="list-style-type: none"> <li>- Characteristics of personality of political leaders – what affect their political behaviour</li> <li>-Political leadership in Political science</li> </ul>	<p>Rhodes R.A.W and Hart P. (Editors). 2014. The Oxford Handbook of political leadership. Oxford University Press Chapter 8 (118-131)</p> <p>Paige, D.G The scientific Study of political leadership. New York: The free press, London: Collier Macmillan Publisher Chapter I (1-11)</p>
	<p>Topic 2: Personality and political behaviour</p> <ul style="list-style-type: none"> <li>- Concept of personality in Politics</li> <li>- Motives and political Behaviour</li> <li>- Cognition and political behaviour</li> <li>- Social context and political behaviour</li> <li>-The impact of personality on events</li> <li>- Leadership and Morality:</li> </ul>	<p>Sears, D, Huddy, L Jervis R (Editors) 2003. Oxford handbook of political psychology Chapter I, Part 3 (110-146)</p> <p>Jost, T. J and Sidanius, J. (Editors) 2004. New York: Taylor and Francis group Part II, Reading 5 and 6 (108-134)</p> <p>Paschen, M &amp; Dihsmailer E. 2014. The Psychology of Human Leadership. New Your: Springer (213-233)</p>
	<p>Topic 3: Leadership theories</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>Goertzen. B.J.2012. Contemporary theories of leadership. Jones &amp; Bartlette Learning. Chapter 6 (83-99)</p>
	<p>Topic 4: methodological approach in accessing personality of political leaders</p> <p>Assesing leaders at the distance: the political personality profile</p>	<p>Post, A.J.2006. The psychological assessment of political leaders : with profiles of Saddam Hussein and Bill Clinton / Michigan: The University of Michigan Press</p>

<b>Mandatory literature</b>	<p>Rhodes R.A.W and Hart P. (Editors). 2014. The Oxford Handbook of political leadership. Oxford: Oxford University Press.</p> <p>Paige, D.G. The scientific Study of political leadership. New York: The free press, London: Collier Macmillan Publisher.</p> <p>Sears, D, Huddy, L Jervis R (Editors) 2003. Oxford: Oxford handbook of political psychology.</p> <p>Jost, T. J and Sidanius, J. (Editors) 2004. New York: Taylor and Francis group.</p> <p>Goertzen. B.J.2012. Contemporary theories of leadership. <u>Burlington</u> : Jones &amp; Bartlette Learning.</p> <p>Post, A.J.2006. The psychological assessment of political leaders : with profiles of Saddam Hussein and Bill Clinton. Michigan: The University of Michigan Press.</p>	
<b>Optional literature</b>	<p>Teles, F. 2012. Political leaders: the paradox of freedom and democracy. Revista enfoques vol. x vol. x, n° 16, , 113-131.</p> <p>Paschen, M &amp; Dihsmailer E. 2014. The Psychology of Human Leadership. New Your: Springer.</p> <p>Feldman, O, Valent L. O. 2001. Profiling Political Leaders: Cross-cultural Studies of Personality and Behavior. Westport: Greenwood Publishing Group.</p> <p>Ludwig, <u>A. M.</u> 2002. King of the Mountain: The Nature of Political Leadership. Lexington: University Press of Kentucky.</p>	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)		

**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Collaborative policy**

<b>Course Title</b>	Collaborative Policy			
<b>Course Number</b>	TBA			
<b>Module</b>	PUBLIC POLICY and ADMINISTRATION			
<b>Type of Courses</b>	Elective			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Mirjana Najchevska			
<b>Assistant lecturers</b>				
<b>Department</b>	UKIM, Institute for sociological, political and juridical research			
<b>Curricula</b>				
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Basic texts in Public policy and public administration			
<b>Recommended for semester</b>	3,4			

<b>Course description</b>	<p>The aim of this course is to examine the theory and practice of development of public administration from responsiveness to collaboration. The course will deal with the question how the collaboration and cooperation with various social players such as the private sector, the third sector, and citizens as socially desirable trend is challenging “responsive” public administration, and how collaborative strategies can improve public decision-making, public administration, and policy implementation. The starting point will be recent criticism of the responsiveness-oriented thinking which leads toward passivism among citizens as clients and at the same time support the idea that citizens should keep their distance from the administrative work and the decision-making centers (let the professionals do their work). The collaborative processes will be effective when applied to complex policy questions that affect multiple, interdependent interests, where all the diverse parties affected have compelling reasons to engage with one another in a search for a joint policy or program outcome, and where sufficient time and resources are available to support the process. This will be accomplished through case studies of different examples and practices of the involvement of citizens on all levels of decision making process and work of administration. The case study approach will add the analysis of real-world data, which means that part of it will be the research-based student/led seminar series, with students researching one country and presenting that to the group.</p> <p>The course will also have a variety of readings, discussions and films or presentations on these topics.</p> <p>Topic 1 – Citizen involvement policies  Topic 2 - Public Participation and Civic Engagement  Topic 3 – Innovations through collaboration  Topic 4 – Culture of participation  Topic 5 – Creation of open ended processes  Topic 6 - Collaboration and Democracy</p>
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<b>Intended learning outcomes</b>	<p>The expected learning outcomes pertain to:</p> <p><b>KNOWLEDGE</b>  <b>After the completion of the course, students will be able to</b></p> <ul style="list-style-type: none"> <li>- Explain the history and evolution of collaborative policy in the modern state building</li> <li>- Understand the collaborative policy making process</li> <li>- Explore some of the arguments for and against collaborative approaches.</li> <li>- Examine the five stages that collaborative policy making typically involves: Assessment, Organization, Education, Negotiation, and Implementation</li> <li>- Describe the theoretical frameworks that can be used to organize the knowledge of collaborative processes and outcomes.</li> </ul> <p><b>SKILLS:</b>  <b>Furthermore, upon completion of this course, students will have the ability:</b></p> <ul style="list-style-type: none"> <li>- To organize own research and critically evaluate the information related to collaboration and participation</li> <li>- To prepare effective written argument and presentation using the spectrum of public participation</li> <li>- Critically reflect upon data and select situations when the collaborative processes will be effective and when they can be applied.</li> </ul> <p><b>COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>- Select and analyse long-range strategic planning and visioning based on principles of collaboration</li> <li>- Debate about the Inclusive and participatory public participation processes on emerging and controversial policy issues.</li> <li>- Build the capacity of public agencies, stakeholder groups, and the public to use collaborative strategies to improve policy outcomes.</li> <li>- Make academic writing according to the academic level.</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>(d) Explaining the main characteristics of politics build up on the participation of citizens and collaboration on horizontal level;</li> <li>(e) Combining the acquired knowledge from PA basic texts with specific knowledge on the collaboration as new principle in administration policy and decision making process</li> <li>(f) Referring to the new public administration models based on collaborative policy.</li> <li>(g) Results based evaluation using the criteria of effectiveness in public sectors which are expected to become more innovative.</li> </ul>
<b>Expected prerequisite knowledge</b>	<p>Completed basic text courses on public policy &amp; administration and on methodology.</p>



<b>Assessment methods</b>		
	<b>Activity</b>	<b>Percentage</b>
	Literature/ Legislation Scanning	10%
	Mid-term exam	20 %
	Final exam	40 %
	Presentation	10 %
	Analytical Paper	20 %
	<b>Total</b>	<b>100 %</b>
<b>Pre-Conditions for examination</b>	80 % class attendance, submission of original paper based on the framework formulated with the supervision of the professor and presentation of essay/paper in class, not just sign it.	

Teaching methods	There are different teaching methods used, being inter-linked among themselves:																
	<div><div>- classical lectures</div><div>- case study analysis</div><div>- debates</div></div>																
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Analytical paper</td><td>30 %</td></tr><tr><td>3. Debates</td><td>20 %</td></tr><tr><td>4. Case studies</td><td>30%</td></tr><tr><td>Total</td><td>100 %</td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Analytical paper	30 %	3. Debates	20 %	4. Case studies	30%	Total	100 %
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade											
Ex cathedra	Ex cathedra	30	Exams	Classical examination (written)	20 %												
Debates	Discuss the current on participation, collaboration and decision making processes	30	Group work, debate, reasoning, etc.	Preparative material, eloquence, argument	20%												
Analytical paper	An analysis of current trends and transformation in the selected states with advance experience in collaboration	45	Written work	Consistency, clarity, argumentation, analysis, etc.	30%												
Case studies	Specific examples of use of collaborative policy on local and central level with emphasize on multicultural communities	45	Written work and presentations	Innovation, argumentation, analysis	30%												
Total		150 h <sup>9</sup>			100 %												

<sup>9</sup> based on [EXCT-CP \* 25], here 6 are assumed

<b>Course content</b>	The course is structured in the following way: Topic 1 – Citizen involvement policies Topic 2 - Public Participation and Civic Engagement Topic 3 – Innovations through collaboration Topic 4 – Culture of participation Topic 5 – Creation of open ended processes Topic 6 - Collaboration and Democracy	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Citizen involvement policies	Innes and Booher (2004) "Reframing Public Participation: Strategies for the 21st Century." Planning Theory & Practice 5(4): 419–436. <a href="http://escholarship.org/uc/item/4gr9b2v5#page-7">http://escholarship.org/uc/item/4gr9b2v5#page-7</a>  London, S. (2012), 'Building Collaborative Communities', On Collaboration, a collection edited by Marie Bak Mortensen and Judith Nesbitt (London: Tate)
	Public Participation and Civic Engagement	Amsler, Terry (2007) "Planning Public Forums: Questions to Guide Local Officials." (Institute for Local Government, Sacramento, CA).  OECD (Organisation for Economic Co-operation and Development). 2001. Citizens as Partners: OECD Handbook on Information, Consultation and Public Participation in Policy-Making. Paris: OECD.
	Innovations through collaboration	Bommert, B. (2010). Collaborative innovation in the public sector. International Public Management Review, 11, 15-33.  Nambisan, S. (2008). Transforming government through collaborative innovation. Washington, DC: Harvard Kennedy School of Government  Sorensen, E. (2012), The Innovation Journal: The Public Sector Innovation Journal, Volume 17(1), article 1

	Culture of participation	<p>. Agger, Annika and Karl Löfgren (2008) "Democratic Assessment of Collaborative Planning Processes." <i>Planning Theory</i> 7(2): 145–164.</p> <p>Innes, Judith E. and David E. Booher (2003) "Collaborative Policy Making: Governance through Dialogue." in <i>Deliberative Policy Analysis: Understanding Governance in the Network Society</i>. Edited by M. A. Hajer and H. Wagenaar, (Cambridge University Press).</p>
	Creation of open ended processes	Innes, Judith E. and David E. Booher (2010) "Thinking Differently for an Age of Complexity" Preface and Chapter 1 of <i>Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy</i> (Routledge)
	Collaboration and Democracy	<p>Nelson, Nici and Susan Wright. 1995. <i>Power and Participatory Development: Theory and Practice</i> London: Intermediate Technology Publications.</p> <p>King, Cheryl Simrell, Kathryn M. Feltey, and Bridget O'Neill Susel. 1998. <i>The Question of Participation: Toward Authentic Public Participation in Public Administration</i>. <i>Public Administration Review</i> 58(4): 317-326</p>
<b>Mandatory literature</b>	<p>Creighton, James L. (2005) "Defining what Public Participation Is (and Is Not)." Chapter One in <i>The Public Participation Handbook</i>. (John Wiley &amp; Sons).</p> <p>Ansell, Chris and Alison Gash (2008) "Collaborative Governance in Theory and Practice." <i>Journal of Public Administration Research and Theory</i> 18:543–571.</p> <p>Walker, Gregg and Susan Senecah (2010) "Collaborative Governance, Institutions and Actors." Chapter Five in <i>Community-Based Collaboration</i>.</p>	

<b>Optional literature</b>	<p>Davis, Glyn. 1996. Consultation, Public Participation and the Integration of Multiple Interests into Policy Making. Paris: Organisation for Economic Co-operation and Development.</p> <p>Day, Diane. 1997. Citizen Participation in the Planning Process: An Essentially Contested Concept? <i>Journal of Planning Literature</i> 11(3): 421-434.</p> <p>Kinsley, Michael J. 1997. Economic Renewal Guide: A Collaborative Process for Sustainable Community Development. Snowmass CO: Rocky Mountain Institute.</p> <p>Margerum, Richard D. 2002. Collaborative Planning: Building Consensus and Building a Distinct Model for Practice. <i>Journal of Planning Education and Research</i> 21(3): 237-253.</p> <p>McCloskey, Michael. 1996. The Skeptic: Collaboration has its Limits. <i>High Country News</i> 28(9): 7.</p> <p>Hughes-McDermott, Ann Moote, and Cecilia Danks (2011) "Effective Collaboration: Overcoming External Obstacles." Chapter Four in <i>Community-Based Collaboration</i></p> <p>Agranoff, R. and M. McGuire (2003), <i>Collaborative Public Management: New Strategies for Local Governments</i>. Washington, DC: Georgetown University Press.</p>
<b>Scheduled dates</b>	See above.
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Public Policy Analysis**

<b>Course Title</b>	Public Policy Analysis			
<b>Course Number</b>				
<b>Module</b>	Public Policy and Administration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Prof. d-r Pande Lazarevski			
<b>Assistant lecturers</b>				
<b>Department</b>	UKIM- Institute for sociological, political and juridical research			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>				
<b>Recommended for semester</b>	[3, 4]			
<b>Course description</b>	<p>The course focus public policy analysis as a part of the policy making process. As a political science discipline, policy analysis relies on exact methods and practical approach in explaining real life issues. More precisely, it focuses on the approaches, the procedures and methods for public policy analysis: activities of formulation of the problems of public interest, developing alternative solutions for the problems of public interest, the phases and principles for implementation of public policies, and the instruments and procedures for policy monitoring and evaluation. The course will also contain development of relevant policy documents (Policy Issue Paper, Executive Summary and Policy Memorandum)</p>			

<b>Intended learning outcomes</b>	<ul style="list-style-type: none"><li>- To understand real life importance of public policy analysis in policy making process;</li><li>- To understand the practical use of theoretical policy concepts (including the importance of ideological consistency in policy analysis);</li><li>- To understand the methodology of policy analysis as crucial in policy making process;</li><li>- To understand meaning and sequence of methods in policy analysis;</li><li>- To understand policy implementation;</li><li>- To learn how to develop policy arguments;</li><li>- To learn how to develop relevant policy documents (Policy Issue Paper, Executive Summary and Policy Memorandum)</li></ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course contributes to a number of learning outcomes of the module including: practical knowledge about public policy and administrative processes; a detailed understanding of research, analytical methods and theories in the thematic areas of public policy; the ability to connect research and practice and to implement practice-oriented research projects; ability to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers; and the ability to participate in and conduct complex political and/or administrative decision-making procedures.										
<b>Expected prerequisite knowledge</b>	None.										
<b>Assessment methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>20%</td></tr><tr><td>Final Exam</td><td>60 %</td></tr><tr><td>Paper (Essay, Research)</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>	Activity	Percentage	Active Participation	20%	Final Exam	60 %	Paper (Essay, Research)	20 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage										
Active Participation	20%										
Final Exam	60 %										
Paper (Essay, Research)	20 %										
<b>Total</b>	<b>100 %</b>										
<b>Specific requirements</b>	None.										
<b>Pre-Conditions for examination</b>	Having submitted seminar paper.										

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Seminar paper</td><td>30 %</td></tr><tr><td>3. Group work</td><td>20 %</td></tr><tr><td>4. Case studies</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Seminar paper	30 %	3. Group work	20 %	4. Case studies	30 %	<b>Total</b>	<b>100 %</b>				
	Activity	Percentage																
	1. <i>Ex cathedra</i>	20 %																
	2. Seminar paper	30 %																
	3. Group work	20 %																
	4. Case studies	30 %																
	<b>Total</b>	<b>100 %</b>																
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	20%												
	Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	45	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	30%												
Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	20%													
Case studies	General guidance; Interactive approach where studentnts prepare case studies on lobbying on specific issues and present/disscus them.	45	Quality of presentation; Engagement in discussions.	Clearness of presentation; sufficient summary; ...	30%													
<b>Total</b>		<b>150 h<sup>10</sup></b>			<b>100 %</b>													
Course content	[general description]																	

<sup>10</sup> based on [EXCT-CP \* 25], here 4 are assumed



	<i>Topic</i>	<i>Required reading</i>
<b>List of contents/topics</b>	<b>Policy Formation: Problems, Agendas, and Formulation</b> Policy Analysis in the Policy-Making Process Policy Agenda and Agenda Setting Formulation of Policy Proposals	Chapter 1 and 2 of Dunn (2016) Chapter 3 of Anderson (2015)
	<b>Policy Adoption</b> Theories of Decision-Making Decision Criteria Public Interest Styles of Decision-Making	Chapter 4 of Anderson (2015)
	<b>Methods of Policy Analysis</b> Structuring Policy Problems Forecasting Expected Policy Outcomes	Chapter 3 and 4 of Dunn (2016)
	<b>Methods of Policy Analysis</b> Prescribing (Recommending) Preferred Policies Monitoring Observed Policy Outcomes	Chapter 5 and 6 of Dunn (2016)
	<b>Policy Implementation</b> Who Implements Policy? Administrative Organization Administrative Politics Administrative Policymaking	Chapter 6 and 7 of Anderson (2015)
	<b>Policy Impact and Evaluation</b> Policy Impact Evaluating Policy Performance Policy Termination	Chapter 7 of Anderson (2015) Chapter 7 of Dunn (2016)
	<b>Methods of Policy Communication</b> Developing Policy Arguments Communicating Policy Analysis	Chapter 8 and 9 of Dunn (2016)
	<b>Developing Policy Documents</b> Policy Issue Paper Executive Summary Policy Memorandum Planning Oral Briefings	Appendixes 1 -4 of Dunn (2016)
<b>Mandatory literature</b>	Dunn, William N. (2016) Public Policy Analysis , 5th edition. Routledge Anderson, James E. (2015) Public Policymaking, 8th edition, CENGAGE Learning.	

<p><b>Optional literature</b></p>	<p>Bardach Eugene (2016) <i>A Practical Guide for Policy Analysis</i>, 5<sup>th</sup> Ed., SAGE</p> <p>Weimer David L. , Vining Aidan R. (2016) <i>Policy Analysis: Concepts and Practice</i>, 5th Ed., Routledge</p> <p>Hill <b>Michael</b>, Hupe Peter (2014) <i>Implementing Public Policy</i>, <b>SAGE</b></p> <p>John Peter (2012) <i>Analyzing Public Policy</i>, 2<sup>nd</sup> ed., Routledge</p> <p>Birkland Thomas A. (2010) <i>An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making</i>, 3<sup>rd</sup> Ed., M. E. Sharpe</p> <p>Fischer Frank, Miller Gerald J. (2006) <i>Handbook of Public Policy Analysis: Theory, Politics, and Methods</i>, CRC Press</p> <p>Cochran Charles L. and Malone Eloise F. (2005) <i>Public Policy: Perspectives and Choices</i>, 3<sup>rd</sup> ed., Lynne Rienner Publishers</p> <p>Pollock III, P.H. (2005), <i>The Essentials of Political Analysis</i>, 2<sup>nd</sup> ed., CQ Press.</p> <p>Heineman Robert , <b>Bluhm</b> William , Kearny Edward , <b>Peterson</b> Steven (2001) <i>The World Of the Policy Analyst: Rationality, Values, &amp; Politics</i>, 3<sup>rd</sup> Edition, Chatham House Publishers</p> <p>Shepsle, K.A, Bonchek, M.S. (1997) <i>Analyzing Politics – Rationality, Behavior, and Institutions</i>, W.W.Norton &amp; Company, Inc.</p> <p>Parsons Wayne (1995). <i>Public Policy - An Introduction to the Theory and Practice of Policy Analysis</i>. Aldershot, UK / Brookfield, US: Edward Elgar</p> <p>Weimar, David L., Vining, Aidan R. (1989). <i>Policy Analysis: Concepts and Practice</i>. Englewood Cliffs: Prentice-Hall Inc.</p> <p>Hogwood, Brian W., Gunn, Lewis A. (1984). <i>Policy Analysis for the Real World</i>. Oxford University Press.</p>
<p><b>Scheduled dates</b></p>	<p>TBA</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>No.</p>

## **ПРИЛОГ 3**

### **ПОДАТОЦИ ЗА НАСТАВНИЦИТЕ**

Податоци за наставниците кои изведуваат настава на студиската програма од втор циклус на студии				
1.	Име и презиме		Анета Цекиќ	
2.	Дата на раѓање		31. 10.1981	
3.	Степен на образование		Доктор на Политички науки	
4.	Наслов на научниот степен		Доктор на науки	
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција
		Додипломски студии по Политички науки	2004	Правен факултет „Јустинијан Први“-Скопје
		Магистерски студии по Политички науки	2008	Институт за социолошки и политичко-правни истражувања, Скопје
		Докторски студии по Политички науки	2011	Институт за социолошки и политичко-правни истражувања, Скопје
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	Поле	Област
		Општествени науки	Политички науки	Политички системи, Етнички конфликти
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	Поле	Област
		Општествени науки	Политички науки	Граѓанско општество, политички партии и интересни групи; Меѓународни политички организации
8.	Доколку е во работен однос да се наведе институцијата во која работи и звањето во кое е	Институција Универзитет Св. Кирил и Методиј-Скопје, Институт за социолошки и политичко-правни истражувања, Скопје	Звање во кое е избран и област Вонреден професор во областа Политички науки (основи, теорија, методологија, историја, друго) и Граѓанско општество, политички партии и интересни групи	
9.	Список на предмети кои наставникот ги води одделно за првиот, вториот и третиот циклус на студии			
	9.1.	Список на предмети кои наставникот ги води во првиот циклус на студии		
		Ред.б рој	Наслов на предметот	Студиска програма/институција
		1.		
		2.		
	9.2.	Список на предмети кои наставникот ги води во вториот циклус на студии		
		Ред.б рој	Наслов на предметот	Студиска програма/институција
		1.	Демократија, моќ и граѓанство	Политички науки и човекови права, ИСППИ
		2.	Глобализација и европска интеграција	Политички науки и човекови права,

				ИСППИ
		3.	Институции и развој	Општествен развој, ИСППИ
		4.	Современ синдикализам	Менаџмент на човечки ресурси, ИСППИ
		5.	Академско пишување- факултативен курс	Политички науки, ИСППИ
	9.3.	Список на предмети кои наставникот ги води во третиот циклус на студии		
		Ред.б рој	Наслов на предметот	Студиска програма/институција
		1.	Современа Европа- основни обележја и тенденции на политиката во Европската унија	Демократија во услови на глобализација, ИСППИ
10.		2.	Компаративни индустриски односи	Организациски науки, ИСППИ, Економски институт и Економски факултет
	Селектирани резултати во последните пет години			
	10.1.	Релевантни печатени научни трудови (до пет)		
		Ред.б рој	Автори	Наслов
				Издавач/година
		1.	Цекиќ Анета	<i>Политичката партиципација на студентите. Во Цветанова Г. И др. Идентитетите на студентската популација.</i>
				ИСППИ, Скопје, 2016, стр. 49-70.
		2.	Hristova L., Cekik A.	“The effects of the Macedonian power-sharing model for the political stability of the country” in proceedings from conference <i>Security of the post-conflict (Western) Balkans: transition and challenges faced by the Republic of Macedonia,</i>
				Факултет за безбедност- Скопје, 2011, стр. 477-489
		3.	Анета Цекиќ	“Анализа на изборните програми на СДСМ и ВМРО-ДПМНЕ за парламентарните избори 1990- 2008”, во во Лидија Христова и др. (уред.) <i>Политичките идентитети во Р. Македонија</i>
				Универзитет Св. Кирил и Методиј- Скопје, ИСППИ, 2011, стр. 101-132
		4.	Lidija Hristova, Aneta Cekik	<i>Between civic and ethnic identity: the attachment of respondents to specific values/categories</i>
				<i>Annual of the Institute for sociological, political and juridical research, Vol. 36(2), 2012, pp.21-31</i>
	10.2.	Учество во научно-истражувачки национални и меѓународни проекти (до пет)		
		Ред.б рој	Автори	Наслов
				Издавач/година
		1.	Анета Цекиќ, раководител на националниот тим, Мирјана Најчевска, Маријана Марковиќ, Горан Јанев, Бојана Наумовска, Викторија Јаќимовска, Нада	Развој на студиска програма од втор циклус на универзитетски студии по <i>Европски политички науки</i>
				Еразмус + проект, 2015-2017, финансиран од Европската унија

		Маркова		
		Анета Цекиќ, раководител на националниот тим, Климе Бабунски, Весна Забијакин-Чатлеска	Сервиси на податоци од општествените науки во Југоисточна Европа	SCOPES проект 2015-2017, Финансиран од Швајцарската национална фондација за истражување
	2.	Анета Цекиќ, Климе Бабунски, Весна Забијакин-Чатлеска, Елеонора Серафимовска	RRPP data rescue project	Април-Декември 2016, Финансиран од RRPP
	3.	Danica Fink-Hafner and Clive Thomas (раководители) Анета Цекиќ и др. членови на тим	Interest groups and the diversity of democracy in the contemporary Balkans	2015-2017, Меѓународен проект координиран Центарот за политиколошки истражувања при Универзитетот во Љубљана
	4.	Анета Цекиќ, единствен истражувач	Улогата на интересните групи и граѓанските организации во процесите на демократизација и Европеизација (со Анкета на интересни групи во Македонија, Србија и Црна Гора)	Постдокторски проект од престој на Универзитет во Салзбург, продолжен на ИСППИ, 2013-2015
	5.	Марија Топузовска-Латковиќ (раководител), Мирјана Борота Поповска, Елеонора Серафимовска, Анета Цекиќ	Студија за младите во Македонија 2013 (деловите за Политика и демократија, Управување и развој, и Нацијата и светот)	Фондација Фридрих Еберт канцеларија Скопје, 2013
	6.	Nikolai Genov, Lidija Hristova (раководители) Анета Цекиќ, член на тимот	Specifics of the Political Steering of Market Economy in Macedonia and Slovenia: A Comparative Analysis	Билатерален проект со Р. Словенија, 2013 год.
	10.3.	Печатени книги во последните пет години (до пет)		
	Ред.б рој	Автори	Наслов	Издавач/година
	1.	Христова Лидија, Серафимовска Елеонора, Марковиќ Маријана и Цекиќ Анета	Перцепции на идентитетите помеѓу студентската популација во Р. Македонија	ИСППИ, 2014
	2.	Марија Топузовска-Латковиќ, Мирјана Борота-Поповска, Елеонора Серафимовска, Анета Цекиќ	Студија за младите во Македонија 2013 (деловите за Политика и демократија, Управување и развој, и Нацијата и	Фондација Фридрих Еберт канцеларија Скопје и ИСППИ, 2013, стр. 95-134

				светот)	
		3.			
		4.			
		5.			
	10.4	Печатени стручни трудови во последните пет години (до пет)			
		Ред.б рој	Автори	Наслов	Издавач/година
		1.			
		2.			
		3.			
		4.			
		5.			
11.	Менторства на додипломски, магистерски и докторски студии				
	11.1.	Дипломски работи			
	11.2.	Магистерски работи		4 магистерски и 1 специјалистички труд	
	11.3.	Докторски дисертации			
12.	За ментори на магистерски трудови				
	12.1.	Доказ за печатени научноистражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години			
		Ред.б рој	Автори	Наслов	Издавач/година
		1.	Cekik Aneta	Book review of Kymlicka W. and Boulden J., (eds.) "International approaches to governing ethnic diversity", Oxford University Press, 2015.	<i>Journal of Common Market Studies</i> 2016, Vol. 54(4), pp. 1038-1038. <b>ICI Impact Factor 1.83 (Thompson Reuters, Web of Science)</b> , ISI Journal Citation Reports © Ranking: 2015: 12/86 (International Relations); 25/163 (Political Science); 61/344 (Economics)
		2.	Hristova Lidija and Cekik Aneta	Hierarchies of identities in the Macedonian multicultural society: Findings from a survey of student population	<i>European Quarterly of Political Attitudes and Mentalities</i> , April 2016, Vol.5 (2), pp. 10-23.
		3.	Cekik Aneta	Political science in Macedonia. In B. Krauz-Mozer, M. Kułakowska, P. Borowiec, P. Ścigaj (eds.) <i>Political Science in Europe at the Beginning of the 21st Century</i>	Jagiellonian University Press, Krakow 2015, pp. 289-307.
		4.	Cekik Aneta, Hristova Lidija	The Current State of Civil Society in Macedonia and	Faculty of social

				its Distinctive Patterns of Development. In Fink-Hafner Danica (ed.) <i>Development of civil society in the territory of former Yugoslavia since the 1980s</i>	sciences, University of Ljubljana, 2015, pp. 189-212.
	5.	Hristova Lidija and Cekik Aneta		The Europeanization of interest groups: EU conditionality and adaptation of interest groups to the EU accession process in the R. Macedonia	<i>East European Politics</i> , Vol. 31 Issue 1, 2015, pp. 23-38 (Taylor and Francis Group, Routledge Journal) <b>Indexed in SCOPUS SJR=0.44; H index:6</b>
	6.	Cekik, Aneta		Power-Sharing and Informal Autonomy in the Republic of Macedonia. In: Salat, Levente - Constantin, Sergiu - Osipov, Alexander - Székely, István Gergő (eds.) <i>Autonomies and Autonomy-like Arrangements around the World. A Collection of Well- and Lesser-known Cases.</i>	Cluj-Napoca: Romanian Institute for Research on National Minorities, 2014, pp. 223-245.
	7.	Hristova L., Cekik A.		Between the ethnic and the civic identity- on the perceptions of the student population in the R. Macedonia	New Balkan Politics, Issue 13, 2013, pp. 45-67
	8.	Hristova L., Cekik A.		Discrimination in Macedonia's multiethnic society: perceptions of inequality among the student population	New Balkan Politics, Special issue, 2013, pp.54-69
	9.	Cekik Aneta		Book review of: Doğa Ulaş Eralp, "Politics of the European Union in Bosnia-Herzegovina", Lexington books, 2012	<i>Journal of Common Market Studies</i> Vol. 51 (4), 2013, pp. 807-808, <b>ICI Impact Factor 1.83 (Thompson Reuters, Web of Science)</b> , ISI Journal Citation Reports © Ranking: 2015: 12/86 (International Relations); 25/163 (Political Science); 61/344 (Economics)
	12.2.	Доказ за трудови кои имаат вкупно најмалку пет бода, во списание со импакт фактор од соодветната област од Web of Science			
	Ред.б	Автори		Наслов	Издавач/година



		poj			
			Cekik Aneta	Adapting to Europe? Business interests and civil society groups in accession countries	<i>West European Politics</i> , Volume 40 (5), pp. 1066-1087, <b>2015 Impact Factor: 1.464 Ranking: 36/163 (Political Science) © 2016 Thomson Reuters, 2015 Journal Citation Reports®</b>
			Cekik Aneta	Book review of Kymlicka W. and Boulden J., (eds.) "International approaches to governing ethnic diversity", Oxford University Press, 2015.	<i>Journal of Common Market Studies</i> 2016, Vol. 54(4), pp. 1038-1038. <b>ICI Impact Factor 1.83 (Thompson Reuters, Web of Science)</b> , ISI Journal Citation Reports © Ranking: 2015: 12/86 (International Relations); 25/163 (Political Science); 61/344 (Economics)
			Hristova Lidija and Cekik Aneta	The Europeanization of interest groups: EU conditionality and adaptation of interest groups to the EU accession process in the R. Macedonia	<i>East European Politics</i> , Vol. 31 Issue 1, 2015, pp. 23-38 (Taylor and Francis Group, Routledge Journal) <b>Indexed in SCOPUS SJR=0.44; H index:6</b>
			Cekik Aneta	Book review of: Doğa Ulaş Eralp, "Politics of the European Union in Bosnia-Herzegovina", Lexington books, 2012	<i>Journal of Common Market Studies</i> Vol. 51 (4), 2013, pp. 807-808, <b>ICI Impact Factor 1.855 (Thompson Reuters, Web of Science)</b> , ISI Journal Citation Reports © Ranking: 2015: 10/85 (International Relations); 19/161 (Political Science); 49/333 (Economics)
12.3.	Доказ за најмалку три учества на меѓународни собири во последните четири години				
	Ред.б poj	Автори	Наслов на трудот	Меѓународен собир/ конференција	Година

	1.	Aneta Cekik	"What accounts for Europeanization of interest groups during the EU accession process? Findings from a survey in Macedonia, Montenegro and Serbia"	Workshop for WEP Special Issue: Multilevel interest representation in the European Union: National interest organizations in European policy-making	28-29 April 2016, Ruhr-University Bochum
		Aneta Cekik, Lidija Hristova	"Interest groups development in Macedonia"	2 <sup>nd</sup> conference of the Network on research into civil society in former Yugoslav successor states	University of Ljubljana, 7-8 October, 2015
	2.	Aneta Cekik	"Political attitudes of Macedonian youth",	Youth in East Europe- challenges and perspectives in times of transition,	Friedrich Ebert Stiftung, Berlin, Germany, 27 February, 2015.
	3.	Aneta Cekik	"Post communist small states lobbying in the European Union- researching factors of influence"	Influencing EU politics- mobilization and representation of European civil society	Zeppelin University, Lake Constance, Germany, 29 May- 01 June 2013
	4.	Aneta Cekik, Lidija Hristova	"Civil society development in Macedonia since the 1980s"	<i>Civil society in former Yugoslav republics</i> , Faculty of social sciences,	University of Ljubljana, Slovenia, 4 July, 2014
	5.	Aneta Cekik	"Europeanization of non-state actors: the case of the R. Macedonia"	AcadEU- Exchanging knowledge and experience on European Integration	Faculty of social sciences, Ljubljana, Slovenia, 23 November 2013
	6.	Aneta Cekik	"Europeanization of interest representation in the R. Macedonia: still a way to go"	University association for contemporary European Studies (UACES)- Annual conference	3-5 September, 2012, University of Passau Germany
	7.	Aneta Cekik	"Small states lobbying in the European Union-	Third International Conference on Nordic	25-27 May, 2012

				the experience of the newer member states"	and Baltic Studies in Romania <i>European networks: the Balkans, Scandinavia and the Baltic world in a time of economic and ideological crisis</i>	Targoviste, Romania
		8.	Aneta Cekik	"20 Years of Accommodation and Conflict – the Macedonian Multiethnic Society"	<i>Twenty years after (1991-2011): the reshaping the space and identity</i> , Joint Conference of the Institute of Ethnology and Anthropology RAN (Moscow) Centre d'études franco-russe (Moscow) Russian State University for the Humanities (Moscow) and the Association for the Study of Nationalities (New York)	29 September-01 October, 2011 Moscow

Податоци за наставниците кои изведуваат настава на студиската програма од втор циклус на студии				
1.	Име и презиме	Бојана Нумовска		
2.	Дата на раѓање	5 февруари 1983		
3.	Степен на образование	Доктор на науки		
4.	Наслов на научниот степен	Доктор на политички науки		
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција
		Докторат	2011	ИСППИ
		Магистерски студии	2008	ИСППИ
		Додипломски студии	2005	Правен факултет, Политички науки
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	Поле	Област
		Општествени науки	Политички науки	Политичка анализа
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	Поле	Област
		Општествени науки	Политички науки	Политички систем и политички партии
8.	Доколку е во работен однос да се наведе институцијата каде работи и звањето во кое е избран и во која област	Институција	Звање во кое е избран и област	
		Универзитет Св. Кирил и Методиј, Институт за социолошки и политичко-правни истражувања	Доцент во областа на политички партии и јавно мислење	
9.	Список на предмети кои наставникот ги води одделно за првиот, вториот и третиот циклус на студии			
	9.1.	Список на предмети кои наставникот ги водел на првиот циклус на студии		
		Ред. број	Наслов на предметот	Студиска програма / институција
		1.		
		2.		
	9.2.	Список на предмети кои наставникот ги води на вториот циклус на студии		
		Ред. број	Наслов на предметот	Студиска програма / институција
		1.	Изборни системи и политички партии	Постдипломски студии по политички науки и човекови права
		2.	Медиуми и политика	Постдипломски студии по политички науки и човекови права
		3.	Јавно мислење	Постдипломски студии по комуникации
		4.	Јавно мислење и социјални мрежи	Постдипломски студии по нови медиуми и социјални мрежи
		5.	Медиуми и политика	Постдипломски студии по

				Комуникации	
	9.3.	Список на предмети кои наставникот ги води на третиот циклус на студии			
		Ред. број	Наслов на предметот	Студиска програма / институција	
		1.	Јавното мислење и опкружувањето	Докторски студии по социологија на опкружувањето	
		2.	Европски социјален модел и организации	Докторски студии по социологија на организација	
		3.	Компаративни индустриски односи	Докторски студии по организациски науки	
		4.	Глобализација и антиглобализација	Демократија во услови на глобализација	
10.	Селектирани резултати во последните пет години				
	10.1.	Релевантни печатени научни трудови (до пет)			
		Ред. број	Автори	Наслов	Издавач / година
		1.	Ganka Cvetanova, Bojana Naumovska	<i>Political Attitudes, Values, and Procedures in the Eastern European Young Democracies: A Case Study on the Attitudes towards Democracy of the Macedonian Students -</i>	EQPAM Volume 3, No.3, October 2014 ISSN 2285 – 4916
		2.	Atanasov P., Naumovska B	<i>"Equal opportunities of women: Processes of employment and promotion on higher positions"</i>	Faculty of Economics, University of Niš, 2014
		3.	Ganka Cvetanova, Bojana Naumovska	"Attitudes toward Democracy of the Students in the Republic of Macedonia"	ECPAM, 2014
		4.	Petar Atanasov, Bojana Naumovska	Multicultural Societies and „Ethnic“ Political Parties: The Sase of Macedonia, Bulgaria and Romania	Journal of Education, Psychology and Social Sciences, 2013
		5.	Bojana Naumovska	“Activities of the radical right-winged parties in direction of threatening the European security”,	Факултет за безбедност, УКЛО, 2013
	10.2.	Учество во научно-истражувачки национални и меѓународни проекти (до пет)			

		Ред. број	Автори	Наслов	Издавач / година
		1.	Ганка Цветанова, Петар Атанасов, Горан Јанев, Елеонора Серафимовска, Маријана Марковиќ, Бојана Наумовска, Анета Цекиќ	Реални и виртуелни идентитети	УКИМ, 2012/13
		2.	Ганка Цветанова, Петар Атанасов, Горан Јанев, Елеонора Серафимовска, Маријана Марковиќ, Бојана Наумовска, Анета Цекиќ	Јавно мислење 2015	УКИМ 2014/15
		3.	Ganka Cvetanova, Klime Babunski, Stefan Buzarovski, Bojana Naumovska	Energy Vulnerability and Urban Transitions in Europe EValUaTE	2015
		4.	Климе Бабунски, Емилија Симоска, Горан Јанев, Бојана Наумовска	Перцепцијата на македонските граѓани за барателите на заил и мигрантите	УНХЦР, 2015
		5.	Цекиќ, Јанев, Најчевска, Марковиќ, Наумовска, Јаќимовска	<i>Erasmus+ Curriculum development Joint MA degree in European Political Science,</i>	Европската Унија, 2015-2017
	10.3.	Печатени книги во последните пет години (до пет)			
		Ред. број	Автори	Наслов	Издавач / година
		1.	Атанасов, Цветанова, Наумовска, Цекиќ, Јанев, Серафимовска, Марковиќ	Идентитетите на студентската популација во Република Македонија (истражувачка студија),	Институт за социолошки и политичко-правни истражувања, Скопје, 2016
		2.			
		3.			
		4.			
		5.			
	10.4	Печатени стручни трудови во последните пет години (до пет)			
		Ред. број	Автори	Наслов	Издавач / година
		1.			
		2.			
		3.			
		4.			
		5.			

11.	Менторства на додипломски, магистерски и докторски студии			
	11.1.	Дипломски работи		
	11.2.	Магистерски работи		
	-Александра Крстевска- Анализа на факторите кои влијаат врз изборната партиципација во Република Македонија  -Татијана Терповска Николиќ: „Радикални десни партии, идеологии, политички дејствувања и нивниот подем во југоисточна Европа“  -Росана Јанков „PR практики: студија на случај АМСМ“  -Бојана Станојевска Пецуровска „Анализа на јавните кампањи за енергетска ефикасност во Република Македонија“  - Марија Таушанова „Политичката идеологија и популизмот кај политичките партии во Република Македонија“  - Арбреша Влаши „Комисијата за односи меѓу заедниците како инструмент за соодветна застапеност на етничките заедници на локално ниво“  - Елизабета Вељановска Најдеска „Улогата на медиумите во случај на природни непогоди и катастрофи- студија на случај невремето во Скопскиот рефион од 6 август 2016“			
11.3.	Докторски дисертации			
12.	За ментори на докторски трудови селектирани резултати во последните четири/ пет години			
	12.1.	Доказ за печатени научноистражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години		
	Ред. број	Автори	Наслов	Издавач / година
	1.	Atanasov P., Simoska E., Naumovska B.	"The Students' Ethnic Identity Dilemmas",	ANNUAL XL/1 2016, ISPJR-UKIM (69-80)
	2.	Atanasov P., Simoska E., Naumovska B.,	"Processes of Individualization in the Presence of Strong Collective Identities",	EQPAM Volume 5, Issue No.2, April 2016 (Special Issue on Macedonia)
3.	Cvetanova, Naumovska	Democratic Values and Political Attitudes of the Macedonian Young People	EQPAM Volume 5, Issue No.2, April 2016 (Special Issue on Macedonia)	

		4.	Atanasov P., Simoska E., Naumovska B.,	<i>THE STUDENTS' ETHNIC IDENTITIES VERSUS SOCIAL INTEGRATION</i>	ISPJR, 2015
		5.	Ganka Cvetanova, Bojana Naumovska	<i>"Attitudes toward Democracy of the Students in the Republic of Macedonia"</i>	ECPAM, 2014
	12.2.	Доказ за најмалку два печатени научноистражувачки трудови во меѓународни научни списанија со импакт фактор во даденото поле во последните пет години			
		Ред. број	Автори	Наслов	Издавач / година
		1.			
		2.			
	12.3.	Доказ за најмалку три учества на меѓународни собири во последните четири години			
		Ред. број	Автори	Наслов на трудот	Меѓународен собир/ конференција
		1.	Atanasov P., Simoska E., Naumovska B.,	<i>THE STUDENTS' ETHNIC IDENTITIES VERSUS SOCIAL INTEGRATION</i>	CHALLENGES OF CONTEMPORARY SOCIETY
		2.	Atanasov P., Simoska E., Naumovska B.,	<i>"Processes of Individualization in the Presence of Strong Collective Identities"</i> ,	Annual European Conference on Political Attitudes and Mentalities, ECPAM"2015
		3.	Ganka Cvetanova, Bojana Naumovska	<i>New Media and the Level of Democratic Awareness in the Republic of Macedonia</i>	CCCS Conference – "Media: Theory and Practice
		4.	Ganka Cvetanova, Bojana Naumovska	"Attitudes toward Democracy of the Students in the Republic of Macedonia"	<a href="https://sites.google.com/a/fspub.unibuc.ro/camelia-florela-voinea/home/conference-papers/cvetanova-naumovska">European Conference on Political Attitudes and Mentalities ECPAM</a>  <a href="https://sites.google.com/a/fspub.unibuc.ro/camelia-florela-voinea/home/conference-papers/cvetanova-naumovska">https://sites.google.com/a/fspub.unibuc.ro/camelia-florela-voinea/home/conference-papers/cvetanova-naumovska</a>
					2014
					2014
		5.	Atanasov, Naumovska	Digital native	The Balkans in the
					2014



				between local and global identity in multicultural society	new millennium: From Blkanization to Eutopia	
		6.	Petar Atanasov, Bojana Naumovska	Equal opportunities of women: Processes of employment and promotion on higher positions	The Global Economic Crisis and the Future of European Integration	2013

Податоци за наставниците кои изведуваат настава на студиската програма од втор циклус на студии					
1.	Име и презиме		Мирјана Најчевска		
2.	Дата на раѓање		24.11.1956		
3.	Степен на образование				
4.	Наслов на научниот степен		Доктор на правни науки		
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција	
		Докторат на науки	1995	ИСППИ	
		Втор циклус на студии	1986	ИСППИ	
		Прв циклус на студии	1979	Правен факултет-Скопје	
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	Поле	Област	
		Општествени науки	Политички науки	Политички системи	
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	Поле	Област	
		Општествени науки	Правни науки	Теорија на правото	
8.	Доколку е во работен однос да се наведе институцијата каде работи и звањето во кое е избран и во која област	Институција	Звање во кое е избран и област		
		Институт за социолошки и политичко правни истражувања - Скопје	Редовен професор/научен советник		
9.	Список на предмети кои наставникот ги води одделно за првиот, вториот и третиот циклус на студии				
	9.1.	Список на предмети кои наставникот ги води во првиот циклус на студии			
		Ред. број	Наслов на предметот	Студиска програма/институција	
		1.			
		2.			
	9.2.	Список на предмети кои наставникот ги води во вториот циклус на студии			
		Ред. број	Наслов на предметот	Студиска програма/институција	
		1.	Правда и развој	Општествен развој, ИСППИ	
		2.			
	9.3.	Список на предмети кои наставникот ги води во третиот циклус на студии			
		Ред. број	Наслов на предметот	Студиска програма/институција	
		1.	Човековите права и опкружувањето	Социологија на опкружувањето/ИСППИ	
		2.	Администрација, бизнис и човекови права-развој на европско законодавство и пракса	Менаџмент/ИСППИ	
		3.	Човекови права и милениумските цели	Демократија во услови на глобализација/ИСППИ	
10.	Селектирани резултати во последните пет години				
	10.1.	Релевантни печатени трудови (до пет)			
		Ред. Број	Автори	Наслов	Издавач/година
		1.	Најчевска М.	НИЧП во Република Македонија-актуелна состојба, предизвици и можен развој,	Студиорум, Скопје (македонски и англиски), 2012

			Евродијалог бр. 16,	
	2.	Најчевска М. Кадриу Б.,	Невидливи за општеството, (македонски и албански)	ФИОМ, Скопје (2011),
	3.	Најчевска М.	Структурна дискриминација,	Poverty&Race/2010
	4.	Најчевска М., Тасевска А.,	Анализа на меѓународните стандарди и најдобри практики и постоечките национални закони, политики и планови на антидискриминаторската легислатива,	МЦМС, (2010)
10.2.	Учество во научноистражувачки меѓународни и национални проекти (до пет)			
	Ред. Број	Автори	Наслов	Издавач/година
	1.	Најчевска М.	Родот и човековата сигурност,	UN Women (2013)
	2.	Најчевска М.	Подобрување на меѓуетничкиот дијалог и соработка преку олеснување на споровите со етничка димензија на локално и национално ниво , УНДП	УНДП, 2011-2012
	3.	Publications by the Gender Equality Legal Experts Network	Истражувачки извештаи во рамките на:	( <a href="http://ec.europa.eu/justice/gender-equality/document/index_en.htm#h2-8">http://ec.europa.eu/justice/gender-equality/document/index_en.htm#h2-8</a> ) (2009- )
	4.	Најчевска М.	Зајакнување на капацитетите- Родот и медијацијата“,	UNWomen (2012 - 2013)
	5.	Најчевска М.	Општини по мерка на детето, развој на тела за заштита на децата во единиците на локална самоуправа,	УНИЦЕФ (2006-2010)
10.3.	Печатени книги во последните пет години (до пет)			
	Ред. Број	Автори	Наслов	Издавач/година
	1.	Најчевска М., Тасевска А.,	Анализа на меѓународните стандарди и најдобри практики и постоечките национални закони, политики и планови на антидискриминаторската легислатива	МЦМС/2010
	2.	Најчевска М.	Прилог за изградба на тело за еднаквост во Република Македонија	Сојуз Македонија без дискриминација/2

				009	
		3.	Најчевска М., Тодоровски С.	Пресудите треба да се применуваат	ФИОМ, Скопје, 2013
		4.	Најчевска М., Имери Л.	Извештај во сенка за комисија во сенка	ФИОМ, Скопје, 2012
	10.4	Печатени стручни трудови во последните пет години (до пет)			
		Ред. Број	Автори	Наслов	Издавач/година
		1.	Најчевска М.,	Прирачник за отстранување на дискриминација врз основа на етничка припадност	ФИОМ, 2009
		3.	Burri.S, ..., Најчевска М.	European gender equality law review/News from Macedonia	European commission/2010
		4.	Најчевска М., Трајаноски Ж.	Медиумите и дискриминацијата	ФИОМ, 2010
		5.			
	11.	Менторства на додипломски, магистерски и докторски студии			
	11.1.	Дипломски работи			
	11.2.	Магистерски работи	<ul style="list-style-type: none"><li>Никола В. Прокопенко “УСОГЛАСЕНОСТ НА ЗАКОНОДАВСТВОТО ВО РЕПУБЛИКА МАКЕДОНИЈА СО МЕЃУНАРОДНИТЕ СТАНДАРДИ ЗА НЕЗАВИСНОСТ НА СУДСТВОТО “ (2013)</li><li>Луан Имери “Менаџирање со разновидноста-етничката припадност и политичкото убедување на државните службеници во РМ како основа за дискриминација“ (2010)</li><li>Тамара Радовановиќ “Влијанието на евроинтегративните процеси врз земјите аспиранти:случајот на Република Македонија и Република Словенија“</li></ul>		
	11.3.	Докторски дисертации	<ul style="list-style-type: none"><li>Елена Андреевска “Вонредни правни лекови-средства за заштита на слободите и правата на човекот и граѓанинот согласно на меѓународните инструменти“ (1995) - дадено негативно менторско мислење (правни и политички науки)</li><li>Али Муслиу “Политичко-уставна реформа на концептот на човекови права во земјите во транзиција со посебен осврт кон Република Македонија“ (2007-2008) (правни и политички науки)</li><li>Елена Тодорова “Улогата на националните институции во имплементирањето на меѓународните стандарди за човековите права и перспективите за нивниот развој во Република Македонија“(2008-2010) (правни и политички науки)</li><li>м-р Тамара Радовановиќ „ ВЛИЈАНИЕТО НА</li></ul>		

			ЕВРОИНТЕГРАТИВНИТЕ ПРОЦЕСИ ВРЗ ПРАВНИТЕ СИСТЕМИ НА ЗЕМЈИТЕ АСПИРАНТИ: СЛУЧАЈОТ НА РЕПУБЛИКА МАКЕДОНИЈА И РЕПУБЛИКА СЛОВЕНИЈА “ (2013)			
12.	За ментори на докторски трудови селектирани резултати во последните четири/ пет години					
	12.1.	Доказ за печатени научноистражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години				
		Ред. Број	Автори	Наслов		Издавач/година
		1.				
		2.				
		3.				
		4.				
		5.				
		6.				
	12.2.	Доказ за најмалку два печатени научноистражувачки трудови во меѓународни научни списанија со импакт фактор во даденото поле во последните пет години				
		Ред. Број	Автори	Наслов		Издавач/година
		1.				
		2.				
	12.3.	Доказ за најмалку три учества на меѓународни собири во последните четири години				
		Ред. Број	Автори	Наслов на трудот	Меѓународен собир/конференција	Година
		1.				
		2.				

Податоци за наставниците кои изведуваат настава на студиската програма од втор циклус на студии					
1.	Име и презиме	Наташа Габер-Дамјановска			
2.	Дата на раѓање	09.10.1962			
3.	Степен на образование	Високо			
4.	Наслов на научниот степен	Доктор на науки			
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција	
		Факултетско образование	1984	Правен факултет УКИМ	
		Магистер на науки	1990	Исто	
		Доктор на науки	1995	ИСППИ	
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	Поле	Област	
		Правно-политички науки			
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	Поле	Област	
		Политички науки			
8.	Доколку е во работен однос да се наведе институцијата во која работи и звањето во кое е избран	Институција	Звање во кое е избран и област		
		Од 2008 год судија на Уставен суд на РМ; до 2008 во ИСППИ	До 2008 научен советник и редовен професор во ИСППИ		
9.	Список на предмети кои наставникот ги води одделно за првиот, вториот и третиот циклус на студии				
	9.1.	Список на предмети кои наставникот ги води во првиот циклус на студии			
		Ред.број	Наслов на предметот		Студиска програма/институција
		1.			
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			
	8.				
	9.2.	Список на предмети кои наставникот ги води во вториот циклус на студии			
		Ред.број	Наслов на предметот		Студиска програма/институција
		1.	До 2008- Граѓанско општество		ИСППИ
		2.	До 2008 Политичко одлучување		ИСППИ
		3.	Во 2014/2015 Уставно право и пракса		Академија на судии и јавни обвинители
		4.	До 2008 Introduction to Politics и Contemporary Political Systems		UACS
		5.	До 2008 Глобализација и светска политика		UACS
		6.	До 2008 Избори и изборни системи		UACS
	9.3.	Список на предмети кои наставникот ги води во третиот циклус на студии			
Ред.број		Наслов на предметот		Студиска програма/институција	
1.					

		2.		
10.	Селектирани резултати во последните пет години			
10.1.	Релевантни печатени научни трудови (до пет)			
	Ред. број	Автори	Наслов	Издавач/година
	1.	Проф. Д-р Наташа Габер-Дамјановска и проф др Анета Јовевска	“Директните избори за претседател на Република Македонија-потреба или не“ (македонски и англиски),	Годишник на Институтот за социолошки и политичко-правни истражувања, 2010 година
	2.	Проф. Д-р Наташа Габер-Дамјановска	“Уставните промени во Република Македонија – одраз на актуелните општествени и политички состојби“,	Политичка Мисла, IDSCS, Konrad Adenauer Stiftung, Година 9, бр.35, Скопје 2011, стр.11-22
	3.	Исто	“Дејство и извршување на одлуките на Уставниот суд на Република Македонија“, 16 стр,	Округла маса на регионалните уставни судови, Сремски Карловци 5-7 јули 2012
	4.	Исто	“Владеењето на правото низ призмата на одлуките на Уставниот суд на Република Македонија“	Правна ревија “Правоматика“ бр.2 Јануари-март 2017, 16 страни, македонски
	5.	Исто	“Подзаконските акти низ праксата на Уставниот суд на Република Македонија“	50 годишнина на уставното судство во Република Македонија, “Современите предизвици на уставното судство“ подтема “Оценка на уставноста и законитоста на подзаконските акти“ Скопје 18-21 септември 2014
10.2.	Учество во научно-истражувачки национални и меѓународни проекти (до пет)			
	Ред.	Автори	Наслов	Издавач/година

		број			
		1.	Проф. Д-р Наташа Габер-Дамјановска	“Во одбрана на Уставот и цивилизациските вредности“, ИСБН: 978-608-4681-54-0	Македонски центар за меѓународна соработка и TACSO, февруари 2016 година
		2.			
		3.			
		4.			
		5.			
	10.3.	Печатени книги во последните пет години (до пет)			
		Ред.број	Автори	Наслов	Издавач/година
		1.			
		2.			
		3.			
		4.			
	10.4	Печатени стручни трудови во последните пет години (до пет)			
		Ред.број	Автори	Наслов	Издавач/година
		1.			
		2.			
		3.			
		4.			
11.	Менторства на додипломски, магистерски и докторски студии				
	11.1.	Дипломски работи			
	11.2.	Магистерски работи			
	11.3.	Докторски дисертации			
12.	За ментори на докторски трудови селектирани резултати во последните четири/пет години				
	12.1.	Доказ за печатени научноистражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години			
		Ред.број	Автори	Наслов	Издавач/година
		1.	Проф. Д-р Наташа Габер-Дамјановска	“Criminal Code of the Republic of Macedonia – Rethinking Article 38-d”,	Revue Internationale de Droit Penal Vol.83, 2012/1-2, Editeur E.R.E.S, ISBN 9782749232188
		2.	Проф. Д-р Наташа Габер-Дамјановска	“The Constitutional Principle of the Equality of Vote Viewed Through the EU Standards – the case of Ex-Patriot Vote”	UACS and FES, 8 <sup>th</sup> Annual International Academic Conference on European Integration “Out of the Crisis: EU Economic and Social Policies Reconsidered” 16 May 2013
		3.			
4.					



		5.			
		6.			
	12.2.	Доказ за најмалку два печатени научноистражувачки трудови во меѓународни научни списанија со импакт фактор во даденото поле во последните пет години			
		Ред.број	Автори	Наслов	Издавач/година
		1.			
		2.			
	12.3.	Доказ за најмалку три учества на меѓународни собири во последните четири години			
		Ред. број	Автори	Наслов на трудот	Меѓународен собир/ Конференција
		1.	Проф.д-р Наташа Габер-Дамјановска	“Systemic Characteristics of the Republic of Macedonia Viewed Through the Constitution of 1991 and the Amendments of 2001”,	International Congress on Constitutional Law, Istanbul, 11-14 May, 2011
		2.	Исто	“Дејство и извршување на одлуките на Уставниот суд на Република Македонија“, 16 стр,	Округла маса на регионалните уставни судови, Сремски Карловци 5-7 јули 2012
		3.	Проф.д-р Наташа Габер-Дамјановска	“Подзаконските акти низ праксата на Уставниот суд на Република Македонија“	50 годишнина на уставното судство во Република Македонија, “Современите предизвици на уставното судство“ подтема “Оценка на уставноста и законитоста на подзаконските акти“ Скопје 18-21 септември 2014, со темата

Податоци за наставниците кои изведуваат настава на студиската програма од втор циклус на студии				
1.	Име и презиме	Горан Јанев		
2.	Дата на раѓање	18/05/1969		
3.	Степен на образование	Доктор на науки		
4.	Наслов на научниот степен	Вонреден професор		
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција
		Факултетско образование	1994	УКИМ
		Магистер на науки	1998	УКИМ
		Доктор на науки	2006	Оксфорд Универзитет
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	Поле	Област
		Социологија	Социологија на семејство	
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	Поле	Област
		Социјална Антропологија	Политичка антропологија	
8.	Доколку е во работен однос да се наведе институцијата во која работи и звањето во кое е избран	Институција	Звање во кое е избран и област	
		ИСППИ	Вонреден професор по социјална антропологија	
9.	Список на предмети кои наставникот ги води одделно за првиот, вториот и третиот циклус на студии			
	9.1.	Список на предмети кои наставникот ги води во првиот циклус на студии		
		Ред.број	Наслов на предметот	Студиска програма/институција
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		7.		
		8.		
	9.2.	Список на предмети кои наставникот ги води во вториот циклус на студии		
		Ред.број	Наслов на предметот	Студиска програма/институција
		1.	Глобализација и култура	Комуникологија
		2.	Социјална антропологија	Социологија на општествени промени
		3.	Културата во новиот милениум	Нови медиуми и социјални мрежи
		4.	Култура, град и општество	Културата во ерата на кибернетиката
		5.	Социјална Антропологија	Општествен развој
		6.	Политичка Антропологија	Политички науки и човекови права
	9.3.	Список на предмети кои наставникот ги води во третиот циклус на студии		
		Ред.број	Наслов на предметот	Студиска програма/институција
		1.		

	2.			
10.	Селектирани резултати во последните пет години			
10.1.	Релевантни печатени научни трудови (до пет)			
	Ред.број	Автори	Наслов	Издавач/година
	1.	Горан Јанев	Contesting Ethnocratic Spatial Order: Narrative spaces in Skopje, European Quarterly of Political Attitudes and Mentalities, Vol. 5, No.2	2016
	2.	Горан Јанев	"Skopje 2014":Erasing memories, building history, in Balkan Heritages: Negotiating history and culture Couroucli M. and Marinov T. (eds.)	Ashgate, Surrey, 2015
	3.	Горан Јанев	What happened to the Macedonian Salad? Ethnocracy in Macedonia, in Ethnologia Balkanica, Journal for Southeast European Anthropology, Vol. 15	Lit Verlag, Berlin, 2012
	4.	Горан Јанев	Ethnographic Remaking of Public Space – Skopje 2014, in Journal of European Federation for Landscape Architecture, Vol. 1	EFLA, 2011
	5.	Горан Јанев	Narrating the Nation, Narrating the City, in Cultural Analysis, Vol. 10	University of Berkeley, California, 2011
10.2.	Учество во научно-истражувачки национални и меѓународни проекти (до пет)			
	Ред.број	Автори	Наслов	Издавач/година
	1.	Горан Јанев	Истражување на јавното мислење и перцепциите на македонските граѓани за барателите на азил и мигрантите, раководител на проектот	УНХЦР, Македонија, 2016
	2.	Горан Јанев	Истражување на јавното мислење 2015, раководител на проектот	ИСППИ, Скопје 2015/16
	3.	Горан Јанев	“Manipulating diversity in Southeast Europe – Unrecognized multiculturalism from below: Macedonian realities”	Max Planck Institute for the Study of Religious and Ethnic Diversity, Goettingen, Germany / 2008-2011
	4.	Горан Јанев, раководител на проектот за Р.М.	“Baseline study on human rights and poverty” supporting the elaboration	UNDP supported

			of an MDG-based National Development Programme 2005-2015 for Macedonia	research in collaboration with BIM Vienna
	5.			
10.3.	Печатени книги во последните пет години (до пет)			
	Ред.број	Автори	Наслов	Издавач/година
	1.			
	2.			
	3.			
	4.			
	5.			
10.4	Печатени стручни трудови во последните пет години (до пет)			
	Ред.број	Автори	Наслов	Издавач/година
	1.			
	2.			
	3.			
	4.			
	5.			
11.	Менторства на додипломски, магистерски и докторски студии			
	11.1.	Дипломски работи		
	11.2.	Магистерски работи	Марина Јанакиевска, Улогата на глобалните технологии за комуникација во креирањето конзументистички потреби во Република Македонија, комуникациски студии, 2015	
	11.3.	Докторски дисертации		
12.	За ментори на докторски трудови селектирани резултати во последните четири/пет години			
	12.1.	Доказ за печатени научноистражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години		
		Ред.број	Автори	Наслов
		1.	Горан Јанев	Contesting Ethnocratic Spatial Order: Narrative spaces in Skopje, European Quarterly of Political Attitudes and Mentalities, Vol. 5, No.2
		2.	Горан Јанев	"Skopje 2014":Erasing memories, building history, in Balkan Heritages: Negotiating history and culture Couroucli M. and Marinov T. (eds.)
		3.	Горан Јанев	What happened to the Macedonian Salad? Ethnocracy in Macedonia, in Ethnologia Balkanica, Journal for Southeast European Anthropology, Vol. 15
		4.	Горан Јанев	Ethnographic Remaking of Public Space – Skopje 2014, in Journal of European Federation for Landscape Architecture, Vol. 1
		5.	Горан	Narrating the Nation, Narrating the
				University of Berkeley,

		Јанев	City, in Cultural Analysis, Vol. 10	California, 2011
12.2.	Доказ за најмалку два печатени научноистражувачки трудови во меѓународни научни списанија со импакт фактор во даденото поле во последните пет години			
	Ред.број	Автори	Наслов	Издавач/година
	1.			
	2.			
12.3.	Доказ за најмалку три учества на меѓународни собири во последните четири години			
	Ред.број	Автори	Наслов на трудот	Меѓународен собир/ конференција
	1.	Горан Јанев	Squaring politics: reactions to ethnocratic spatial reordering in Macedonia	Protest and Public Space, City University New York
	2.	Горан Јанев	Организатор на работилницата Reducing complexity: transformation of capital cities,	Биенална конференција на Европската Асоцијација на Социјални Антрополози, Париз
	3.	Горан Јанев	Ethnocratic spatiality and remembering/forgetting diversity	International Society for Ethnology and Folklore, Zagreb, Croatia

Податоци за наставниците кои изведуваат настава на студиската програма од втор циклус на студии				
1.	Име и презиме	Панде Лазаревски		
2.	Дата на раѓање	13.09.1960		
3.	Степен на образование	Доктор на науки		
4.	Наслов на научниот степен	Редовен професор		
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција
		Факултетско образование	1984	Факултет за Политички науки, Универзитет во Белград, Србија
		Магистер на науки	1992	Универзитет „Св. Кирил и Методиј“- Скопје
		Доктор на науки	1993	Универзитет „Св. Кирил и Методиј“- Скопје
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	Поле	Област
		Општествени науки	Политички науки	Политички науки
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	Поле	Област
		Општествени науки	Политички науки	Применета политика
8.	Доколку е во работен однос да се наведе институцијата во која работи и звањето во кое е избран	Институција	Звање во кое е избран и област	
		ИСПНИ,Скопје	Редовен професор	
9.	Список на предмети кои наставникот ги води одделно за првиот, вториот и третиот циклус на студии			
	9.1.	Список на предмети кои наставникот ги води во првиот циклус на студии		
		Ред.број	Наслов на предметот	Студиска програма/институција
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		7.		
8.				
9.2.	Список на предмети кои наставникот ги води во вториот циклус на студии			
	Ред.број	Наслов на предметот	Студиска програма/институција	
	1.	Методологија на општествени науки	Социологија, Комуникации,	

				<b>Менаџмент на човечки ресурси, ИСППИ</b>
		2.		
		3.		
		4.		
		5.		
		6.		
	9.3.	Список на предмети кои наставникот ги води во третиот циклус на студии		
		Ред.број	Наслов на предметот	Студиска програма/институција
		1.		
		2.		
10.	Селектирани резултати во последните пет години			
	10.1.	Релевантни печатени научни трудови (до пет)		
		Ред. број	Автори	Наслов
				Издавач/година
		1.		
		2.		
		3.		
		4.		
		5.		
	10.2.	Учество во научно-истражувачки национални и меѓународни проекти (до пет)		
		Ред. број	Автори	Наслов
				Издавач/година
		1.		
		2.		
		3.		
		4.		
		5.		
	10.3.	Печатени книги во последните пет години (до пет)		
		Ред.број	Автори	Наслов
				Издавач/година
		1.		
		2.		
		3.		
		4.		
		5.		
	10.4.	Печатени стручни трудови во последните пет години (до пет)		
		Ред.број	Автори	Наслов
				Издавач/година
		1.		
		2.		
		3.		
		4.		
		5.		
11.	Менторства на додипломски, магистерски и докторски студии			
	11.1.	Дипломски работи		
	11.2.	Магистерски работи		
	11.3.	Докторски дисертации		

12.	За ментори на докторски трудови селектирани резултати во последните четири/пет години				
	12.1.	Доказ за печатени научноистражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години			
		Ред.број	Автори	Наслов	Издавач/година
		1.			
		2.			
		3.			
		4.			
		5.			
		6.			
	12.2.	Доказ за најмалку два печатени научноистражувачки трудови во меѓународни научни списанија со импакт фактор во даденото поле во последните пет години			
		Ред.број	Автори	Наслов	Издавач/година
		1.			
		2.			
	12.3.	Доказ за најмалку три учества на меѓународни собири во последните четири години			
		Ред. број	Автори	Наслов на трудот	Меѓународен собир/ конференција
		1.			
		2.			
		3.			



1.	Име и презиме	<b>Маријана Марковиќ</b>		
2.	Дата на раѓање	26.06.1969		
3.	Степен на образование	д-р		
4.	Наслов на научниот степен	Вонреден професор		
5.	Каде и кога го завршил образованието односно се стекнал со научен степен	Образование	Година	Институција
		Дипломиран психолог	1992	Филозофски факултет
		Магистер по психологија	2002	Филозофски факултет
		Доктор по комуникации	2010	Институт за социолошки и политичко правни истражувања
		Гешталт терапевт	2004	Советувалиште за хумана соработка
6.	Подрачје, поле и област на научниот степен магистер	Подрачје	поле	област
		Психологија	Развојна психологија	Психологија на морал, политичка психологија
7.	Подрачје, поле и област на научниот степен доктор	Подрачје	поле	област
		Комуникации	Политичка култура	Психологија на комуникации, политичка психологија, психологија на личност
8.	Доколку е во работен однос да се наведе институцијата во која работи и звањето во кое е	Институција	Звање во кое е избран и област	
		Институт за социолошки и политичко правни истражувања	Вонреден професор Комуникации и мас- медиуми (Интерперсонална комуникација, Етика во медиумите, Комуникација во кибер просторот, Комуникација во заедниците)	
9.	9.2	Список на предмети кои наставникот ги води во вториот циклус на студии		
		Ред. број	Наслов на предметот	Студиска програма/институција
		1.	Политичко однесување	Политички науки
		2.	Интерперсонална комуникација	Комуникации
		3.	Психологија на нови медиуми	Нови медиуми и социјални мрежи
		4.	Кибер психологија	Студии од областа на културата и дигиталните технологии
	9.3	Список на предмети кои наставникот ги води во третиот циклус на студии		
		Ред. број	Наслов на предметот	Студиска програма/институција
			Комуникација и однесување во заедницата	Социологија на окружување
10.	Селектирани резултати во последните пет години			
	10.1	Релевантни печатени научни трудови (до пет)		
		Ред. број	Автори	Наслов

		1.	E. Serafimovska, M. Markovik, I. Trajkov	„Emotional processing of articals contents in the Macedonian media“	Proceedings from the International scientific conference CHALLENGES OF CONTEMPORARY SOCIETY ISPJR, 367-382, 2015
		2.	M. Markovik E. Serafimovska,	„Association between aspects of identity orientation and collective identity between students from EU and non-EU country: comparative study “	Proceedings from the International scientific conference CHALLENGES OF CONTEMPORARY SOCIETY ISPJR, 209-222, 2015
		3.	Trajkov, E. Serafimovska, M. Markovik	„Professional stress in social workers and psychologists employed in the field of social care and health“	Proceedings from the International scientific conference CHALLENGES OF CONTEMPORARY SOCIETY ISPJR, 2015, 179-188
		4.	E. Serafimovska, M. Markovik, I. Trajkov.	“Political crisis, media and emotions”	Annual, ISPJR, 2016, 31-44
		5.	M. Markovik E. Serafimovska,	“ <u>Methodological research of real and virtual identity</u> ”	Investigating Culture 1, Centre for Culture and Cultural Studies, Skopje, 2015, 1-10
		6.	M. Markovik E. Serafimovska,	Comparing Macedonian and Austrian students" perception of identity aspects and collective identity	Annual, ISPJR, 2016, 23-35
	Учество во научно-истражувачки национални и меѓународни проекти (до пет)				
	Ред. број	Автори	Наслов	Издавач/година	
	1.	Марковиќ, Серафимовска	Стандардизација и културна адаптација на петтофакторски инвентар на личност на државна и јавна администрација	Министерство за информатичко општество и администрација, 2014	
	2.	Марковиќ, Серафимовска	Стандардизација и културна адаптација на петтофакторски	Министерство за образование и	

			инвентар на личност на наставници	наука, 2014
	3.	Маријана Марковиќ	Насилство врз старите лица во РМ	Светска Здравствена Организација 2011/2012
	4.	Марковиќ, Серафимовска, Цветановска..	Реални и виртуелни идентитети	УКИМ 2012/2013
	5.	Марковиќ, Јанев, Серафимовска, Цветановска, ...	Јавното мислење во Република Македонија 2015“,	УКИМ, 2015
	6.	Марковиќ, Серафимовска	Медиуми, етика и емоции	ИСППИ, 2015
	7.	Универзитет во Салзбург	Учесник во проектот: <i>Curriculum development for Joint Degree: MA in European Political Science</i> , во рамки на Програма Еразмус+ на Европската унија.	Универзитет од Салзбург, 2015 -
	8.	Јаќимовски, Марковиќ, Серафимовска, Латковиќ....	Младински трендови во Република Македонија	Агенцијата за спорт и млади, ИСППИ, 2014-2015
	9.	Марковиќ, Серафимовска	Стандардизација и културна адаптација на MMPI психолошки тест на личност	2015-
	10.	Марковиќ, Серафимовска	Апликативен проект „Спореведување на тестирање (психолошки тест на личност и интегритет)	Судски совет, Академија за судии и јавни обвинители, Совет на јавни обвинители, 2015-
11	Печатени книги во последните пет години (до пет)			
	Ред. број	Автори	Наслов	Издавач/година
	1.	Јаќимовски, Марковиќ, Серафимовска...	Невработеност, ризици и предизвици	ИСППИ, 2013
	2.	Христова, Марковиќ, Серафимовска, Цекиќ	Перцепција на идентитети на студентска популација во РМ	ИСППИ, 2016
	3.	M. Markovikj, E. Serafimovska	<i>FIVE FACTORIAL PSYCHOLOGICAL TEST OF PERSONALITY - NEO PI -</i>	LAP LAMBERT, Germany, 2014
	4.	Е. Серафимовска, М. Марковиќ	Адаптација на психолошкиот тест на	Симболико, 2014

				личност НЕО ПИ-3 (NEO PI-3) во Република Македонија	
		5.	Марковиќ и др	Национално истражување за преваленцијата на злоупотребата и занемарувањето на постарите лица во домаќинствата во Република Македонија	Министерство за здравство, Министерство за труд и социјална политика, 2013
		6.	Е. Серафимовска, М. Марковиќ	“Прирачник за психолошките работилници организирани од психолошката лабораторија при Институтот за социолошки и политичко- правни истражувања, Скопје”,	Издавач: Символико, Скопје, 2015
		7.	Markovik et all	Community survey of elder maltreatment: A report from the former Yugoslav Republic of Macedonia	WHO, 2013
12.	Доказ за печатени научно-истражувачки трудови во меѓународни научни списанија или меѓународни научни публикации во даденото поле (до шест) во последните пет години				
	Ред. број	Автори	Наслов	Издавач/година	
	2.	M. Markovik, E. Serafimovska	Perceptions of Political and Social Circumstances and the Role of Leaders on Tolerance among Citizens	The Western Balkans Policy Review Volume 2, Issue 2, Summer/Autumn 2012, 118	
	3.	Серафимовска, Е и Марковиќ, М	Работен модел на процесот на рецепција во пораките на печатените медиуми	Култура, год V, бр. 11, стр 179-191, Скопје 2015	
	4.	M. Markovik E. Serafimovska,	“Real Self-concept versus Digital identity on Facebook”	Editions Klog, 2014, 93-103	
	5.	Серафимовска, Марковиќ	“Односот помеѓу индивидуалниот и колективниот идентитет кај младите во Македонија”	Зборник на трудови од меѓународната конференција „Општествените промени во глобалниот свет“,	

				УГД, Штип, 741-764
	Доказ за најмалку два печатени научно-истражувачки трудови во меѓународни научни списанија со импакт фактор во даденото поле во последните пет години			
	Ред. број	Автори	Наслов	Издавач/година
	1.	Marijana Markovikj, Dimitrinka Jordanova Peshevska, Eleonora Serafimovska, Dinesh Sethi	Mental Health, Physical Health and Other Individual Risk Factors for Elder Maltreatment: Findings from the National Study	Macedonian Journal of Medical Sciences. 2014 Jun 15; 7(2):360-366. <a href="http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0389">http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0389</a>
	2.	Marijana Markovikj, Dimitrinka Jordanova Peshevska	Gender as Individual Risk Factor for Elderly Abuse: Findings from First National Prevalence Study in Macedonia	Macedonian Journal of Medical Sciences. 2014 Jun 15; 7(2):373-378. <a href="http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0402">http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0402</a>
	3.	Dimitrinka Jordanova Peshevska, Marijana Markovikj, Dinesh Sethi, Eleonora Serafimovska, Tamara Jordanova	Prevalence of Elder Abuse and Neglect: Findings from First Macedonian Study	Macedonian Journal of Medical Sciences. 2014 Jun 15; 7(2):353-359. <a href="http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0403">http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0403</a>
	4.	Dimitrinka Jordanova Peshevska, Marijana Markovikj, Dinesh Sethi, Eleonora Serafimovska	Relationships and Community Risk Factors for Elder Abuse and Neglect: Findings from the First National Prevalence Study on Elder Maltreatment	Macedonian Journal of Medical Sciences. 2014 Jun 15; 7(2):367-372. <a href="http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0382">http://dx.doi.org/10.3889/MJMS.1857-5773.2014.0382</a>
	Доказ за најмалку три учества на меѓународни собири			
	Ред.број	Автори	Наслов на трудот	Меѓународен собир/ Год.
	1.	Марковиќ и др.	Depression as a risk factor for elderly abuse and neglect	Активно стареење и меѓугенерациска солидарност, Филозофски факултет, Скопје
	2.	Марковиќ, Серафимовска	The relation between personal and social determinates of self and adherence to various social categories among the student population in	Identity in the era of globalization and Europeanization

				RM		
		3.	Марковиќ	Community survey on the prevalence on elderly maltreatment in Republic of Macedonia"	WHO, sub-regional training workshop on preventing violence, Skopje 2012, Keynote presentations	2012
		4.	Jordanova Pesevska D., Markovik M., Kisman M., Spasenovska M	Prevalence of elderly abuse: Results from National Survey	III Congress of GP/FM doctors of Republic of Macedonia with International Participation	2013
		5.	Marijana Markovik. Serafimovska, E	Methodological research of real and virtual reality	CCCS CONFERENCE "Media: Theory and practice"	2014
		6.	Марковиќ, Серафимовска	Односот помеѓу индивидуалниот и колективниот идентитет кај младите во Македонија	Општествените промени во глобалниот свет, УГД, Штип	2014
		7.	Markovik, Serafimovska	Real self-concept versus digital identity on facebook	International conference Le Havre, June 11-13, 2014, Le Havre University, France	2014
		8.	Markovik, Serafimovska	Correspondence between five factorial model of personality and circumplex model of interpersonal behavior	International conference on theory and practice in psychology, ICTPP, 2014, Skopje 30 October	2014
		9.	Markovik, Serafimovska	Aspects of Identity Orientation and association with social groups	International conference on theory and practice in psychology, ICTPP, 2014, Skopje 30 October	2014
		10.	Trajkovski, Markovik, Serafimovska	Can NEO PI personal working style profile predict PAEI management styles?	International coherence on theory and practice in psychology, ICTPP, 2014, Skopje 30 October	2014
		11.	Markovik	Erasmus Mundus Action 2 Project SIGMA	University of Salzburg, Department of Political science and sociology, Austria field of study political science/political psychology	4.2.2015 – 31.01.2015
		12.	Марковиќ	Отварање на консултативен процес за креирање Национална Стратегија за млади, Агенција за млади и спорт	УНДП, (усна презентација на труд: здравствените состојби и превенцијата кај младите во РМ	2015
		13.	М.Марковиќ, Е. Серафимовска	Стандардизација теста НЕО ПИ у Македонија"	Струковни идентитет психолога и меџуресорна	2015

					сардања, Друштво психолога Србије, 63 научно-стручни скуп, Сабор психолога Србије, Златибор	
		14.		<p><i>Association between aspects of identity orientation and collective identity between students from EU and non-EU country: comparative study</i> (Markovik, Serafimovska)</p> <p>“Emotional processing of article contents in Macedonian media” (Markovik, Serafimovska, Trajkovski)</p> <p>“Professional stress in social workers and psychologist employed in the field of social care and health” (Markovik, Serafimovska, Trajkovski)</p>	Учество на меѓународната конференција: <i>Challenges of contemporary society</i> , организиран од ИСППИ, со три труда:	2015
		15.	М.Марковиќ, Е. Серафимовска	<p><i>Перцепција на идентитетот на студентите во Македонија, фактори и последици</i></p>	Учество на III меѓународна конференција „Идентитет и култура“ организирана од Центарот за култура и културолошки студии,	2015
		16.	<p>Serafimovska, Markovikj</p> <p>-----</p> <p>Markovikj Serafimovska</p>	<p>“Stimulation of critical and creative thinking process through psychological workshops among postgraduate students”</p> <p>-----</p> <p>“Shaping and modeling personality in process of long lasting transition – case of the Republic of Macedonia”</p>	International scientific conference: “SOCIAL CHANGE IN THE GLOBAL WORLD”, Center for Legal and Political Research, Faculty of Law, Goce Delcev University in Stip, RM	2016

Членство во асоцијации	
1.	МАГТ (Македонска асоцијација за гешталт психотерапија)
2.	ЕАГТ (Европска асоцијација за гештал психотерапија)
3.	ЕАП (Европска асоцијација за психотерапија)



## **ПРИЛОГ 4**

### **ИЗЈАВИ ОД ПРЕДМЕТНИТЕ НАСТАВНИЦИ**

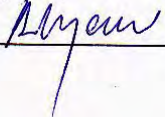
Врз основа на член 2 од Правилникот за задолжителни компоненти кои треба да ги поседуваат студиските програми од првиот, вториот и третиот циклус на студии, ја давам следната

#### ИЗЈАВА

Од д-р Анета Цекиќ, вонреден професор, вработена на Универзитет „Св.Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

Изјавувам дека сум согласен/а да учествувам во изведување на настава по предметот Interest groups and lobbying in the European Union на Заедничката програма од втор циклус студии по Политички науки- Интеграција и управување, на Институт за социолошки и политичко-правни истражувања при Универзитетот „Св. Кирил и Методиј“ во Скопје.

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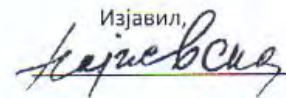
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#### ИЗЈАВА

Од д-р Мирјана Најчевска, редовен професор, вработена на Универзитет „Св.Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

Изјавувам дека сум согласен/а да учествувам во изведување на настава по предметот Politics of International law на Заедничката програма од втор циклус студии по Политички науки- Интеграција и управување, на Институт за социолошки и политичко-правни истражувања при Универзитетот „Св. Кирил и Методиј“ во Скопје.

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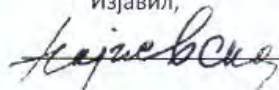
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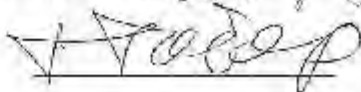


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### ИЗЈАВА

Од д-р Наташа Габер-Дамјановска, редовен професор, во моментот уставен судија на Република Македонија (мандатот истекува на 7 Октомври 2017 год.), со работен однос во мирување на Универзитетот „Св.Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

Изјавувам дека сум согласен/а да учествувам во изведување на настава по предметот Civil society organizations на Заедничка програма од втор циклус студии по Политички науки-Интеграција и управување, на Институт за социолошки и политичко-правни истражувања при Универзитетот „Св. Кирил и Методиј“ во Скопје, предвидена да започне најрано во учебната 2018/2019.

Наташа Габер-Дамјановска  
Изјавил  


Врз основа на член 2 од Правилникот за задолжителни компоненти кои треба да ги поседуваат студиските програми од првиот, вториот и третиот циклус на студии, ја давам следната

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Изјавувам дека сум согласен/а да учествувам во изведување на настава по предметот Identity politics на Заедничката програма од втор циклус студии по **Политички науки- Интеграција и управување**, на Институт за социолошки и политичко-правни истражувања при Универзитетот „Св. Кирил и Методиј“ во Скопје.

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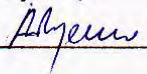
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### ИЗЈАВА

Од д-р Анета Цекиќ, вонреден професор, вработена на Универзитет „Св.Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

Изјавувам дека сум согласен/а да учествувам во изведување на настава по предметот Master thesis seminar на Заедничката програма од втор циклус студии по **Политички науки- Интеграција и управување**, на Институт за социолошки и политичко-правни истражувања при Универзитетот „Св. Кирил и Методиј“ во Скопје.

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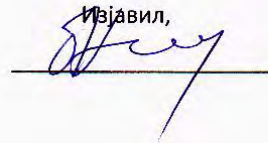
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#### ИЗЈАВА

Од д-р **Бојана Наумовска**, доцент, вработена на Универзитет „Св. Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

Изјавувам дека сум согласен/а да учествувам во изведување на настава по предметот **Electoral systems and Ethnic political parties in SEE** на **Заедничката програма од втор циклус студии по Политички науки- Интеграција и управување**, на Институт за социолошки и политичко-правни истражувања при Универзитетот „Св. Кирил и Методиј“ во Скопје.

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### ИЗЈАВА

Од д-р Маријана Марковиќ, вонреден професор, вработена на Универзитет „Св.Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

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### ИЗЈАВА

Од д-р **Маријана Марковиќ**, вонреден професор, вработена на Универзитет „Св.Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

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#### ИЗЈАВА

Од **д-р Панде Лазаревски**, редовен професор, вработен на Универзитет „Св. Кирил и Методиј“ во Скопје, Институт за социолошки и политичко-правни истражувања во Скопје.

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Изјавил,



## **ПРИЛОГ 5**

### **МИСЛЕЊЕ ОД ОДБОРОТ ЗА СОРАБОТКА И ДОВЕРБА СО ЈАВНОСТА**



Република Македонија Универзитет Св. КИРИЛ И МЕТОДИЈ Институт за социолошки и политичко-правни истражувања СКОПЈЕ			
Примено: 22.06.2017			
Орг. Едини.	Број:	Прилог:	Вредност:
03	837		

## ЗАПИСНИК

од седницата на Одборот за соработка и доверба со јавноста на ИСПИИ

Седницата се оджа на 22.06 2017г. Со следниов дневен ред:

1. Усвојување на записник од седницата одржана на 23.11.2016 година;
2. Мислење за предлог-проектот за усвојување на нова студиска програма **„Заедничка програма од втор циклус студии по Политички науки – Интеграција и управување“**, во организација на Конзорциум на универзитети EuroPSи локален партнер- Институтот за социолошки и политичко-правни истражувања-Скопје во состав на Универзитетот „Свети Кирил и Методиј“ во Скопје.
3. Разно

Усвоени беа следниве одлуки:

1. Усвоен е записникот од седницата од 23.11 2016г.
2. Дадено е позитивно мислење за предлог-проектот за усвојување на нова студиска програма **„Заедничка програма од втор циклус студии по Политички науки – Интеграција и управување“**, во организација на Конзорциум на универзитети EuroPSи локален партнер- Институтот за социолошки и политичко-правни истражувања-Скопје во состав на Универзитетот „Свети Кирил и Методиј“ во Скопје.


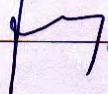
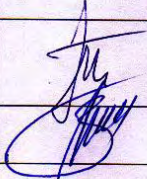


**Претседател**

Проф.д-р Емилија Симоска





**Присутни членови на седницата од 22.06 2017**

	Име и Презиме	Институција			
1	Проф. д-р Емилија Симоска	ИСППИ			
2	Проф. д-р Ганка Цветанова	ИСППИ			
3	Тамара Колевски	Студент ИСППИ			
4	М-р Татјана Штерјова	Стопанска комора на Македонија-			
5	М-р Бардул Туши	Министерство за образование и наука			
6	Марјан Огњановски	Совет на Општина Карпош			
7	Проф.д-р Весна Димитриевска	Здружение на социолози на РМ			
8	Фиљана Кока	Здружение на новинари на Македонија			
9	Доц.д-р Ана Чупеска, Факултет за политички науки, Правен факултет „Јустинијан Први“-Скопје, УКИМ	Македонско- политиколошко друштво			
10		<b>Собрание на РМ-</b> <u>Забелешка:</u> Од Собранието на РМ досега не номинирале свој претставник во Одборот и покрај неколкукратно упатување на барања и ургенции			
11	Владимир Арсовски	<b>Совет на Град Скопје</b>		075- 273- 484	

## **ПРИЛОГ 6**

### **ПРЕДМЕТНИ ПРОГРАМИ ОД ПАРТНЕРСКИТЕ УНИВЕРЗИТЕТИ**



# Joint MA in Political Science: Integration and Governance

## Module: Comparative Politics

### Course: Foundations of Comparative Politics

<b>Course Title</b>	Foundations of Comparative Politics			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	2h/week – 30 hours per term			
<b>Lecturers</b>	Prof. Jessica Fortin-Rittberger, Ph. D.			
<b>Assistant lecturers</b>				
<b>Department</b>	Department of Political Science, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA Political Science, Curriculum 2015, PLUS		
<b>Compulsory/elective</b>	Compulsory for Comparative Politics			
<b>Entry level criteria</b>	None			
<b>Recommended for semester</b>	1 and 2			

<p><b>Course description</b></p>	<p>This is an introductory “core” course in comparative politics, intended for MA and PhD students in political science. This course will survey major topics and the most important theoretical and conceptual building blocks in the sub-field of comparative politics. In particular, this seminar will examine: the formation and development of the modern state; democracy; authoritarianism; revolution and political stability; nationalism; political culture; voters and parties; constitutional arrangements and their effects and macro theories of political change.</p> <p>The course proceeds thematically, with participants discussing a subset of the pertinent scholarly literature every week. Discussion should focus on a major theoretical or empirical controversy. Key methodological issues are addressed in the context of each theme: the emphasis will be placed on causality and finding out what makes for good and convincing arguments.</p> <p>The course is a graduate seminar, which means that class time will be devoted exclusively to the discussion of the assigned readings, rather than to lecturing. Participants should read the assigned material for the week <i>before</i> class. We will focus on certain key elements in conducting and evaluating social science analyses. In particular, we will consider:</p> <ul style="list-style-type: none"> <li>• Identifying central issues and key debates;</li> <li>• The importance of theory/model development based on clearly-drawn mechanisms;</li> <li>• Generating testable implications;</li> <li>• Linking hypotheses and theory;</li> <li>• The importance of assumptions;</li> <li>• Evaluating the main theoretical strengths and weaknesses of major studies</li> <li>• Effective approaches to presenting your work;</li> </ul>
<p><b>Intended learning outcomes</b></p>	<p>At the end of this seminar students should...</p> <ul style="list-style-type: none"> <li>• Have a solid understanding of the major topics and the most important theoretical and conceptual building blocks in the sub-field of comparative politics.</li> <li>• be able to identify and central issues and key debates.</li> <li>• be able to evaluate the main theoretical strengths and weaknesses of major studies.</li> <li>• be able to link hypotheses and theory</li> <li>• know how to generate testable implications.</li> </ul>
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The course equips students with the basic knowledge, competences and skills necessary for a specialization in comparative politics as envisaged by the module. After the completion of the course, students will be able to understand, develop and carry out research in the field, critically analyse current political debates in the field, and further specialize in specific areas of comparative politics.</p>
<p><b>Expected prerequisite knowledge</b></p>	<p>None</p>

## Assessment methods

Activity	Percentage
Active Participation	30%
Weekly Handouts	10 %
Track option total	60 %
<b>Total</b>	<b>100 %</b>

### Weekly Short Reviews (one each week)

These should be concise reviews of the current week's reading. Keep them to one page, single-spaced maximum. Your short reviews do not need to be in a continuous text form, they can be a series of points. These are due in class each week. Because they are meant to encourage you to think about the readings before you come to class, no late reviews will be accepted. If you chose track 1, you do not have to submit a "weekly short review" if you submit a discussion paper.

*In your reviews, you should:*

1. Summarize the main arguments of the readings for the week. What are the readings about? How do they relate to each other? (Keep this part short – half of the page, maximum)
2. Critique the readings – consider methodology, logic, biases, omissions, etc. Do the authors prove what they propose convincingly? Why or why not?
3. Identify some questions that you would like to discuss in class.

### CHOOSE ONE OUT OF TWO TRACKS

#### TRACK 1:

TRACK 1 is a series of discussion papers (each due in class):

#### 5 Discussion Papers+ *Discussion leadership*

You will serve as the class discussion leader once during the semester. After I give a short, general overview of the week's topic, we will discuss the readings individually. You will briefly (in 2-3 minutes) introduce each reading by reminding the class of the author's main argument and the method(s) he/she uses to support that argument. Then you will lead the discussion by raising questions about the readings. Think of this as an extension of your one-page review – deal with the same issues, but in more detail.

#### *Discussion papers*

Discussion papers are about 7-8 pages each, and focus on at least 4 of the weekly readings (your pick among required or recommended). The papers should be literature reviews of the readings with a twist. That is, they present a sketch of the major theories (explanations) and the results of your own assessment, focused around a question of your choice (think about something to really unite the readings to a common theme, some time that could be asked at an MA exam, for example). Some of the best examples of this type of literature review of several books appear in World Politics and The Annual Review of Political Science. You may want to look at some of review essays in journals before you write your own.

*You should address the 3 following points:*

- 1) What are the authors trying to demonstrate? Summarize the arguments using the following criteria:
  - a. What are the main hypotheses defended by the authors? Are there sub-hypotheses?
  - b. What are the main variables? What is the theoretical argument that links the variables?
  - c. What level of analysis is used? (Micro or macro) Who performs the action: people, institutions, states?
  - d. What is the type of analysis used (Deductive/inductive)

- e. What kind of method is the author employing? (Case studies, comparison of many cases, qualitative, quantitative, a mix of methods)

2) Evaluate the theory: are these pieces of literature convincing? Below are some examples of evaluation criteria to help you make your point. You don't need to deal with all these items at once, just those you feel are relevant to your argument.

- a. Originality: new findings? New theory?
- b. Simplicity/parsimony (uses many or few variables to make a point?)
- c. Coherent/internally consistent (no propositions that contradict each other)
- d. pertinent/useful (you can apply this to real world cases)
- e. Predictive (you can make predictions using this theory, and if the predictions coming from it are validated by facts)
- f. Is this generalizable to many cases/countries, or just applicable to a single/few cases?
- g. Does it seem normative or objective? (Do the authors speak about how things are in the real world, or how things should be?)
- h. Are the variables adequately conceptualized and operationalized? Are the concepts clear? Were the measures chosen to evaluate concepts adequate?
- i. Was the choice of design acceptable, or could you recommend a better way to test the theory?

3) What links the articles together? Which of the theories proposed is most adequate and why, at least with respect to the question you have posed. Keep in mind that mature scholarship asks not so much whether someone is right or wrong but under what kinds of circumstances a theory is useful... What do we know about a particular topic, what do we still need to find out?

Papers are due no later than class time. I cannot accept late papers because that would put those who complied with the deadline at a disadvantage (e.g. after the class discussion on the topic). If you think you will fail to meet the deadline, then you should plan to submit a later paper. You have control over which papers you choose to write, and that flexibility should be sufficient to make sure you plan your schedule so that all your deadlines do not coincide. Note: This option makes most sense if you are not sure what you want to write your MA thesis on, but know that you will take the MA oral exam in comparative politics

#### **TRACK 2:**

##### **Literature Review 20 pages + written proposal**

The literature review should be a synthesis on a topic you have negotiated with me, of course, related to this class (e.g. If you decide to write a literature review, you should meet with me to discuss the topic). Your paper should examine the relevant literature with a critical viewpoint regarding theoretical and empirical developments. You should discuss the strengths and limitations of methodological or conceptual conventions in that literature, as well as the importance and relevance of the questions around which it is organized. Your literature review should therefore have a *critical* core, and not just be descriptive. It goes without saying that I expect you to expand significantly on the required + recommended readings.

	<p>Recommended readings may be a good start for further reading, but the review should not be limited to the readings in the syllabus. Be creative.  Note: This option makes most sense if you are thinking of writing a Master's thesis on one of the topics.</p>	
<b>Specific requirements</b>	<ul style="list-style-type: none"> <li>• To attend all class meetings;</li> <li>• To do all required readings;</li> <li>• To participate actively in the class discussions;</li> <li>• To prepare and hand-in weekly short reviews of the readings (Papers are due no later than class time);</li> </ul> <p>To select and complete one of the two tracks at the beginning of the seminar (either a series of short papers or a literature review).</p>	
<b>Pre-Conditions for examination</b>	Attendance, handing in of the weekly reviews.	
<b>Teaching methods</b>	<p>The course proceeds thematically, with participants discussing a subset of the pertinent scholarly literature every week. A short, general overview of the week's topic will be given at the beginning of each class. The main part of the seminar consists then of in class-discussion of the weekly readings. Students are encouraged to critically review and discuss the topics amongst each other, under the guidance of the lecturer. Some students (depending on their chosen Track 1 to 3) will serve as the class discussion leader once during the semester. Weekly short reviews have to be prepared before class to encourage students to think about the readings and to prepare them for the group-discussion. Some students (depending on their chosen Track) will serve as the class discussion leader once during the semester.</p>	
<b>Course content</b>	Major topics and theoretical and conceptual building blocks in the sub-field of comparative politics	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	1) Organizational Session and Introduction	King et al. 1994, pp 3-114 Laitin 2002
	2) The State	Olson 2000, pp3-24 Ertman 1997, Chs. 1 and 7 Spruyt 2002, pp. 127-149 Herbst 1990, pp. 117-39.
	3) Political Order and Regime Emergence	Moore 1966, Chs 1-3, 7-9 and epilogue Lipset 1959, pp. 69-105 Przeworski & Limongi 1997 Boix & Stokes 2003
	4) Regimes and Democratization	Geddes 2009, ch 14 Dahl chs. 1, 3-7 Huntington 1991, Chs. 1-2 Ghandi, Przeworski 2007
	5) Political Instability, Violence, Revolutions	Huntington 1968, Chapters 1, 3 & 7 Scott 1976, chapters 1, 2 Skocpol 1979, pp. 3-42, pp. 161-171

	6) Political Culture	Geertz 1973, pp3-30 Russell 2014 Inglehart 1991, Introduction, chapters 1-4 and 13 Ross, ch. 3
	7) Civil Society	Banfield 1958 Putnam 1993, chs 1, 3, 4, 6 Berman 1997, pp. 401-439
	8) Institutions and Institutional Analysis	Hall & Taylor 1996 March & Olsen 2008, ch 1 Pierson & Skocpol 2002 Shepsle 2008, Ch. 2
	9) Elections, Electoral Systems and Voting	Riker 1982 Cox 1997, chs. 1-4, 8, 15 Symposium 2013
	10) Political Parties and party systems	Maier 1990, Ch. , 24 Katz & Mair 1995, 5-28 Müller & Strom 1999, ch1 Dalton & Wattenberg 2000, chs 2-3
	11) Presidentialism and executives	Shugart & Carey 1992, chs 1-2 Linz 1990 Cheibub & Ginsburg 2014 Siaroff 2003 Lijphart 1992, pp1-27 Lijphart 1999, chs 6-7 Strom et al. 2003, chs 1 and 3 Cheibub 2007, ch. 1-2, 6
	12) Parliamentary Systems and Legislatures	Strom 2003 Müller & Strom 2000 pp. 1-31 Huber 1996 Cox 1987, ch.6
	13) Varieties of Democracies and Consequences	Lijphart 1999, chs 1, 14-17 Fortin 2008 Iversen & Soskice 2006

<p><b>Mandatory literature</b></p>	<p>Banfield, Edward C., <i>The Moral Basis of a Backward Society</i> (Glencoe, IL: Free Press, 1958) and the critique in Alessandro Pizzorno, "Amoral Familism and Historical Marginality," in Mattei Dogan and Richard Rose, eds., <i>European Politics: A Reader</i> (Boston: Little, Brown, 1971).</p> <p>Berman, Sheri, "Civil Society and the Collapse of the Weimar Republic," <i>World Politics</i>, vol. 49 (April 1997), pp. 401-439.</p> <p>Boix, Carles and S. Stokes. "Endogenous Democratization." <i>World Politics</i> 55 (July): 517-49.</p> <p>Cheibub, Jose Antonio. 2007. <i>Presidentialism, Parliamentarism, and Democracy</i>. Cambridge: Cambridge University Press, ch. 1-2 and 6</p> <p>Cheibub, Jose Antonio, Zachary Elkins and tom Ginsburg. 2014. "Beyond Presidentialism and Parliamentarism." <i>British Journal of Political Science</i>. Vol 44 (3):515-544.</p> <p>Clark, Golder and Golder, Chapter 12</p> <p>Cox, Gary W. 1987. <i>The Efficient Secret</i>. Cambridge: Cambridge University Press, ch. 6.</p> <p>Cox, Gary W., <i>Making Votes Count</i>. Cambridge: Cambridge University Press, 1997, chs. 1-4, 8, and 15.</p> <p>Dahl, Robert, <i>Polyarchy: Participation and Opposition</i> (New Haven: Yale University Press, 1971), chs. 1 +, 3-7.</p> <p>Dalton, Russell J. "Political Culture and Value Change," (with Christian Welzel), in Russell Dalton and Christian Welzel, eds. <i>The Civic Culture Transformed</i> (New York: Cambridge University Press, 2014).</p> <p>Ertman, Thomas. 1997. <i>Birth of the Leviathan</i>. Cambridge: Cambridge UP. Chs. 1,7, pp. 1-34, 317-24.</p> <p>Fortin, Jessica. 2008. "Patterns of Democracy? Counterevidence from Nineteen Post-Communist Countries." <i>Zeitschrift für Vergleichende Politikwissenschaft</i> (Comparative Governance and Politics) 2(1):198-220.</p> <p>Gandhi, Jennifer, and Adam Przeworski, "Authoritarian Institutions and the Survival of Autocrats," <i>Comparative Political Studies</i> 40:11 (2007): 1279-1301.</p> <p>Geddes, Barbara. 2009. "What Causes Democratization," in Carles Boix, and Susan C. Stokes. <i>Oxford Handbook of Comparative Politics</i>, chapter 14.</p> <p>Geertz, Clifford. 1973. "Thick Description: Towards an Interpretive Theory of Culture," in C Geertz, <i>The Interpretation of Cultures</i>, New York: Basic Book. Pp.3-30.</p> <p>Hall, Peter and Rosemary Taylor. 1996. 'Political Science and the Three New Institutionalisms." <i>Political Studies</i> 44: 936-957.</p> <p>Huber, John "The Vote of Confidence in Parliamentary Democracies," <i>American Political Science Review</i>, 1996</p>
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	<p>Moore, Barrington. 1966. <i>Social Origins of Dictatorship and Democracy : Lord and Peasant in the Making of the Modern World</i>. Boston: Beacon Press. Chapters 1-3, chapters 7-9 and epilogue.</p> <p>Müller, Wolfgang C. and Kaare Strom, eds., <i>Policy, Office, or Votes: How Political Parties in Western Europe Make Hard Decisions</i>. Cambridge: Cambridge University Press, 1999, ch. 1.</p> <p>Müller, Wolfgang C. and Strøm, Kaare. 2000. "Coalition Governance in Western Europe. An Introduction." In <i>Coalition Governments in Western Europe</i>, Müller, Wolfgang C. and Strøm, Kaare (ed.). Oxford University Press, pp.1-31.</p> <p>Pierson, Paul and Theda Skocpol. 2002. "Historical institutionalism in contemporary political science", in Katznelson, Ira, Milner, Helen (eds.) <i>Political Science: The State of the Discipline</i>, New York, WW Norton.</p> <p>Putnam, Robert D. 1993. <i>Making Democracy Work. Civic Traditions in Modern Italy</i>. Princeton, NJ: Princeton University Press, chapters 1, 3, 4 and 6.</p> <p>Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts," <i>World Politics</i> 49 (January).</p> <p>Riker, William H.. 1982, "The Two-Party System and Duverger's Law." <i>American Political Science Review</i> 76, 4, 753-766.</p> <p>Ross, Marc Howard. "Culture in Comparative Political Analysis," in Mark Irving Lichbach, and Alan S. Zuckerman. <i>Comparative Politics: Rationality, Culture, and Structure</i>, Chapter 3.</p> <p>Russell J. Dalton and Martin P. Wattenberg, eds., <i>Parties without Partisans</i>. Oxford: Oxford University Press, 2000, chs. 2-3.</p> <p>Scott, James C., <i>The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia</i>. Yale, 1976, chapters 1, 2.</p> <p>Shepsle, Kenneth A. 2008. "Rational Choice Institutionalism" in Rhodes, R. A. W., Sarah A. Binder, and Bert A. Rockman (eds.), <i>The Oxford Handbook of Political Institutions</i>. Chapter 2(pp.23-38)</p> <p>Shugart, Matthew &amp; John Carey. 1992. <i>Presidents and Assemblies</i>, Cambridge: Cambridge University Press, chs. 1-2.</p> <p>Siaroff, Alan. 2003. "Comparative presidencies: The inadequacy of the presidential, semi-presidential and parliamentary distinction." <i>European Journal of Political Research</i>. 42:285-312.</p> <p>Skocpol, Theda. <i>States and Social Revolutions</i>. Cambridge, Cambridge University Press, 1979: 3-42, 161-171.</p> <p>Strøm, Müller and Bergman (2003), chs. 1 and 3.</p> <p>Strøm, Kaare. 2003."Delegation and accountability in Parliamentary Democracies." <i>European Journal of Political Science</i> 37(3):261-289.</p>
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Scheduled dates	Weekly meetings in class
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p><b>READINGS</b></p> <p>The reading load for this course will seem heavy at first sight. I have selected sections from a various amount of articles and books to cover topics in order to permit interesting comparisons and some disagreement on certain issues. The secret to cope with a bulk of reading is to skim strategically: Knowing how to <i>skim</i> readings is an important professional skill for students (you cannot realistically be expected to read ALL the materials for each class you are taking, right?). In most cases, you can skim the empirical details, especially if they are buried in complex formulas. For this, you need to read purposefully, and look out for the important “stuff” in a text:</p> <ul style="list-style-type: none"> <li>• The central question or puzzle the author seeks to answer or resolve;</li> <li>• The definition of the dependent variable, or what the author wants to explain;</li> <li>• The main independent variables the author(s) thinks are at work;</li> <li>• The theory, or the rationale, that links independent to dependent variables; why should certain things be related?</li> <li>• The author’s research design: the types of evidence used to test hypotheses, where the evidence comes from, and if you are convinced by it all.</li> </ul> <p><b>LATE PAPER POLICY</b></p> <p>I understand that printers break, dogs/uncles/grandmas sometimes die, and hard drives often fail around final paper due dates. I will accept track 2 papers late, but each late day will cost you 5% of your grade. (Weekly review papers and discussion papers cannot be handed in late for the above cited reasons).</p> <p><b>PLAGIARISM</b></p> <p>A note on plagiarism. Full citations must be included for every source you utilize, including those you paraphrase even loosely. Citations must be included if you paraphrase another author, or if you use another’s ideas, even if not the exact words. You should select a standard citation style and stick to it. Lifting papers from the internet will be punished by a failing grade and reported to the appropriate authorities.</p>

# Joint MA in Political Science: Integration and Governance

## Module: Comparative Politics

### Course: Comparative Electoral Systems

<b>Course Title</b>	Comparative Electoral Systems			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	2h/week – 30 hours per term			
<b>Lecturers</b>	Prof. Jessica Fortin-Rittberger, Ph. D.			
<b>Assistant lecturers</b>				
<b>Department</b>	Department of Political Science, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	Political Science MA Curriculum 2015 PLUS		
<b>Compulsory/elective</b>	Obligatory for Comparative Politics; also possible as additional course			
<b>Entry level criteria</b>	Seminar: Foundations of Comparative Politics			
<b>Recommended for semester</b>	2, 3 and 4			
<b>Course description</b>	<p>Elections are the central and defining feature of democracy. While much electoral research focuses on voting behavior, a significant portion of research evaluates electoral systems as systemic variables. This class will focus the latter perspective. Electoral systems are a crucial link in the chain connecting the preferences of citizens to governments; they also represent some of the most powerful instruments which undergird power sharing arrangements in democracies. The purposes of this seminar is to introduce some of the major theoretical and conceptual building blocks concerning electoral institutions, the types, the emergence, changes, effects and related measurement. After an overview of election laws and election systems around the world, we will evaluate how electoral systems influence party systems, representation, citizen attitudes and behavior, the quality of democracy, and electoral misconduct. The course will proceed thematically, with participants discussing a subset of the pertinent scholarly literature every week. Discussion should focus on a major theoretical or empirical controversy. Key methodological issues are addressed the context of each theme: the emphasis will be placed on causality and finding out what makes for good and convincing arguments.</p>			

<b>Intended learning outcomes</b>	<p>At the end of this seminar students should...</p> <ul style="list-style-type: none"> <li>• understand the major theoretical and conceptual building blocks concerning electoral institutions, the types, the emergence, changes, effects and related measurement.</li> <li>• be able to identify and compare different types of electoral systems.</li> <li>• develop a thorough understanding of the effects of different electoral systems on the party system, representation, citizen's attitudes, democratic quality, and corruption.</li> <li>• be able to critically review theories and empirical research.</li> <li>• have gained experience in working with research methods in political science.</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The course contributes to the learning outcomes of the module as follows: Students gain comprehensive knowledge on electoral systems as central institutions of democratic states, as well as on the theoretical debates on the role of electoral systems for different parameters of a democracy. They will be able to carry out individual research in the field, by applying theoretical frameworks and various empirical methods to their own research questions. Eventually, the course contributes to the skills of students to critically analyse current political events from a comparative perspective and practically to apply their knowledge to current political debates.</p>
<b>Expected prerequisite knowledge</b>	<p>A deeper understanding of comparative politics and methods in comparative politics is expected (Seminar: Foundations of Comparative Politics should be completed).</p>

## Assessment methods

Activity	Percentage
Active Participation	30%
Weekly Handouts	10 %
Track option total	60 %
<b>Total</b>	<b>100 %</b>

### Weekly Short Reviews (one each week)

These should be concise reviews of the current week's reading. Keep them to one page, single-spaced maximum. Your short reviews do not need to be in a continuous text form, they can be a series of points. These are due in class each week. Because they are meant to encourage you to think about the readings before you come to class, no late reviews will be accepted. If you chose track 1, you do not have to submit a "weekly short review" if you submit a discussion paper.

*In your reviews, you should:*

1. Summarize the main arguments of the readings for the week. What are the readings about? How do they relate to each other? (Keep this part short – half of the page, maximum)
2. Critique the readings – consider methodology, logic, biases, omissions, etc. Do the authors prove what they propose convincingly? Why or why not?
3. Identify some questions that you would like to discuss in class.

*CHOOSE ONE OUT OF THREE TRACKS*

### TRACK 1:

TRACK 1 is a series of discussion papers (each due in class):

5 Discussion Papers+ *Discussion leadership*

You will serve as the class discussion leader once during the semester. After I give a short, general overview of the week's topic, we will discuss the readings individually. You will briefly (in 2-3 minutes) introduce each reading by reminding the class of the author's main argument and the method(s) he/she uses to support that argument. Then you will lead the discussion by raising questions about the readings. Think of this as an extension of your one-page review – deal with the same issues, but in more detail.

### *Discussion papers*

Discussion papers are about 7-8 pages each, and focus on at least 4 of the weekly readings (your pick among required or recommended). The papers should be literature reviews of the readings with a twist. That is, they present a sketch of the major theories (explanations) and the results of your own assessment, focused around a question of your choice (think about something to really unite the readings to a common theme, some time that could be asked at an MA exam, for example). Some of the best examples of this type of literature review of several books appear in World Politics and The Annual Review of Political Science. You may want to look at some of review essays in journals before you write your own.

*You should address the 3 following points:*

- 1) What are the authors trying to demonstrate? Summarize the arguments using the following criteria:
  - f. What are the main hypotheses defended by the authors? Are there sub-hypotheses?
  - g. What are the main variables? What is the theoretical argument that links the variables?
  - h. What level of analysis is used? (Micro or macro) Who performs the action: people, institutions, states?
  - i. What is the type of analysis used (Deductive/inductive)
  - j. What kind of method is the author employing? (Case studies, comparison of many cases, qualitative, quantitative, a mix of methods)

2) Evaluate the theory: are these pieces of literature convincing? Below are some examples of evaluation criteria to help you make your point. You don't need to deal with all these items at once, just those you feel are relevant to your argument.

- j. Originality: new findings? New theory?
- k. Simplicity/parsimony (uses many or few variables to make a point?)
- l. Coherent/internally consistent (no propositions that contradict each other)
- m. pertinent/useful (you can apply this to real world cases)
- n. Predictive (you can make predictions using this theory, and if the predictions coming from it are validated by facts)
- o. Is this generalizable to many cases/countries, or just applicable to a single/few cases?
- p. Does it seem normative or objective? (Do the authors speak about how things are in the real world, or how things should be?)
- q. Are the variables adequately conceptualized and operationalized? Are the concepts clear? Were the measures chosen to evaluate concepts adequate?
- r. Was the choice of design acceptable, or could you recommend a better way to test the theory?

3) What links the articles together? Which of the theories proposed is most adequate and why, at least with respect to the question you have posed. Keep in mind that mature scholarship asks not so much whether someone is right or wrong but under what kinds of circumstances a theory is useful... What do we know about a particular topic, what do we still need to find out?

Papers are due no later than class time. I cannot accept late papers because that would put those who complied with the deadline at a disadvantage (e.g. after the class discussion on the topic). If you think you will fail to meet the deadline, then you should plan to submit a later paper. You have control over which papers you choose to write, and that flexibility should be sufficient to make sure you plan your schedule so that all your deadlines do not coincide.

Note: This option makes most sense if you are not sure what you want to write your MA thesis on, but know that you will take the MA oral exam in comparative politics.

#### **TRACK 2:**

Research Design for MA Thesis: 20 pages + written proposal

Write a research design for a study related to the comparative analysis of electoral institutions. You should only pick this option if you are actually planning to write your thesis in this field. The research design should be written in the form of a thesis proposal and should include the following aspects:

1. A brief discussion of your proposed thesis' substantive importance; Why is resolving this question important?
2. A brief and purposive review of the relevant literature. Your review should set up the question and demonstrate the need for research of the type you are proposing (so not just a laundry list of what is out there, see above for tips);
3. A clear and concise presentation of your thesis and outline of your theoretical framework. This includes the specification of the dependent and independent variables (definition, operationalization and measurement if applicable);
4. Specification of the theory's principal (testable) hypotheses: explain the theory, or the rationale, that links your independent to the dependent variables;
5. Discussion of your case selection if applicable. Why these countries/years?
6. Discussion of data that you plan to collect, or use, and the method you are proposing to employ (try to be as concrete as possible).

	<p>7. Discuss limitations of your reliance on the cases and the data you will use. Acknowledge what kinds of evidence would disconfirm your hypotheses, also, the limitations of your research design in general. Can you really demonstrate causality? Why not?</p> <p>8. Annotated bibliography</p> <p><b>TRACK 3:</b>  Research Paper: 20 pages + written proposal  Write an original research paper on an already reasonably well-designed research proposal. The topic should be directly related to this course. The structure of the research paper should be modelled on an academic article from a peer-reviewed journal, with about 20-25 pages (12pt font, 1.5 spaced). It is important that you ask and try to answer a clearly stated question.</p>	
<b>Specific requirements</b>	<ul style="list-style-type: none"> <li>• To attend all class meetings;</li> <li>• To do all required readings;</li> <li>• To participate actively in the class discussions;</li> <li>• To prepare and hand-in weekly short reviews of the readings (Papers are due no later than class time);</li> <li>• To select and complete one of the three tracks at the beginning of the seminar (either a series of short papers, a thesis research design, or a classical research paper).</li> </ul>	
<b>Pre-Conditions for examination</b>	Attendance: In case you miss more than three seminars you will not pass the course.	
<b>Teaching methods</b>	<p>A short, general overview of the week's topic will be given at the beginning of each class. The main part of the seminar consists then of in class-discussion of the weekly readings. Students are encouraged to critically review and discuss the topics amongst each other, under the guidance of the lecturer. Some students (depending on their chosen Track 1 to 3) will serve as the class discussion leader once during the semester.</p> <p>Weekly short reviews have to be prepared before class to encourage students to think about the readings and to prepare them for the group-discussion.</p> <p>Depending on the Track students chose at the beginning of the seminar, a research proposal or a research paper have to be handed in at the end of semester (see section on Assessment Methods)</p>	
<b>Course content</b>	Theoretical and conceptual building blocks of electoral institutions	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	1) Introduction/Types of Electoral Systems	Chapter 2 of Norris (2004) pp. 103-21 of Golder (2005) Chapters 1-6 of Farrell (2011)
	2) The Number of Political Parties I	Riker (1982) Blais/Carty (1991) Dunleavy (2012)
	3) The Number of Political Parties II	Lipset/Rokkan (1967) pp. 1-64 Cox/Neto 1997 Clark/Golder (2006)
	4) Electoral System Origins/Reform	Boix (1999) Andrews/Jackman (2005) Benoit (2007)



	5) Descriptive Representation I	Kenworthy/Malami (1999) Roberts et al. (2013) Valdini (2012)
	6) Descriptive Representation II	Reynolds (2005) Krook/O'Brien (2010) Bird (2014) Lublin/Wright (2013)
	7) Substantive Representation	Blais/Bodet (2006) Golder/Stramski (2010) Golder/Llyod (2014) Ganghof (2016)
	8) Centripetal vs. Centrifugal effects	Cox (1990) Calvo/Hellwig (2011) Matakos et al. (2016)
	9) Citizen Behavior and Attitudes	Endersby et al. (2008) Eggers (2014) Cox et al. (2015)
	10) Mixed Electoral Systems	Mssicotte/Blais (1999) Cox/Schoppa (2002) Moser/Scheiner (2012)
	11) Strategic Voting and Entry	Cox (1999) Ferrara/Herron (2005) Gschwend (2007)
	12) Intra-Party Competition/Legislative Behavior	Carey/Shugart (1995) Hix (2004) Sieberer (2010)
	13) Electoral System Design for new democracies	Barkan (1995) Lijphart (1996) Lardeyret (1996) Reilly (2002) Symposium (2013)

<p><b>Mandatory literature</b></p>	<p>Andrews, Josephine T., Jackman, Robert W. 2005. Strategic Fools: Electoral rule choice under Extreme Uncertainty. <i>Electoral Studies</i> 24:65-84.</p> <p>Benoit, Kenneth. 2007. Electoral Laws as Political Consequences: Explaining the Origins and Change of Electoral Institutions. <i>Annual Review of Political Science</i> 10(1): 363-390.</p> <p>Barkan, Joel D. 1995. "Elections in Agrarian Societies." <i>Journal of Democracy</i> 6(4):106-116.</p> <p>Blais, André and R. K. Carty. 1991. "The Psychological Impact of Electoral Laws: Measuring Duverger's Elusive Factor" <i>British Journal of Political Science</i> Vol. 21, No. 1, pp. 79-93.</p> <p>Blais, Andre, and Marc Andre Bodet. 2006. "Does Proportional Representation Foster Closer Congruence Between Citizens and Policy Makers?" <i>Comparative Political Studies</i> 39(10): 1243- 62.</p> <p>Bird, Karen. 2014. "Ethnic quotas and Ethnic Representation Worldwide." <i>International Political Science Review</i> 35(1): 12-26.</p> <p>Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." <i>American Political Science Review</i> 93 (3): 609-24.</p> <p>Calvo, Ernesto, and Timothy Hellwig. 2011. "Centripetal and Centrifugal Incentives under Different Electoral Systems." <i>American Journal of Political Science</i> 55(1):27-41.</p> <p>Carey, John and Matthew S. Shugart. 1995. "Incentives to Cultivate a Personal Vote: A Rank Ordering of Electoral Formulas." <i>Electoral Studies</i> 14:417-439.</p> <p>Clark, William, and Matt Golder. 2006. "Rehabilitating Duverger's Theory: Testing the Mechanical and Strategic Modifying Effects of Electoral Laws" <i>Comparative Political Studies</i> 39: 679-708.</p> <p>Cox, Gary and Amorim Neto, Octavio. 1997. "Electoral institutions, cleavage structures, and the number of parties." <i>American Journal of Political Science</i> 41(1):149-174.</p> <p>Cox, Karen E., and Leonard J. Schoppa. 2002. "Interaction Effects in Mixed-Member Electoral Systems. Theory and Evidence from Germany, Japan and Italy." <i>Comparative Political Studies</i>. 35(9):1027-1053.</p> <p>Cox, Gary W., Fiva, John H. and Daniel M. Smith. 2015. "Proportionality and Turnout: Competitiveness and the Contraction Effect of Electoral Reform" (unpublished paper).</p> <p>Cox, Gary W. 1990 "Centripetal and Centrifugal Incentives in Electoral Systems" <i>American Journal of Political Science</i> 34(4):903-935.</p> <p>Cox, Gary W. 1999. "Electoral Rules and Electoral Coordination" <i>Annual Review of Political Science</i> 2: 145-161.</p> <p>Dunleavy, Patrick. 2012. "Duverger's Law is a dead Parrot. European political scientists need to recognize that plurality or majority voting has no tendency at all to produce two party politics." <i>SE European Politics and Policy (EUROPP) Blog</i> (20 Jun 2012) Blog Entry.</p>
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	<p>Endersby, James W., Kreickhaus, Jonathan T. 2008. "Turnout around the Globe: The Influence of Electoral Institutions on National Voter Participation, 1972-2000." <i>Electoral Studies</i> 27:601- 610.</p> <p>Eggers, Andrew C. 2014. "Proportionality and Turnout. Evidence from French Municipalities." <i>Comparative Political Studies</i> (Forthcoming).</p> <p>Farrell, David M. 2011. <i>Electoral Systems. A Comparative Introduction</i>. Palgrave</p> <p>Ferrara, Federico, and Erik S. Herron. 2005. "Going at it alone? Strategic Entry under Mixed Electoral Rules." <i>American Journal of Political Science</i>. 49(1):16-31</p> <p>Ganghof, Steffen. 2016. <i>Powell's Elections as Instruments of Democracy, and Beyond.</i> <i>Political Studies Review</i>. Forthcoming.</p> <p>Golder, Matt. 2005. <i>Democratic Electoral Systems around the World, 1946-2000</i>. <i>Electoral Studies</i></p> <p>Golder, Matt &amp; Jacek Stramski. 2010. "Ideological Congruence and Electoral Institutions." <i>American Journal of Political Science</i> 54: 90-106.</p> <p>Golder, Matt &amp; Gabriella Lloyd. 2014. "Re-evaluating the Relationship between Electoral Rules and Ideological Congruence." <i>European Journal of Political Research</i>. Vol 53 (1): 200-212.</p> <p>Gschwend, Thomas. 2007. "Ticket-splitting and strategic voting under mixed electoral rules: Evidence from Germany." <i>Electoral Studies</i> 46(1):1-23.</p> <p>Hix, Simon. 2004. "Electoral institutions and Legislative Behavior. Explaining Voting Defection in the European Parliament." <i>World Politics</i>, Vol. 56 194-223</p> <p>Kenworthy, Lane and Melissa Malami. 1999. "Gender Inequality in Political Representation" <i>A Worldwide Comparative Analysis</i>. <i>Social Forces</i> 78(1):235-268.</p> <p>Krook, Mona Lena, and Diana Z. O'Brien. 2010. "The Politics of Group Representation Quotas for Women and Minorities Worldwide." <i>Comparative Politics</i> 42(3):253-272.</p> <p>Lardeyret, Guy. 1996. "The Problem with PR." in Larry Diamond and Marc F. Plattner (eds). <i>The Global Resurgence of Democracy</i>. Baltimore, Johns Hopkins University Press, pp. 175-180</p> <p>Lijphart. Arend. 1996 "Constitutional Choices for New Democracies." in Larry Diamond and Marc F. Plattner (eds). <i>The Global Resurgence of Democracy</i>. Baltimore, Johns Hopkins University Press, pp.163-174</p> <p>Lipset, Seymour M., and Stein Rokkan. 1967. "Cleavage Structures, Party Systems, and Voter Alignments: An Introduction," in <i>Party Systems and Voter Alignments</i>. S.M. Lipset and S. Rokkan (eds.). New York: The Free Press. pp. 1-64.</p> <p>Lublin, David, Matthew Wright. 2013. "Engineering Inclusion: Assessing the effects of Prominority Representation Policies" <i>Electoral Studies</i> 32(4):746-755.</p> <p>Matakos, Konstantinos, Orestis Troumpounis and Dimitrios Xeferis. 2016. "Electoral Rule Disproportionality and Platform Polarization." <i>American Journal of Political Science</i> (Forthcoming).</p>
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Optional literature	<p><b><u>Recommended (but not required):</u></b></p> <p><b>Topic 1:</b>  * International IDEA. Electoral System Design: The New International IDEA Handbook, chapters 2-3 (pp. 27-118) <a href="http://www.idea.int/publications/esd/">http://www.idea.int/publications/esd/</a></p> <p>Gallagher, Michael. 1992. Comparing Proportional Representation Electoral Systems: Quotas, Thresholds, Paradoxes and Majorities. British Journal of Political Science, Vol. 22 (4): 46-496.</p> <p>Bowler, Shaun. 2008. "Electoral Systems". in Rhodes, R. A. W., Sarah A. Binder, and Bert A. Rockman (eds.), The Oxford Handbook of Political Institutions. Chapter 1 (pp.3-22).</p> <p><b>Topic 2:</b>  *Norris, Pippa. 2004. Electoral Engineering. Voting Rules and Political Behavior. Cambridge: Cambridge University Press. (Chapters 4-5, pp.81-125). A GREAT SUMMARY OF THE DEBATE.</p> <p>Lijphart, Arend. 1990. "The Political Consequences of Electoral Laws, 1945-1985". American Political Science Review 84: 481-496.</p> <p>Duverger, Maurice. 1954. Political Parties. New York: Wiley [pp. 234-282].</p> <p>Rae, Douglas W. 1971. The Political Consequences of Electoral Laws. New York: Yale University Press [chapters 4 and 5].</p> <p>Benoit, Kenneth. 2002. "The Endogeneity Problem in Electoral Studies: A Critical Reexamination of Duverger's Mechanical Effect." Electoral Studies 21(1): 35-46.</p> <p>Benoit, Kenneth. 2006. "Duverger's Law and the Study of Electoral Systems". French Politics 4(1): 69-83.</p> <p>Johnston, Richard and Janet Ballantyne. 1977. "Geography and the Electoral System." Canadian Journal of Political Science 10 (1977): 857-66.</p> <p>Bakvis, Herman and Laura G. Macpherson Quebec Block Voting and the Canadian Electoral System." Canadian Journal of Political Science 28 (1995): 659-92.</p> <p>Riker, William H. 1976. "The number of political parties: a reexamination of Duverger's Law." Comparative Politics, vol 9(1):93-106.</p> <p><b>Topic 3:</b>  *Norris, Pippa. 2004. Electoral Engineering. Voting Rules and Political Behavior. Cambridge: Cambridge University Press. (Chapters 4-5, pp.81-125). A GREAT SUMMARY OF THE DEBATE.</p> <p>Ordeshook, P. and Shvetsova, O. (1994) 'Ethnic heterogeneity, district magnitude, and the number of parties', American Journal of Political Science 38(1): 100-123.</p> <p>Moser, Robert G. 1999. "Electoral Systems and the Number of Parties in Postcommunist States." World Politics 51(3): 539-384.</p> <p><b>Topic 4:</b>  * Norris, Pippa.1995. Introduction: The Politics of Electoral Reform. International Political Science Review 16(1):3-8.</p> <p>*Farrell, David M. 2011. Electoral Systems. A Comparative Introduction. Palgrave, (chapter 8, pp.172-200).</p>
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\*Dunleavy, Patrick, Margetts, Helen.1995. Understanding the Dynamics of Electoral Reform. *International Political Science Review* 16(1):9-29.

Marcus Kreuzer. 2010. "Historical Knowledge and Quantitative Analysis: The Case of the Origins of Proportional Representation." *American Political Science Review* 104: 369-92, and replies by Cusack et al. and Boix.

Colomer, Joseph M. 2005. It's Parties that Choose Electoral Systems (or, Duverger's Laws Upside Down). *Political Studies* 53:1-21.

André Bais, Agnieszka Dobrzynska, and Indridi H. Indridason."To Adopt or Not to Adopt Proportional Representation: The Politics of Institutional Choice". *British Journal of Political Science* 35 (2004): 182 -190.

Thomas R. Cusack, Torben Iversen, and David Soskice. Economic Interests and the Origins of Electoral Systems. 2007. *American Political Science Review* 101. 373 -91.

#### **Topic 5**

\*Norris, Pippa. 2004. *Electoral Engineering. Voting Rules and Political Behavior*. Cambridge: Cambridge University Press. (Chapter 8, pp.179-208).

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#### **Topic 6:**

\* Krook, Mona Lena. 2013. "Electoral Gender Quotas. A Conceptual Analysis." *Comparative Political Studies* 47(9): 1268-1293.

Krook, Mona Lena, Pippa Norris. 2014. "Beyond Quotas: Strategies to Promote Gender Equality in Elected Office." *Political Studies*. 62(1):2-20.

Special issue on "Quotas and Representation" 2014. *International Political Science Review* 35(1):3. In particular: Krook, Mona Lena, Par Zetterberg. 2014. "Electoral Quotas and Political Representation: Comparative Perspectives." *International Political Science Review* 35(1):3-11.

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**Topic 7:**

Huber, John D., and G. Bingham Powell Jr. 1994. "Congruence between Citizens and Policy- Makers in Two Visions of Liberal Democracy" *World Politics* 46(3):291-326.

Ferland, Benjamin. 2016. "Revisiting the ideological congruence controversy" *European Journal of Political Research* (Forthcoming).

Golder, Matt. 2003. Explaining Variation in the Success of Extreme Right Parties in Western Europe. *Comparative Political Studies* 36(4):432-466.

Lijphart, Arend. 1999. *Patterns of Democracy*. New Haven: Yale University Press. (Chapter 6, and 15, pp.90-115 and 258-274).

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Farrell, David M. 2011. *Electoral Systems. A Comparative Introduction*. Palgrave, (chapter 10 pp.213-230).

**Topic 8:**

Dow, Jay K. 2001. "A Comparative Spatial Analysis of Majoritarian and Proportional Elections." *Electoral Studies* 20: 109–25.

Ezrow, Lawrence. 2011. "Electoral System and Party Responsiveness" in Norman Schofield, and Gonzalo Caballero, *Political Economy of Institutions, Democracy and Voting*, Springer.

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Iversen, Torben, and David Soskice. 2006. Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others." *American Political Science Review* 100(2), pp. 165-181.

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**Topic 9:**

\* Norris, Electoral Engineering, (Chapter 7, pp.151-178).

Franklin, Mark N. 1999. Electoral Engineering and Cross-National Turnout Differences: What Role for Compulsory Voting? *British Journal of Political Science* 29(1):205-216.

Singh, Shane. 2010. Contradictory Calculi: Differences in Individual's Turnout Decisions across Electoral Systems. *Political Research Quarterly* (Forthcoming).

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Cho, Wonbin, and Michael Bratton. 2006. "Electoral Institutions, Partisan Status, and Political Support in Lesotho." *Electoral Studies* 25(4): 731-50.

Farrell, David M., and Ian McAllister. 2006. "Voter Satisfaction and Electoral Systems: Does Preferential Voting in Candidate-Centred Systems Make a Difference?" *European Journal of Political Research* 45(5): 723-49.

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Geys, Benny. 2006. "Explaining Voter Turnout: A Review of Aggregate-level Research." *Electoral Studies* 25(4): 637-63.

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**Topic 10:**

\*Shugart, Matthew S. and Martin P. Wattenberg (Eds.) 2001. *Mixed-Member Electoral Systems: The Best of Both Worlds?* Oxford: Oxford University Press. Chapters 1-2.

\*Farrell, David M. 2011. *Electoral Systems. A Comparative Introduction*. Palgrave, (chapter 5, pp.93-118).

Fortin-Rittberger, Jessica & Christina Eder. 2013. "Towards a Gender-equal Bundestag? The Impact of Electoral Rules on Women's Representation." *West European Politics*. Volume 36(5): 969-985.

Herron, Erik S., and Misa Nishikawa. 2001. "Contamination effects and the number of parties in mixed-superposition electoral systems." *Electoral Studies* 20:63-86.

**Topic 11:**

\* Gary W. Cox, *Making Votes Count*. Cambridge: Cambridge University Press, 1997, chs. 1-4, 8, and 15.



	<p>Hermann, Michael. 2012. "Voter Uncertainty and Failure of Duverger's Law: an Empirical Analysis" <i>Public Choice</i> 151:63-90.</p> <p>Moser, Robert G. and Ethan Scheiner. 2009. "Strategic voting in established and new democracies: Ticket splitting in mixed-member electoral systems." <i>Electoral Studies</i>: 51-61</p> <p>Moser, Robert G. and Ethan Scheiner. 2012. <i>Electoral systems and Political Context: How the Effects of Rules Vary across New and Established Democracies</i>. Cambridge University Press, chapters 5-6.</p> <p>Blais, André, Romain Lachat, Airo Hino, Pascal Doray-Demers. 2011. "The Mechanical and Psychological Effects of Electoral Systems. A Quasi Experimental Study." <i>Comparative Political Studies</i> 44(12):1599-1621.</p> <p><b>Topic 12:</b></p> <p>Carey, John M. 2007. "Competing Principals, Political Institutions, and Party Unity in Legislative Voting." <i>American Journal of Political Science</i>, Vol.51(1): 92-107.</p> <p>Finke, Daniel. 2015. "The Burden of Authorship: How Agenda-setting and electoral Rules Shape Legislative Behavior" <i>Journal of European Public Policy</i>, Forthcoming.</p> <p>Jun, Hae-Won, and Simon Hix. 2010. "Electoral Systems, Political Career Paths and Legislative Behavior: Evidence from South Korea's Mixed-Member System." <i>Japanese Journal of Political Science</i>, Vol.11(2):153-171.</p> <p>Jones, Mark P., Saiegh, Sebastian, Spiller, Pablo T., and Mariano Tommasi. 2002. "Amateur Legislators-Professional Politicians: The Consequences of Party-Centered Electoral Rules in a Federal System." <i>American Journal of Political Science</i>, vol. 36(3):656-669.</p> <p>Nemoto, Kuniaki, and Matthew S. Shugart. 2012. Localism and coordination under three different electoral systems: The national district of the Japanese House of Councillors." <i>Electoral Studies</i>, Vol.32 (1): 1-12.</p> <p>Stratmann, Thomas et al. (2002) "Plurality Rule, Proportional Representation, and the German Bundestag: How Incentives to Pork-Barrel Differ Across Electoral Systems." <i>American Journal of Political Science</i>: 46:3.</p> <p><b>Topic 13:</b></p> <p>*Ferree, K. E., Powell, G. B., &amp; Scheiner, E. 2014. "Context, Electoral Rules, and Party Systems." <i>Annual Review of Political Science</i>, 17(1), 421-439.</p> <p>*Horowitz, Donald. L. 2003. "Electoral Systems: A Primer for Decision Makers," <i>Journal of Democracy</i> 14(4):32-46.</p> <p>Taagepera, Rein. 1998. "How Electoral Systems Matter for Democratization." <i>Democratization</i>. 5(3):68-91.</p> <p>Mozaffar, Shaheen, James R. Scarritt, and Glen Galaich. 2003. "Electoral Institutions, Ethnopolitical Cleavages and Party Systems in Africa's Emerging Democracies." <i>American Political Science Review</i> 97(3): 379-90.</p> <p>Reilly, Benjamin and Andrew Reynolds. 1999. <i>Electoral Systems and Conflict in Divided Societies</i> Washington: National Academy Press.</p> <p>Doorenspleet, R. 2005. "Electoral Systems and Democratic Quality: Do Mixed Systems Combine the Best or the Worst of Both Worlds? An Explorative Quantitative Cross-National Study." <i>Acta Politica</i> 40(1): 28-49.</p>
<b>Scheduled dates</b>	Weekly in-class meetings

### Additional Information

#### About the Readings

Attendance is obligatory, and each student is expected to actively participate in the weekly seminars (participation counts for 30% for your grade, so keep that in mind. If you do all the work and do not talk during the seminar, your grade cannot be higher than 3). If you miss one meeting, you will have to write a two-page summary of the seminar literature of this class including some of the non-required readings. In case you miss more than three seminars you will not pass the course. Every week's session will entail a discussion of the readings; hence you need to prepare for each session and be ready to discuss the texts in details. Take notes, look up words and concepts you are not familiar with, look at references in the text and consult other material cited and suggested by me. You should plan to spend at least a working day to prepare a session. Most important, you should bring 2-3 questions you would like to debate in class with your peers; this ensures a lively in-class experience.

The reading load for this course might seem heavy at first sight. I have selected sections from a various amount of articles and books to cover topics in order to permit interesting comparisons and some disagreement on certain issues. Remember that skimming is an important professional skill.

Students must read all required readings (and make sure they master the texts marked with \*)

*To prepare for the seminar you should think about:*

- How the readings fit together; what unites them;
- What are the main debates, puzzles? What are the main hypotheses defended by the authors? Are there sub-hypotheses?
- What are the main variables? What is the theoretical argument that links the variables? Is there a theory?
- What level of analysis is used? (Micro or macro) Ask yourself who performs the action: people, voters, elites, political parties, institutions, society, states, or other (social) structures?
- What kind of method is each of the authors employing? (Case studies, comparison of many cases, qualitative, quantitative, a mix of methods)
- Are the empirical findings robust? Are you convinced? Why/Why not?
- Taking all the readings together, are the findings unanimous, or split about an issue? Are the different arguments to explain a phenomenon reconcilable?
- Why do you think findings are split? Do authors use different methods, variables, countries, years, definitions, to arrive at their findings?
- Overall, what do we know about a topic? Which variables are at work?
- What is there still to know about a topic?
- What is most convincing: the theory or the empirical findings?
- Are there things you might have not understood?
- What are the normative underpinnings?

#### LATE PAPER POLICY

I understand that printers break, dogs/uncles/grandmas sometimes die, and hard drives often fail around final paper due dates. I will accept late final papers, but each late day will cost you 5% of your grade. (Weekly review papers cannot be handed in late for the above cited reasons).

	<p><b>PLAGIARISM</b></p> <p>A note on plagiarism. Full citations must be included for every source you utilize, including those you paraphrase even loosely. Citations must be included if you paraphrase another author, or if you use another's ideas, even if not the exact words. You should select a standard citation style and stick to it. Lifting papers from the internet will be punished by a failing grade and reported to the appropriate authorities. (ps. I check).</p>
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# Joint MA in Political Science: Integration and Governance

## Module: Comparative Politics

### Course: Democratization and Authoritarianism in Southeast Europe

Course Title	Democratization and Authoritarianism in Southeast Europe			
Course Number	TBD			
Module	Comparative Politics			
Type of Courses	Seminar			
ECTS credits	6			
Number of teaching hours	30			
Lecturers	Dr. Damir Kapidžić			
Assistant lecturers	/			
Department	Faculty of Political Science, Department of Political Science			
Curricula	Joint MA in Political Science: Integration and Governance			
Compulsory/elective	Elective			
Entry level criteria	Core course (Basic Texts) in comparative politics: Foundations of Comparative Politics			
Recommended for semester	3 or 4			
Course description	Democracy is the most prevalent form of regime type in the world, but not many states today are consolidates democracies. This is especially true in the new democracies of South-eastern Europe (SEE). In SEE democracy is seen as a way to achieve peace, stability, freedom, prosperity, accountability and rule of law. Yet most countries do not perform well on measures of democracy, and authoritarian tendencies are evident throughout the region. This class will introduce students to theories of democratic transition and consolidation, measures of quality of democracy, and apply these insights to SEE countries. Through case studies it will further investigate how recent developments towards de-democratization influence stability, accountability, and good governance. As multi-ethnic countries are most vulnerable to problems brought about by authoritarian politics, a special focus will be on regulating ethnic conflict in unconsolidated democracies.			
Intended learning outcomes	KNOWLEDGE <ul style="list-style-type: none"><li>• General knowledge on regime types, and in particular on democracies and authoritarian regimes.</li><li>• Specific knowledge about the processed of democratic transition, consolidation and de-democratization, debates on measuring quality of democracy, and the role of political elites, elections and political culture towards democracy.</li><li>• Practical knowledge of democratization processes in SEE and recent trends and political processes leading towards stronger</li></ul>			

	<p>authoritarianism.</p> <p><b>COMPETENCE</b></p> <ul style="list-style-type: none"> <li>• Have applied understanding of analytical methods of assessing democracies and democratic performance.</li> <li>• Summarize and assess highly specialized literature in the thematic area of democracy studies.</li> <li>• Analyse complex scientific and policy problems related to democracy and draw well founded conclusion.</li> <li>• Independently develop relevant research questions and link theoretical debates to empirical research on current policy issues.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Connect research to practice of democratization agendas and policies of domestic and international political actors.</li> <li>• Follow current political developments on de-democratization from a comparative perspective.</li> <li>• Apply both theoretical and practical knowledge to new situations and within novel working environments throughout the SEE region.</li> <li>• Participate in drafting of complex policy decisions that impact levels of democracy.</li> </ul>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The course builds on the defined module framework centred on knowledge, competences, and skills. With regard to knowledge the course contributes a specific area of knowledge focused on democracy and authoritarian regimes, as well as processes that lead from one regime type to the other. This includes knowledge on actors and structural factors that influence democratization and de-democratization. Specific, policy-oriented knowledge on SEE strengthens the regional focus of the program. Regarding competence, the course develops the general module competencies further with an emphasis on empirically based scientific research. Further, the course contributes to the development of policy and region-specific skills that have practical significance.</p>												
<b>Expected prerequisite knowledge</b>	Basic knowledge institutions, actors, and processes in comparative politics.												
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Groupwork and in-class assignments</td><td>20 %</td></tr> <tr> <td>Midterm Exam</td><td>30 %</td></tr> <tr> <td>Research paper (case study)</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>30 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Groupwork and in-class assignments	20 %	Midterm Exam	30 %	Research paper (case study)	20 %	Final Exam	30 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
Groupwork and in-class assignments	20 %												
Midterm Exam	30 %												
Research paper (case study)	20 %												
Final Exam	30 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>	Original research paper with empirical case study.												
<b>Pre-Conditions for examination</b>	50% of in-class assignments taken and passed; Research paper submitted.												

<b>Teaching methods</b>	<b>Assignment/ Activity</b>	<b>Teaching activity</b>	<b>Work- load</b>	<b>Assessment activity</b>	<b>Assessment criteria</b>	<b>Percentage of final grade</b>
	Ex cathedra	Ex cathedra	35	Class attendance	List of class attendance (at least 80%)	Basic requirement
	Groupwork and in-class assignments	General guidance; discussion and presentation of groupwork related to class topic.	15	Groupwork, continuous presentation of groupwork status; in-class tests and writing assignments	Clearness of presentation; sufficient summary; ...	20%
	Research paper	General guidance and specific requirements for topic selection, research design, and paper structure	40	Submitted research paper /case study of democratization and authoritarianism in Eastern Europe.	Completeness, consistency, accuracy, ... of the text; use of empirical data.	20%
	Midterm exam	General guidance for exam preparation	30	Written in-class exam	Completeness, consistency, clearness, accuracy, ...	30%
	Final exam	General guidance for exam preparation	30	Written in-class exam	Completeness, consistency, clearness, accuracy, ...	30%
	<b>Total</b>		<b>150 h<sup>1</sup></b>			<b>100 %</b>
<b>Course content</b>	Theories of democratic transition and consolidation along with measures of quality of democracy. These insights will be applied to SEE countries and further investigated through case studies. A special focus will be on recent developments towards de-democratization that influence stability, accountability, and good governance, as will be on multi-ethnic countries that are most vulnerable to problems brought about by authoritarian politics within unconsolidated democracies.					
<b>List of contents/topics</b>	<i>Topic</i>			<i>Required reading</i>		
	Topic 1: Introduction			none		
	Topic 2: Theories of democracy and democratization			Dahl, 1989: 83-131; 213-264 Schmitter & Karl, 1991: 75-88 Tilly, 2007: 1-24		
	Topic 3: Social requisites for democracy?			Lipset, 1959: 69-105 Doorenspleet & Mudde, 2008: 815-832 Przeworski, Alvarez, Cheibub & Limongi, 1996: 39-55 Dahl, 1998: 145-187		

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 4: The third wave of democratization and the transition from authoritarian rule	Huntington, 1991: 12-34 O'Donnell & Schmitter 1986: 3-46 Tilly, 2007: 25-79 Rose & Shin, 2001: 331-354 Hadenius & Teorell, 2007: 143-157
	Topic 5: From the process of transition to the myth of democratic consolidation?	O'Donnell & Schmitter 1986: 47-84 Linz & Stepan, 1996: 3-148 Carothers, 2002: 5-21 Merkel, 2004: 33-58
	Topic 6: Debates about measuring the quality of democracy	Munck & Verkuilen, 2002: 5-34 Bühlmann et al., 2012: 519-536 Munck, 2009: 1-36; 133-142
	Topic 7: Totalitarian and authoritarian regimes	Linz & Stepan, 1996: 235-455 Linz, 2000: 159-262 Svolik, 2012: 19-50
	Topic 8: Guidelines for the midterm exam; group work: recapitulation of first part of the course	<i>none</i>
	Topic 9: Political Elites in democratic and authoritarian regimes	Magaloni, 2008: 715-741 Kitschelt et al., 1999: 19-92; 309-405
	Topic 10: Elections and electoral authoritarianism	Bunce & Wolchik, 2011: 247-326 Diamond, 2002: 21-35 Schedler, 2015: 1-16
	Topic 11: Political Culture in democratic and authoritarian regimes	Inglehart, 2003: 51-57 Paxton, 2002: 254-277 Putnam, 2007: 137-174
	Topic 12: The impact of social cleavages on democratic and authoritarian regimes	Lijphart, 1999: 1-60 Horowitz, 1993: 18-38 Beissinger, 2008: 85-97 Hale, 2004: 165-193
	Topic 13: Democratization in SEE: the logic of transition and consolidation	Bunce & Wolchik, 2011: 53-113 Dolenec, 2013: 27-75 Dawisha & Parrott, 1997: 1-283
	Topic 14: De-democratization in SEE: the authoritarian backlash	Dolenec, 2013: 1-26; 189-196 Bieber, 2014 Lankina et al., 2016
	Topic 15: Guidelines for the final exam; group work: recapitulation of second part of the course	<i>none</i>

<p><b>Mandatory literature</b></p>	<ul style="list-style-type: none"> <li>• Dahl, R. (1989). Democracy and Its Critics. Yale University Press.</li> <li>• Linz, J.J. &amp; Stepan, A. (1996). Problems of Democratic Transition and Consolidation in Southern Europe, South America, and Post-Communist Europe. Johns Hopkins University Press.</li> <li>• O'Donnell, G. &amp; Schmitter P.C. (1986). Transitions from Authoritarian Rule. Johns Hopkins University Press.</li> <li>• Tilly, C. (2007). Democracy. Cambridge University Press.</li> </ul>
<p><b>Optional literature</b></p>	<ul style="list-style-type: none"> <li>• Dahl, R. (1998). On Democracy. Yale University Press.</li> <li>• Linz, J.J. (2000). Totalitarian and Authoritarian Regimes. Lynne Rienner.</li> <li>• Lijphart, A. (1999). Patterns of Democracy. Yale University Press.</li> <li>• Bunce, V.J. &amp; Wolchik S.L. (2011). Defeating Authoritarian Leaders in Postcommunist Countries. Cambridge University Press.</li> <li>• Schmitter, P.C. &amp; Karl, T.L. (1991). What Democracy Is...And Is Not. Journal of Democracy 2(3).</li> <li>• Magaloni, B. (2008). Credible Power-Sharing And The Longevity Of Authoritarian Rule. Comparative Political Studies 41(4-5).</li> <li>• Lipset, S.M. (1959). Some social requisites of democracy: Economic development and political legitimacy. American political science review.</li> <li>• Doorenspleet, R. &amp; Mudde, C. (2008). Upping the Odds: Deviant Democracies versus Theories of Democratization. Democratization 15(4).</li> <li>• Przeworski, A., Alvarez, M.E., Cheibub J.A. &amp; Limongi F. (1996). What Makes Democracies Endure? Journal of Democracy 7(1).</li> <li>• Huntington, S.P. (1991). Democracy's third wave. Journal of democracy 2(2).</li> <li>• Rose, R. &amp; Shin, D.C. (2001) Democratization backwards: The problem of third-wave democracies. British Journal of Political Science 31(2).</li> <li>• Diamond, L.J. (2002). Thinking about hybrid regimes. Journal of democracy 13(2).</li> <li>• Carothers, T. (2002). The End of the Transition Paradigm. Journal of Democracy 13(1).</li> <li>• Merkel, W. (2004). Embedded and defective democracies. Democratization 11(5).</li> <li>• Bühlmann, M., Merkel, W., Müller, L. &amp; Weßels, B. (2012). The Democracy Barometer: A New Instrument to Measure the Quality of Democracy and its Potential for Comparative Research. European Political Science 11(4).</li> <li>• Munck, G.L. (2009). Measuring Democracy: A Bridge Between Scholarship and Politics. Johns Hopkins University Press.</li> <li>• Munck, G.L. &amp; Verkuilen, J. (2002). Conceptualizing and Measuring Democracy: Evaluating Alternative Indices. Comparative Political Studies 35(1).</li> <li>• Svobik, M.W. (2012). The Politics of Authoritarian Rule. Cambridge University Press.</li> <li>• Hadenius, A. &amp; Teorell, J. (2007). Pathways from Authoritarianism. Journal of Democracy 18(1).</li> <li>• Schedler, A. (2015). Electoral Authoritarianism. Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource.</li> <li>• Kitschelt, H. et al. (1999). Post-Communist Party Systems: Competition, Representation, and Inter-Party Cooperation. Cambridge University Press.</li> </ul>



	<ul style="list-style-type: none"> <li>• Inglehart, R. (2003). How Solid is Mass Support for Democracy - And How Can We Measure It? <i>Political Science and Politics</i> 36(1).</li> <li>• Paxton, P. (2002). Social Capital and Democracy: An Interdependent Relationship. <i>American Sociological Review</i> 67(2).</li> <li>• Putnam, R.D. (2007). E Pluribus Unum: Diversity and Community in the Twenty-first Century. The 2006 Johan Skytte Prize Lecture. <i>Scandinavian Political Studies</i> 30(2).</li> <li>• Horowitz, D. (1993). Democracy in Divided Societies. <i>Journal of Democracy</i> 4(4).</li> <li>• Beissinger, M. (2008). A New Look at Ethnicity and Democratization. <i>Journal of Democracy</i> 19(3).</li> <li>• Hale, H. (2004). Divided We Stand: Institutional Sources of Ethnofederal State Survival and Collapse. <i>World Politics</i> 56(2).</li> <li>• Dolenec, D. (2013). Democratic Institutions and Authoritarian Rule in Southeast Europe. ECPR Press.</li> <li>• Lankina, T., Libman, A. &amp; Obydenkova, A. (2016). Authoritarian and Democratic Diffusion in Post-Communist Regions. <i>Comparative Political Studies</i> DOI: 10.1177/0010414016628270.</li> <li>• Dawisha, K. &amp; Parrott, B., eds. (1997). <i>Politics, Power and the Struggle for Democracy in South-East Europe</i>. Cambridge University Press.</li> <li>• Bieber, F. (2014). <i>The Authoritarian Temptation</i>. URL:<a href="https://florianbieber.org/2014/03/15/the-authoritarian-temptation/">https://florianbieber.org/2014/03/15/the-authoritarian-temptation/</a></li> </ul>
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	Additional information will be announced on the course page (moodle) throughout the duration of course classes.

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Electoral Systems and Representation in SEE**

<b>Course Title</b>	Electoral Systems and Representation in SEE			
<b>Course Number</b>	TBA			
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Dr. Damir Kapidžić			
<b>Assistant lecturers</b>	/			
<b>Department</b>	Faculty of Political Science, Department of Political Science			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Core course (Basic Texts) in comparative politics module: Foundations of Comparative Politics			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>Elections are the central and defining feature of democracy. Without elections democracy is not possible, and different types of electoral systems can impact democratic development in different ways. This course will present electoral systems in South-eastern Europe (SEE) from a comparative perspective while focusing on electoral outcomes produced within these unconsolidated democratic regimes. The link between the electoral systems, (ethnic/minority) representation and political parties will be explored in detail. Finally, the conduct of elections, including issues of fraud, corruption and electoral integrity will be discussed.</p>			
<b>Intended learning outcomes</b>	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> <li>• General knowledge on electoral systems and the link between elections and democracy.</li> <li>• Specific knowledge about electoral regulations, variation of electoral systems, electoral formulae and their impact on democracy.</li> <li>• Practical knowledge about electoral systems in SEE (current and previous).</li> </ul> <p>COMPETENCE</p> <ul style="list-style-type: none"> <li>• Recognize and analyse empirical examples of electoral systems, and relate to theory and ideal types.</li> <li>• Summarize and assess highly specialized literature in the thematic area of electoral studies.</li> <li>• Analyse complex scientific and policy problems related to electoral systems and draw well founded conclusions.</li> </ul>			

	<ul style="list-style-type: none"> <li>Independently develop relevant research questions and link theoretical debates to empirical research on current policy issues.</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Be able to predict electoral outcomes where electoral system rules are important.</li> <li>Connect research to practice of electoral assistance and domestic and international policies.</li> <li>Follow current developments on electoral system reforms.</li> <li>Apply both theoretical and practical knowledge to new situations and within novel working environments throughout the SEE region.</li> <li>Participate in drafting of complex policy decisions.</li> </ul>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>This course further advances the framework of the core course centred on knowledge, competences, and skills. With regard to knowledge the course contributes a specific area of knowledge focused on electoral systems and representation. This includes knowledge on the legal aspects, electoral institutions, and their impact. Specific, policy-oriented knowledge on SEE strengthens the regional focus of the program. Regarding competencies the course develops the general module competencies further with an emphasis on empirically based scientific research. Further, the course contributes to the development of policy and region-specific skills that have practical significance.</p>												
<b>Expected prerequisite knowledge</b>	Basic knowledge institutions, actors, and processes in comparative politics.												
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Groupwork and in-class assignments</td><td>20 %</td></tr> <tr> <td>Midterm Exam</td><td>30 %</td></tr> <tr> <td>Research paper (case study)</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>30 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Groupwork and in-class assignments	20 %	Midterm Exam	30 %	Research paper (case study)	20 %	Final Exam	30 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
Groupwork and in-class assignments	20 %												
Midterm Exam	30 %												
Research paper (case study)	20 %												
Final Exam	30 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>	Original research paper with empirical case study.												
<b>Pre-Conditions for examination</b>	50% of in-class assignments taken and passed; Research paper submitted.												

Teaching methods	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra	35	Class attendance	List of class attancance (at least 80%)	Basic requirement
	Groupwork and in-class assignments	General guidance; discussion and presentation of groupwork related to class topic.	15	Groupwork, continious presenation of groupwork status; in-class tests and writing assignments	Clearness of presentation; sufficient summary; ...	20%
	Research paper	General guidance and specific requirements for topic selection, research design, and paper structure	40	Submitted research paper /case study of democratization and authoriatrianism in Eastern Europe.	Completness, consistency, accuratness, ... of the text; use of empirical data.	20%
	Midterm exam	General guidance for exam preparation	30	Written in-class exam	Completness, consistency, clearness, accuratness, ...	30%
	Final exam	General guidance for exam preparation guidance	30	Written in-class exam	Completness, consistency, clearness, accuratness, ...	30%
	Total		150 h <sup>2</sup>			100 %
Course content	Electoral systems and representation in South-eastern Europe will be presented from a comparative perspective with a focus on electoral outcomes produced within these unconsolidated democratic regimes. The link between the electoral systems, (ethnic/minority) representation and political parties in SEE will be explored in detail.					
List of contents/topics	Topic			Required reading		
	Topic 1: Introductions			none		
	Topic 2: Theoretical debates and concepts: Duverger and the importance of district magnitude			Farrell, 2011: 1-12; 153-171 Duverger, 1954: 234-282 Riker, 1982: 753-766		
	Topic 3: Social cleavages and representation (focus on SEE)			Moser & Scheiner, 2012: 180-258 Boix & Stokes, 2007: 653-677 Norris, 2004: 81-177		

<sup>2</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 4: Ethnic and minority representation (focus on SEE)	Norris, 2004: 179-247 Horowitz, 1985: 291-363
	Topic 5: Political party formation in SEE	Moser & Scheiner, 2012: 70-120; 149-179 Boix & Stokes, 2007: 499-604 Balkan Comparative Electoral Study publications
	Topic 6: Current trends in political parties development in SEE	Bieber, 2014 Balkan Comparative Electoral Study publications
	Topic 7: Accountability and legitimacy of representation in new democracies	Reynolds et al., 2005: 1-14 Boix, 1999: 609-624
	Topic 8: Guidelines for the midterm exam; group work: recapitulation of first part of the course	<i>none</i>
	Topic 9: Electoral systems and their impact	Reynolds et al., 2005: 27-164 Farrell, 2011: 13-152
	Topic 10: Selection of electoral systems in new and old democracies	Reynolds et al., 2005: 15-26 Farrell, 2011: 172-200 Colomer, 2004: 3-78 Andrews & Jackman, 2005: 65-84
	Topic 11: Electoral systems in SEE: an overview	Colomer, 2004: 309-331 Balkan Comparative Electoral Study publications
	Topic 12: Electoral systems change in SEE	Colomer, 2004: 332-397 Balkan Comparative Electoral Study publications
	Topic 13: Conduct of elections and electoral integrity	Norris, 2014: 1-73; 191-205 Norris et al., 2014: 3-117
	Topic 14: Elections in SEE: an overview of recent elections	Notes on recent elections from Electoral Studies journal; Balkan Insight media reporting
	Topic 15: Guidelines for the final exam; group work: recapitulation of second part of the course	<i>none</i>
<b>Mandatory literature</b>	<ul style="list-style-type: none"> <li>Reynolds, A., Reilly, B. &amp; Ellis, A, eds. (2005). Electoral System Design: the New International IDEA Handbook. International Institute for Democracy and Electoral Assistance.</li> <li>Farrell, D.M. (2011). Electoral Systems: A Comparative Introduction. Palgrave Macmillan.</li> <li>Colomer, J. (2004). The Handbook of Electoral System Choice. Palgrave Macmillan.</li> <li>Balkan Comparative Electoral Study publications (URL: <a href="http://balkanelectoralstudies.org/index.php/publishing">http://balkanelectoralstudies.org/index.php/publishing</a>). Will be provided before the start of semester.</li> </ul>	
<b>Optional literature</b>	<ul style="list-style-type: none"> <li>Duverger, M. (1954). Political Parties. Wiley.</li> <li>Boix, C. (1999). Setting the Rules of the Game: the Choice of Electoral Systems in Advanced Democracies. American Political</li> </ul>	

	<p>Science Review 93(3).</p> <ul style="list-style-type: none"> <li>• Andrews, J.T., &amp; Jackman, R. (2005). Strategic fools: electoral choice under extreme uncertainty. <i>Electoral Studies</i> 24(1).</li> <li>• Moser, R.G. &amp; Scheiner, E. (2012). <i>Electoral Systems and Political Context: How the Effects of Rules Vary Across New and Established Democracies</i>. Cambridge University Press.</li> <li>• Riker, W.H. (1982). The two-party system and Duverger's law: an essay on the history of political science. <i>American Political Science Review</i> 76(4).</li> <li>• Norris, P. (2004). <i>Electoral Engineering. Voting Rules and Political Behavior</i>. Cambridge University Press.</li> <li>• Schlager, N. &amp; Weisblatt, J., eds. (2009). <i>World Encyclopedia of Political Systems and Parties</i>. Facts On File.</li> <li>• Boix, C. &amp; Stokes, S., eds. (2007). <i>The Oxford Handbook of Comparative Politics</i>. Oxford University Press.</li> <li>• Horowitz, D.L. (1985). <i>Ethnic Groups in Conflict</i>. University of California Press.</li> <li>• Norris, P. (2014). <i>Why Electoral Integrity Matters</i>. Cambridge University Press.</li> <li>• Norris, P., Frank, R.W. &amp; Martínez i Coma, F., eds. (2014). <i>Advancing Electoral Integrity</i>. Oxford University Press.</li> <li>• Notes on recent elections from <i>Electoral Studies</i> journal (URL: <a href="http://www.sciencedirect.com/science/journal/02613794">http://www.sciencedirect.com/science/journal/02613794</a>). Will be provided before the start of semester.</li> <li>• Balkan Insight (URL: <a href="http://www.balkaninsight.com/">http://www.balkaninsight.com/</a>)</li> <li>• Bieber, F. (2014). <i>The Authoritarian Temptation</i>. URL: <a href="https://florianbieber.org/2014/03/15/the-authoritarian-temptation/">https://florianbieber.org/2014/03/15/the-authoritarian-temptation/</a></li> </ul>
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	Additional information will be announced on the course page (moodle) throughout the duration of course classes.

# Joint MA in Political Science: Integration and Governance

## Module: Comparative Politics

### Course: Political Systems in SEE

<b>Course Title</b>	Political systems in SEE			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Lecture+Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 teaching hours plus 30 hours of seminars			
<b>Lecturers</b>	Nysjola Dhoga (PhD)			
<b>Assistant lecturers</b>	Odeta Berberi (PhD candidate)			
<b>Department</b>	Political Science – Faculty of Social Sciences - UT			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	After successfully completion of basic course in Comparative Politics			
<b>Recommended for semester</b>	3 + 4			
<b>Course description</b>	<p>This course offers a comprehensive knowledge on the political systems in SEE countries in a comparative perspective aiming to provide students with specialized skills and competencies to analyse theoretical approaches critically and to apply them to the current political, economic and social developments in the region.</p> <p>In this context, the course will start with a theoretical introduction followed by an in depth analyses on case studies from the region. The focus of this course is to compare the political systems of SEE countries and explain the needs and difficulties of the post-communist transition of these countries. The EU-SEE relationship will be discussed, especially in view of the enlargement process. The course will combine lectures with student individual research and class discussions.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>comprehensive knowledge on political institutions, political actors and decision-making processes in comparative perspective;</li> <li>knowledge about the specific theories and theoretic debates concerning comparative political systems in SEE countries, comparative political processes and interactions across different levels</li> <li>Practical knowledge about the political processes of South-East Europe.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>detailed understanding of research, analytical methods and theories in the thematic area of comparative politics;</li> <li>ability to summarize and assess highly specialized literature in the thematic area of political systems in SEE;</li> <li>ability to analyse complex scientific and policy problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>ability to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>to connect research and practice and to implement practice-oriented research projects</li> <li>to analyse theoretic approaches critically and apply it to new political developments in the SEE</li> <li>to follow current political developments from comparative perspective</li> <li>to apply the knowledge acquired throughout the programme concerning the processes within institutions and the competences of different actors, to work with or within these institutions</li> <li>to participate in and conduct complex decision-making procedures.</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>This course contributes to the Module learning outcomes by enhancing the knowledge, skills and competencies attained in the basic course at a specialised level focused on the political systems in the SEE countries in a comparative perspective.</p>														
<b>Expected prerequisite knowledge</b>	<p>Successful completion of the course Foundations of Comparative Politics</p>														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>15%</td></tr> <tr> <td>Midterm</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>10 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	15%	Midterm	20 %	Final Exam	50 %	Paper (Essay, Research)	10 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage														
Active Participation	15%														
Midterm	20 %														
Final Exam	50 %														
Paper (Essay, Research)	10 %														
Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>															



Pre-Conditions for examination	Having completed a previous course in Comparative Politics Presentation of a paper assigned by the lecturer; 75 % class attendance; e.g. having submitted two assignments; ]																
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>40 %</td></tr><tr><td>2. Presentations</td><td>10 %</td></tr><tr><td>3. Guest lecturers</td><td>20 %</td></tr><tr><td>4. Case studies</td><td>30 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	40 %	2. Presentations	10 %	3. Guest lecturers	20 %	4. Case studies	30 %	Total	100 %
	Activity	Percentage															
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	3. Guest lecturers	20 %															
	4. Case studies	30 %															
	Total	100 %															
	Assignment/ Activity	Teachingactivity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade											
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 75%)	Basic requirement											
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	40	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	30%											
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	20	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	20%												
Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (whenever posted to Moodle) following given criteria.	Completness, usefulness, ... of review	25%												
Research plan	General guidance; provide criteria for review	30	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	25%												
Total		150 h <sup>3</sup>			100 %												

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

<b>Course content and topics</b>	<p>This course will include, but not limited to the following topics:</p> <ol style="list-style-type: none"> <li>1. Typologies of political systems</li> <li>2. Theoretical Debates on Democratization and the concepts of Transition, Consolidation and the Quality of Democracy</li> <li>3. The nation-states formation in SEE in a historical perspective</li> <li>4. The double transformation of SEE countries versus democracy: constitutional reforms and party systems</li> <li>5. The double transformation of SEE countries versus democracy: the Economic reforms</li> <li>6. SEE countries: different paths to Democracy, the case of Albania, Slovenia, FYR of Macedonia, Croatia, Serbia and Montenegro</li> <li>7. Democracy Promotion in SEE region: the EU role</li> <li>8. SEE in future perspectives: conclusive remarks</li> </ol>
<b>Mandatory literature</b>	<p>The reading list will be updated before the beginning of the lessons and a specific bibliography will be provided for every class</p> <p><b>Suggested textbooks for this course are:</b></p> <ol style="list-style-type: none"> <li>1. Sabrina P. Ramet, <i>Central and Southeast Europe Politics since 1989</i>, Cambridge University Press: 2010.</li> <li>2. Alan, Siaroff, Chapter 3 "Electoral Democracies, Liberal Democracies, and Autocracies", of book <i>"Comparing Political Regimes"</i>, University of Tronto Press: pg. 61-85.</li> <li>3. Juan J. Linz, Alfred Stepan, <i>Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe</i>, John Hopkins University Press: 1996. pg.1-54.</li> <li>4. Marie Lavigne, <i>The Economies of Transition. From Socialist Economy to Market Economy</i>, St. Martins' Press, 1995</li> <li>5. Geoffrey Pridham and Paul G. Lewis (eds.) <i>Stabilising Fragile Democracies. Comparing New Party Systems in Southern and Eastern Europe</i>, Routledge, London-New York, 1996</li> <li>6. Further materials distributed by the lecturer based in literature in Albanian language and translated into english.</li> </ol>
<b>Optional literature</b>	<ol style="list-style-type: none"> <li>1. Kymlicka, W., Opalski, M., "Can Liberal Democracy be exported? Western political Theory and Ethnic Relations in Eastern Europe", Oxford: 2002</li> <li>2. Boduszynski, Mieczyslaw P., <i>Regime Change in the Yugoslav Successor States: Divergent Paths Toward a New Europe</i>, John Hopkins University Press: 2010. pg.1-21</li> <li>3. Larry Diamond, Leonardo Morlino, "The Quality of Democracy: an Overview", <i>The Journal of Democracy</i>, Vol 15, n.4: pp 20-31</li> </ol>
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

# Joint MA in Political Science: Integration and Governance

## Module: Comparative Politics

### Course: Nationalism and Identities

<b>Course Title</b>	Nationalism and Identities			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Lecture+Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 teaching hours plus 30 hours of seminars			
<b>Lecturers</b>	Assoc. Prof. Dr. Enis Sulstarova			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science – Faculty of Social Sciences - UT			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Successful completion of the course Foundations of Comparative Politics			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>This course combines perspectives from the social and political sciences to analyze the dynamics of nationalism in modernity. The aim of the course is to introduce the students to the development of nationalism and the formation of national identities in Europe and the world since the late 18<sup>th</sup> century.</p> <p>The topics of the course are grouped in three parts.</p> <p>The course opens with an overview of the theoretical debates nationalism, where the main approaches are discussed: primordialism, perennialism, modernism, ethno-symbolism, feminism and postmodernism.</p> <p>In the second part nationalism and national identities are seen in relation to other processes, institutions and social categories, such as secular ideologies, religion, sovereignty and self-determination, culture, history and national myths, economics and classes, gender and race.</p> <p>The last part of the topics is reserved for the debates concerning nationalism in relationship to supra- and cross-national institutions and processes, such as European Union and globalization.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>comprehensive knowledge on nationalism and the formation of national identities in Europe in comparative perspective;</li> <li>Knowledge about the specific theories and theoretic debates concerning primordialism, perennialism, modernism, ethno-symbolism and postmodernism.</li> <li>Practical knowledge about the political processes of South-East Europe.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>detailed understanding of research, analytical methods and theories in the thematic area of nationalism;</li> <li>able to summarize and assess highly specialized literature;</li> <li>ability to analyse complex scientific problems and to draw correct conclusions by employing analyses;</li> <li>Able to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>to analyse theoretic approaches critically and apply it to new political developments</li> <li>to follow current political developments from comparative perspective</li> <li>to apply the knowledge acquired throughout the programme concerning the processes within institutions and the competences of different actors, to work with or within these institutions to participate in and conduct complex decision-making procedures.</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course contributes to the Module learning outcomes by enhancing the knowledge, skills and competencies attained in the basic course at a specialised level focused on the dynamics of nationalism in modernity.														
<b>Expected prerequisite knowledge</b>															
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>15%</td></tr> <tr> <td>Midterm</td><td>0 %</td></tr> <tr> <td>Final Exam</td><td>60 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	15%	Midterm	0 %	Final Exam	60 %	Paper (Essay, Research)	20 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
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Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>	<p>Presentation of an original paper as upon agreed in consultation with the lecturer.</p> <p>A second submission of a paper used already in another course is not allowed.</p>														
<b>Pre-Conditions for examination</b>	<ul style="list-style-type: none"> <li>presentation of paper;</li> <li>75 % class attendance</li> </ul>														

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	<b>Total</b>	<b>100 %</b>				
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	4. Case studies	5 %																
	<b>Total</b>	<b>100 %</b>																
	Assignment/ Activity	Teachingactivity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement												
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	25%												
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	40	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	33,3%													
Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (whenever posted to Moodle) following given criteria.	Completness, usefulness, ... of review	25%													
Research plan	General guidance; provide criteria for review	20	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	16,7%													
Total		150 h <sup>4</sup>			100 %													
Course content																		
List of contents/topics	Topic			Required reading														
	Introduction: Nationalism, the nation and identity			Chapter 1 of Malesevic (2006)														
	Theories of nationalism: Primordialism			Chapter 7 of Smith (1998)														
	Modernism			Chapter 4 of Gellner (1983) Chapter 2 of Smith (1998)														

<sup>4</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Ethno-symbolism	Chapter 2 of Smith (2009)
	Postmodernism and nationalism	Chapter 1 of Brubaker (1996)
	Gender and nationalism	Chapter 1 of Mayer (2000)
	Nationalism and ideologies: Marxism, liberalism and fascism	Chapters 2 and 4 of Anderson (2010)
	Sovereignty and self-determination	Guibernau (2015)
	Nationalism, history and myths	Chapter 2 of Smith (1999)
	Nationalism, modernity and Orientalism	Said, E. W. <i>Orientalism</i> , "Introduction"
	Racism, religion and nationalism	Chapter 3 of Fredrickson (2002)
	National identity in everyday life	Chapter 5 of Billig (1995) Chapter 1 of Skey (2011)
	Nationalism and national identities in the Balkans	Chapter 9 of Glenny (2012)
	Nation-state in a global age	Chapter 22 in Ritzer & Atalay (2010)
	Nationalism and European identity	Chapter 5 in Delanty and Rumford (2005)

<p><b>Mandatory literature</b></p>	<p>Anderson, K. B. (2010) <i>Marx at the Margins: On Nationalism, Ethnicity and Non-Western Societies</i>. The University of Chicago Press.</p> <p>Billig, M. (1995) <i>Banal Nationalism</i>. Thousand Oaks: Sage.</p> <p>Brubaker, R. (1996) <i>Nationalism Reframed: Nationhood and the National question in the New Europe</i>. Cambridge: Cambridge University Press.</p> <p>Delanty, G. &amp; Rumford, C. (2005) <i>Rethinking Europe: Social Theory and the Implications of Europeanization</i>. London; New York: Routledge.</p> <p>Gellner, E. (2009) <i>Nations and Nationalism</i>. Iversity Press.</p> <p>Giddens, A. (1999) <i>Runaway World: The Reith Lectures Revisited</i>. Cambridge: Polity Press.</p> <p>Fredrickson, G. M. (2002) <i>Racism: A Short History</i>. Princeton University Press.</p> <p>Glenny, M. (2012) <i>The Balkans: Nationalism, War and the Great Powers 1804-2012</i>. Toronto: Anansis.</p> <p>Guibernau, M. (2015) "Self-Determination in the Twenty-first Century", <i>Ethnopolitics</i>, 14 (5): 540-546.</p> <p>Hobsbawm, E. (1983) <i>Nations and Nationalism since 1780</i>. Cambridge University Press.</p> <p>Malesevic, S. (2006) <i>Identity as Ideology: Understanding Ethnicity and Nationalism</i>. Basingstroke: Palgrave Macmillan.</p> <p>Mayer, T. (ed.) (2000) <i>Gender Ironies of Nationalism: Sexing the Nation</i>. London; New York: Routledge.</p> <p>Ozirimli, U. (2010) <i>Theories of Nationalism: A Critical Introduction</i>. New York: St. Martin's Press.</p> <p>Ritzer, G. &amp; Atalay, Z. (eds.) (2010) <i>Readings in Globalization</i>. Wiley-Blackwell.</p> <p>Skey, M. (2011) <i>National Belonging and Everyday Life</i>. Palgrave Macmillan.</p> <p>Smith, A. D. (1998) <i>Nationalism and Modernism</i>. London; New York: Routledge.</p> <p>Smith, A, D. (1999) <i>Myths and Memories of the Nation</i>. Oxford: Oxford University Press.</p> <p>Smith, A. D. (2009) <i>Ethno-Symbolism and Nationalism</i>. London; New York: Routledge.</p> <p>Said, E. W. (1978) <i>Orientalism</i>. New York: Vintage Books.</p>
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<p><b>Optional literature</b></p>	<p>Alpion, G. (2004) "Media, Ethnicity and Patriotism – The Balkans 'Unholy War' for the Appropriation of Mother Teresa", <i>Journal of Southern Europe and the Balkans</i>, 6 (3): 227-43.</p> <p>Berkeley, M. (2001) "The Persecution of Gypsies in Europe". <i>American Behavioral Scientist</i>, 45 (4): 588-599.</p> <p>Castells, M. (1997) <i>The Power of Identity</i>. New York: Blackwell.</p> <p>Delanty, G. &amp; O'Mahony, P. (2002) <i>Nationalism and Social Theory: Modernity and the Recalcitrance of the Nation</i>. London; New York: Sage Publications.</p> <p>Held, D., et al. (2000) <i>Global Transformations: Politics, Economics and Culture</i>. Stanford: Stanford University Press.</p> <p>Hunter, M. (2007) "The Persistent Problem of Colorism: Skin Tone, Status and Inequality", <i>Sociology Compass</i>, 1: 1-18.</p> <p>Kaldon, M. (2004) "Nationalism and Globalisation", <i>Nations and Nationalism</i> 10 (1/2): 161-177.</p> <p>Piterberg, G. (2001) "Erasures", <i>New Left Review</i>, 10 (Jul-Aug): 31-46.</p> <p>Sheehan, J. J. (2006) "The Problem of Sovereignty in European History", <i>American Historical Review</i> (Feb): 1-15.</p> <p>Spenser, P. &amp; Wollman, H. (2002) <i>Nationalism: A Critical Introduction</i>. London; Thousand Oaks; New Delhi: Sage.</p> <p>Yack, B. (2001) "Popular Sovereignty and Nationalism", <i>Political Theory</i>, 29 (4): 517-36.</p>
<p><b>Scheduled dates</b></p>	<p>TBA</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>



# Joint MA in Political Science: Integration and Governance

## Module: Comparative Politics

### Course: Multiculturalism

<b>Course Title</b>	Multiculturalism, Nationalism and Citizenship			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Lecture+Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 teaching hours + 30 hours of seminars			
<b>Lecturers</b>	Assoc. Prof. Dr. Enis Sulstarova			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science – Faculty of Social Sciences - UT			
<b>Curricula</b>	Joint Master in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	After completing successfully the basic course in Comparative Politics: Foundations of Comparative Politics			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>The democratic citizenship in our times is undergoing multiple transformations, due to factors coming from both within and outside the state. The traditional model of the nation-state, legitimized by the ideology of nationalism is affronting the challenge of multiculturalism, behind which are the demands of immigrants, national and racial minorities, as well as other groups (e.g. sexual minorities, religions, disabled citizens etc.) for more social and political inclusion in the category of citizenship. Besides, post-national identities are being formed beyond and alongside the states' borders, such as European citizenship, cosmopolitan citizenship, market citizenship, ecological citizenship etc.</p> <p>In this respect, this course deals with the connections between citizenship, nationalism and multiculturalism in contemporary world.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive knowledge on the democratic citizenship transformations, due to factors coming from both within and outside the state.</li> <li>• Knowledge about the specific theories and theoretic debates concerning the interconnections between citizenship, nationalism, multiculturalism and inclusion;</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• detailed understanding of research, analytical methods and theories in the thematic area of multiculturalism, nationalism and citizenship;</li> <li>• ability to summarize and assess highly specialized literature;</li> <li>• ability to analyse complex scientific problems and to draw correct conclusions by employing analyses;</li> <li>• ability to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• to analyse theoretic approaches critically and apply it to new developments</li> <li>• to follow current developments from comparative perspective</li> <li>• to apply the knowledge acquired throughout the programme in studies concerning the processes of participation of citizens in social movements motivated by demands raised in the name of the nation, ethnic group, class, culture, gender, environment etc.</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course contributes to the module learning outcomes by enhancing the knowledge, skills and competencies attained in the basic course at a specialised level focused on the connections between citizenship, nationalism and multiculturalism in contemporary world.														
<b>Expected prerequisite knowledge</b>															
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>5%</td></tr> <tr> <td>Midterm</td><td>30 %</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>10 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	5%	Midterm	30 %	Final Exam	50 %	Paper (Essay, Research)	10 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
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Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>	An original paper, as upon agreed with the lecturer has to be submitted within the course; Is mandatory no second submission of a paper used already in another course.														
<b>Pre-Conditions for examination</b>	<ul style="list-style-type: none"> <li>▪ having taken compulsory courses</li> <li>▪ presentation of paper;</li> <li>▪ 70 % class attendance;</li> </ul>														

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	<b>Total</b>	<b>100 %</b>				
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	Assignment/ Activity	Teachingactivity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement												
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	25%												
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	40	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	33,3%													
Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (whenever posted to Moodle) following given criteria.	Completness, usefulness, ... of review	25%													
Research plan	General guidance; provide criteria for review	20	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	16,7%													
<b>Total</b>		<b>150 h<sup>5</sup></b>			<b>100 %</b>													
Course content																		
List of contents/topics	Topic			Required reading														
	Introduction to the study of citizenship, nationalism and multiculturalism			Marshall, T. H. (2009)														
	Theories of nationalism I: Primordialism and Modernism			Chapter 7 of Smith (1998)														

<sup>5</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Theories of nationalism II: Ethno-symbolism and post-modernism	Chapter 8 of Smith (1998)
	Nationalism and Citizenship	McCrone, D. & Kiely, R. (2000)
	Multiple citizenship, diasporas and distant nationalism	Blatter, J. (2011)
	Theories of democratic citizenship	Chapter 2 of Kymlicka (2001)
	Multiculturalism in theory and practice	Chapter 5 of Kymlicka (2001)
	Post-national citizenship and European citizenship	Delanty (2007) Habermas (2001)
	Gender and citizenship	Chapter 1 of Bell (2001)
	Religion and citizenship	Chapter 8 of Modood (2013)
	Orientalism and citizenship	Chapter 7 of Isin & Turner (2002)
	Environmental citizenship	Dobson (2007)
	Internet and virtual citizenship	Chapters 4 and 5 of Coleman & Blumler
	Human right and citizenship	Chapter 1 of Tambakaki (2010)
	Comparative citizenship in South East Europe	Zilovic (2012)

<p><b>Mandatory literature</b></p>	<p>Bell, D. &amp; Binnie, J. (2000) <i>The Sexual Citizen</i>. Cambridge: Polity Press.</p> <p>Blatter, J. (2011) "Dual Citizenship and Theories of Democracy", <i>Citizenship Studies</i>, 15 (6-7): 769-798.</p> <p>Coleman, S. &amp; Blumler, J. G. (2009) <i>The Internet and Democratic Citizenship: Theory, Practice and Policy</i>. Cambridge: Cambridge University Press.</p> <p>Delanty, G. (2007) "European Citizenship: A Critical Assessment", <i>Citizenship Studies</i>, 11 (1): 63-72.</p> <p>Dobson, A. (2007) "Environmental Citizenship: Towards Sustainable Development", <i>Sustainable Development</i>, 15: 276-285.</p> <p>Favel, A. (2001) <i>Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain</i>. New York: Palgrave.</p> <p>Habermas, J. (2001) "Why Europe Needs a Constitution", <i>New Left Review</i>, 11: 5-26.</p> <p>Isin, F. E. &amp; Turner, B. S. (eds.) (2002) <i>Handbook of Citizenship</i>. London: Sage.</p> <p>Joppke, C. &amp; Lukes, S. (eds.) (1999) <i>Multicultural Questions</i>. Oxford: Oxford University Press.</p> <p>Kymlicka, W. (2001) <i>Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship</i>. Oxford: Oxford University Press.</p> <p>Marshall, T. H. (2009 [1950]) "Citizenship and Social Class", in Manza, J. &amp; Sauder, M. (eds.), <i>Inequality and Society</i>. New York: W. W. Norton &amp; Co.</p> <p>McCrone, D. &amp; Kiely, R. (2000) "Nationalism and Citizenship", <i>Sociology</i>, 34 (1): 19-34.</p> <p>Modood, T. (2013) <i>Multiculturalism: A Civil Idea</i>. Cambridge: Polity.</p> <p>Smith, A. D. (1998) <i>Nationalism and Modernism</i>. London &amp; New York: Routledge.</p> <p>Tambakaki, P. (2010) <i>Human Rights, or Citizenship?</i> New York: Birkbeck Law Press.</p> <p>Zilovic, M. (2012) <i>Citizenship, Ethnicity and Territory: The Politics of Selecting by Origin in Post-Communist Southeast Europe</i>. University of Edinburgh.</p>
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<p><b>Optional literature</b></p>	<p>Andersen, J. &amp; Siim, B. (eds.) (2004) <i>The Politics of Inclusion and Empowerment</i>. New York: Palgrave Macmillan.</p> <p>Benhabib, S. (2004) <i>The Rights of Others: Aliens, Residents and Citizens</i>. Cambridge: Cambridge University Press.</p> <p>Evans, T. (2001) <i>The Politics of Human Rights: A Global Perspective</i>. London: Pluto.</p> <p>Evans, D. T. (1993) <i>Sexual Citizenship</i>. London: Routledge.</p> <p>Cowen, D. &amp; Gilbert, E. (eds.) (2008) <i>War, Citizenship, Territory</i>. London: Routledge.</p> <p>Huntington, S. (2004) <i>Who are we? America's Great Debate</i>. London: Free Press.</p> <p>Joppke, C. (2003) "Citizenship between De- and Re-Ethnicization", <i>European Journal of Sociology</i>, 44 (3): 429-458.</p> <p>Lister et al. (2007) <i>Gendering Citizenship in Western Europe: New Challenges for Citizenship Research in a Cross-National Context</i>. Bristol: The Policy Press.</p> <p>O'Byrne, D. J. (2003) <i>The Dimensions of Global Citizenship</i>. London: Frank Cass &amp; Co.</p> <p>Root, A. (2007) <i>Market Citizenship</i>. London: Sage.</p> <p>Turner, B. S. (2008) <i>Citizenship: Critical Concepts in Sociology</i>. London: Routledge.</p>
<p><b>Scheduled dates</b></p>	<p>TBA</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Comparative Social Policies**

<b>Course Title</b>	Comparative Social Policies			
<b>Course Number</b>	TBA			
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	24			
<b>Lecturers</b>	Prof. Assoc. Dr. Merita XHUMARI (VASO)			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Sciences, Faculty of Social Sciences, University of Tirana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	<b>Elective</b>			
<b>Entry level criteria</b>	Successfully completion of the first year of the module Comparative Politics or Public Policy and Administration in the MA programme, including the core courses (Basic Texts) of the modules.			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p><b>PART I</b> explains the theoretical framework for a comparative social policy analysis based on the social system changes. It was referring to the typology of social welfare states and the current contextualization of various models of social welfare states in SEE. The new approaches in governance and decision making are implemented in social policy, based on social and civil dialog and state and private partnership. Decentralization and de-institutionalization are treated as current trends in delivering social services.</p> <p><b>PART II</b> presents comparative analysis of the main social policy institutions: social insurance, health policy, employment and the labour market services, education and vocational training, social services and social assistance. Specific attention will be given to the new instrument of Open Method of Coordination used in EU countries for developing the common objectives, indicators and sharing the best experiences in social policy, and the rationale of using OMC in Western Balkans. Harmonization of social policy legislation with the EU standards will be analysed to evaluate social policy institutions and to enable the comparative analysis between different countries.</p>			

<p><b>Intended learning outcomes</b></p> <p><b>Knowledge</b></p> <p><b>Skills</b></p> <p><b>Competence</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the common feature of the social welfare states, which facilitates their comparison.</li> <li>• Recall the main framework for classification of social policy models</li> <li>• Identify the context and factors that determine social policy trends</li> <li>• Develop highly specialised knowledge in the field of social policy in SEE, as the basis for original thinking and/or research.</li> </ul> <p>Furthermore, upon completion of this course, students will have the ability to:</p> <ul style="list-style-type: none"> <li>• Create specific skills needed for analysing and evaluating social policies in a comparative way.</li> <li>• Specialised problem-solving skills required in comparative research and analysis of social policies in the SEEs.</li> <li>• Develop ability to apply knowledge in a critical way and to reach in conclusions on what is important in sharing experiences for treating the common social problems in SEE.</li> </ul> <ul style="list-style-type: none"> <li>• Analyse current tendencies and typologies of social welfare states</li> <li>• Conduct research project together with other country partners.</li> <li>• Present research results to specialists and non-specialised audiences.</li> <li>• Develop the frame of a comparative analysis of country strategies.</li> <li>• Use of logical, intuitive and creative thinking to find commonalities and differences in the respective SEE social policy institutions referring to their legislation in at least two countries.</li> </ul>														
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>• Explaining the common characteristics of social policy in various states</li> <li>• Combining the acquired knowledge obtained in the course Foundations of Comparative Politics</li> <li>• Critical awareness of knowledge issues in social policy at the interface between different approaches used in SEE.</li> <li>• Proving that the professional knowledge is applied in case studies regarding the comparative analysis of social policy approaches to the social problems caused by transition faced by SEE countries.</li> </ul>														
<p><b>Expected prerequisite knowledge</b></p>	<p>Knowledge in policy analysis.</p>														
<p><b>Assessment methods</b></p>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Literature/ Legislation Scanning</td><td>10%</td></tr> <tr> <td>Midterm</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>40 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td>Active Participation, Attendance</td><td>10 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Literature/ Legislation Scanning	10%	Midterm	20 %	Final Exam	40 %	Paper (Essay, Research)	20 %	Active Participation, Attendance	10 %	<b>Total</b>	<b>100 %</b>
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<b>Total</b>	<b>100 %</b>														



<b>Specific requirements</b>	<ul style="list-style-type: none"> <li>- Original paper based on the framework formulated with the supervision of the professor;</li> <li>- A second submission of a paper used already in another course is not allowed</li> </ul>
<b>Pre-Conditions for examination</b>	<ul style="list-style-type: none"> <li>- Having taken the 50% of the scores in midterm exam, if less should be presented another essays/papers/case study;</li> <li>- Presentation of essay/paper in class, not just sign it;</li> <li>- 80 % class attendance.</li> </ul>

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	<b>Total</b>	<b>100 %</b>
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade											
	Ex cathedra	<i>Ex cathedra</i>	30	Class attendance	List of class attancance (at least 80%)	Basic requiremen t											
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	25%											
	Seminar paper	Individual/Grou p work and presentations - Review of other students essays and group discussion	40	Continuous writing and presentation (Moodle) and final finishing of paper	Clearness of presentation; sufficient summary; Completness , consistency, accuratness, ... of the text	33,3%											
	Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (whenever posted to Moodle) following given criteria.	Completness , usefulness, ... of review	25%											
Research plan	General guidance; provide criteria for review	20	Developmen t of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	16,7%												
<b>Total</b>		<b>150 h<sup>6</sup></b>			<b>100%</b>												

<sup>6</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>Course content</b></p>	<p><b>Part I - Understanding of the various models of social policies</b></p> <p><b>Topic 1</b> - A theoretical frame for a comparative social policy analysis  <b>Topic 2</b> – Social Protection in the SEE  <b>Topic 3</b> - The mixed model of welfare states after 1990 in the SEE.  <b>Topic 4</b> - Evidence based social policy as a tendency for social policy formulation: how to use instruments such as LSMS, LFS, etc.  <b>Topic 5</b> - The new approaches in governing social policy based on social and civil dialogue, as well as in public – non-public partnership.  <b>Topic 6</b> - Decentralization and de-institutionalization in contemporary social services.</p> <p><b>Part II – Exploring the commonalities and differences of the social policy institutions</b></p> <p><b>Topic 7</b> - Comparative analysis of the social insurance systems in SEE  <b>Topic 8</b> – Understanding the context of the pension policies in Western Balkans and the need for bilateral and multilateral agreements.  <b>Topic 9</b> - Comparative analysis of the health care policies  <b>Topic 10</b> - Comparative analysis of the employment policies  <b>Topic 11</b> - Comparative analysis of the education policies  <b>Topic 12</b> - The EU instrument of Open Method of Coordination</p>	
<p><b>List of contents/topics</b></p>	<p><b>Topic</b></p>	<p><b>Required reading</b></p>
	<p><b>Topic 1</b> – A Theoretical frame for comparative social policy analysis</p>	<p>Bruce S. Jansson, (1984) Theory and Practice of Social Welfare, Policy-Analysis Processes and Current Issues, Wadsworth Publishing Company Belmont, California</p>
	<p><b>Topic 2</b> – A frame for analysing Social Protection in the SEE</p>	<p>GVG (2003) Social Protection in the Candidate Countries, Akademische Verlagsgesellschaft Aka GmbH, Berlin</p>
	<p><b>Topic 3</b> – The mixed model of welfare states after 1990 in Western Balkans.</p>	<p>Bartlett, W., (2008) Europe's Troubled Region, Economic development, institutional reform and social welfare in the Western Balkans, Routledge, London.</p>
	<p><b>Topic 4</b> - The new approaches in governing social policy based on social and civil dialogue.</p>	<p>ILO, (2005) Governance of Social Security, ILO Geneva</p> <p>J. Le Grand and W. Bartlett (1993) <i>Quasi Markets and Social Policy</i>, London: Macmillan</p>

	<b>Topic 5</b> – Decentralization and de-institutionalization in contemporary social policy.	Handikap Internacional for SEE (2001) "Beyond de-institutionalization"
	<b>Topic 6</b> – Evidence based social policy formulation	Bartlett, W. (2013) <a href="#">Obstacles to evidence-based policy-making in the EU enlargement countries: the case of skills policies</a> <i>Social Policy and Administration</i> , 47 (4). EU, EUROSTAT, 2015, World Bank: LFS, LSMS, 2014
	<b>Topic 7</b> - Understanding the context of the Economics of the Welfare State	Barr, N., (2012) <i>Economics of the Welfare State</i> , fifth edition, Oxford.
	<b>Topic 8</b> – Comparative analysis of the Social Insurance	International Labour Organization (ILO), (2014) <i>World Social Protection 2014/15, Building economic recovery, inclusive development and social justice</i> , ILO Geneva. Xhumari, M., (2011) <i>Pension Trajectories in Western Balkans, 1990-2010</i> , Pegi, Tirane.
	<b>Topic 9</b> - Comparative analysis of the health care policies	Bartlett, Will and Bozikov, Jadranka and Rechel, Bernd, eds (2012) <a href="#">Health reforms in South East Europe</a> New perspectives on South-East Europe, Palgrave Macmillan.
	<b>Topic 10</b> – Comparative analysis of the inclusive education policies	Council of Europe and the European Training Foundation studies on Inclusive Education and VET in SEE, 2013, published in their websites.

	<p><b>Topic 11</b> – Comparative analysis of the Employment and labour market policies</p>	<p>World Bank, (2006), A comparative analysis of labour market development during transition in Central and East european countries, Washington DC: World Bank.</p> <p>World Bank. (2015). Insights into Key Challenges of the Albanian Labor Market. Washington DC: World Bank.</p> <p>ILO (2004, 2006, 2008, 2009, 2012) Global Employment Trends for Youth. International LaborOffice: Geneva.</p>
	<p><b>Topic 12</b> – The EU instrument of Open Method of Coordination</p>	<p>Council of Europe, 2010, Coordination of social security.</p>
<b>Mandatory literature</b>	<p>It is specified for each topic. Students are also strongly encouraged to read the national publications related to social policy, strategies, studies, legislation as often as possible and with a critical attitude.</p>	
<b>Optional literature</b>	<p> <a href="http://ec.europa.eu">http://ec.europa.eu</a>  <a href="http://www.worldbank.org">http://www.worldbank.org</a>  <a href="http://www.ilo.org/publns">http://www.ilo.org/publns</a>  <a href="http://www.issa.int">http://www.issa.int</a>  <a href="http://epp.eurostat.ec.europa.eu">http://epp.eurostat.ec.europa.eu</a>  <a href="http://www.Intersentia.be">http://www.Intersentia.be</a> Social Europe Series </p>	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.	

## Form for the description of euroPS-courses (Syllabus)

<b>Course Title</b>	Political Parties and Electoral Systems /Applied Politics Course			
<b>Course Number</b>	PLSC302/B			
<b>Module</b>	Methodology			
<b>Type of Courses</b>	Lecture & Seminar (1 hr Lecture & 2 hr seminar)			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	3 x 14 = 42 hrs			
<b>Lecturers</b>	Dr. Anjeza Xhaferaj			
<b>Assistant lecturers</b>	-			
<b>Department</b>	Applied Social Sciences/ European University of Tirana			
<b>Curricula</b>				
<b>Compulsory/elective</b>	Compulsory-Elective			
<b>Entry level criteria</b>				
<b>Recommended for semester</b>	3			
<b>Course description</b>	<p>The course seeks to introduce students to the study of political parties in the Western Europe and post-communist countries. Parties are central to fundamental political processes ranging from representing societal interests, providing political alternatives, mobilizing voters and channelling conflict. Therefore it is essential for any student of politics to understand how parties emerge and how they function.</p> <p>Throughout the course we will explore seminal texts alongside studies of parties in post-communist countries. Next, we will discuss party-voter linkage strategies from programmatic (policy – based or ideological) linkages to clientelism, ethnicity, religion, and charismatic/populist ties. Furthermore the students will explore the impact of the electoral system on the political parties and party system. Therefore a part of the course will be dedicated to the analysis of the electoral systems. Students will also explore the role of media and technology in the political sphere and how they have influenced the political actors and their electoral and organizational strategies.</p> <p>The course will conclude with an analysis of the political parties in the post-communist countries and especially in Albania. The students will attempt to see whether patterns of party development and organization in the West are replicable in the post-communist space, so that they could better understand the dynamics of political development in the region and in Albania.</p>			
<b>Intended learning outcomes</b>	<p>By the end of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess the development of political parties in Western Europe and post-communist countries;</li> <li>2. Identify and assess the sources and development of party ideology;</li> <li>3. Analyse the dynamics of party competition and how it affect coalition formation;</li> <li>4. Understand the impact of electoral systems upon the party system;</li> <li>5. Understand the impact of finances upon the party system;</li> <li>6. Analyse the role that ethnicity plays in the party completion and organization.</li> <li>7. Critically assess the challenges facing political parties;</li> </ol>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>													
<b>Expected prerequisite knowledge</b>	There are no obligatory classes that students should have taken prior enrolling to this class. However, students perform better if they have political sciences background.												
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>10 %</td></tr> <tr> <td>Midterm</td><td>30 %</td></tr> <tr> <td>Final Exam</td><td>40 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Active Participation	10 %	Midterm	30 %	Final Exam	40 %	Paper (Essay, Research)	20 %	<b>Total</b>	<b>100 %</b>
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<b>Specific requirements</b>	<ul style="list-style-type: none"> <li>- No second submission of a paper used already in another course.</li> <li>- Students should adhere to the themes proposed by the lecturer</li> </ul>												
<b>Pre-Conditions for examination</b>	<p>The student should have at least 80% of class attendance.</p> <p>Students should have done two non-assessed presentation and one non-assessed reflection paper during the course.</p>												

Teaching methods	[Description + ideally an overview as follows:					
	Activity		Percentage			
	1. <i>Ex cathedra</i>		70 %			
	2. Presentations		10 %			
	3. Assessed reflection paper		20 %			
	Total		100 %			
	Example II, bringing teaching activities and assessment methods together:					
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%);	Basic requirement
	Mid-term exam	Mid-term exam	30	Submission of exam	Completness; Accuracy; critical thinking.	30%
	Final exam	Final exam	40	Submission of exam	Completness; Accuracy; critical thinking.	40%
	Presentations	Two presentation chosen by students on two of the course topics	20	Assessment of presentation and its content through constructive discussion in class	Content of presentation; presentation style; completed within the allocated time.	10%
	Non – assessed reflection paper	General guidance, review and constructive feedback	10	Review of reflection paper and feedback	Clerness of reflection paper: good knowledge of subject and good analytical skills.	0%
	Assessed paper (2500 words).	General guidance, review and constructive feedback	20	Continuous writing, presentation (Moodle) and final finishing of paper.	Completness, clearness, consistency, accuratness, well structured.	20%
Total		150 h <sup>7</sup>			100 %	
Course content						
List of contents/topics	Topic			Required reading		
	Topic 1: The Political Party and its Functions  The lesson will investigate upon the origin, development and functions of the political parties. The students will learn about the political cleavages (Left – Right) and partisan cleavages (multidimensional typology).The aim of this lesson is to analysis the meaning of the ‘left – right’ classification and whether such classification is sufficient to understand the positioning of the political parties in the political spectrum.			Katz, R.S and Crotty, W. (eds.) (2006). Chapters 1, 2, 8-10.		

<sup>7</sup> based on [EXCT-CP \* 25], here 4 are assumed



	<p>Topic 2: The Logic of Organization and Mobilization</p> <p>The students will learn about concepts such as electors, sympathisers, members, militants and leaders. They will learn how the political project of a political party influences its organization and mobilization. Students will learn how parties organize. The lecture will be based on the main typologies of party organization: mass party, catch-all party, electoral -professional and cartel party.</p>	<p>Duverger, M. (1964). pp.61-132.</p> <p>Katz, R. S. and Mair, P. (1995). pp.5-28.</p> <p>Katz, R.S. &amp; Crotty, W. (2006). Chapters 21-24, 27-28.</p> <p>Kirchheimer, O. (1966). pp. 177 – 200 in LaPalombra, Josehp and Weiner, Myron (eds.).</p> <p>Panebianco, A. (1988). Chapter 13-14.</p>
	<p>Topic 3: The Party System</p> <p>The focus of the lesson will be the classification of the party systems according to Duverger, Sartori, Lippset &amp; Rokkan, Laakso &amp; Taagepera and Lijphart. The student will learn how to measure the fragmentization of the party system and how to identify the relevant parties in a party system. Electoral volatility as an indicator to measure the stability of the party system is another component of the lecture.</p>	<p>Katz, R.S. &amp; Crotty, W. (2006). Chapters 6-7.</p> <p>Bardi, L. dhe Mair, P. (2008) 147-166.</p> <p>Duverger, M. (1964). pp.206 – 281.</p> <p>Laakso, M. &amp; Taagepera, R. (1979). pp.3-27.</p> <p>Lipset, M.S. dhe Rokkan, S. (1967). pp.1-64.</p> <p>Pedersen, M. (1979). pp.1-26.</p>
	<p>Topic 4: The Totalitarian Party</p> <p>The topic of the lesson is the function, organization and ideology of the totalitarian party. The students will explore the relationship ideology, state propaganda and masses. Case study: The Party of Labour of Albania.</p>	<p>Arendt, H. (1968). Chapter: Totalitarian Logic.</p> <p>Duverger, M. (1964). pp.255 – 280.</p> <p>Lefort, C. (1986). Part III: Totalitarianism.</p>
	<p>Topic 5: Nationalism, Ethnicity and Political Parties</p>	<p>Kanchan, C. (2005). Chapter 1.</p> <p>Horowitz, D. (2000). pp.291-442.</p>
	<p>Topic 6: Parties in legislative assemblies &amp; Parties in Government</p>	<p>Katz, R.S and Crotty, W. (eds.) (2006). Chapters 14, 15, 16.</p> <p>Strom, K. et al. (eds.) (2010). Chapters 1, 2.</p>

	<p>Topic 7: Parties and the EU</p> <p>The lecture will be focused on the role and influence that EU plays on the structure, organization and political programme of political parties.</p>	<p>Katz, R.S and Crotty, W. (eds.) (2006). Chapter 42.</p> <p>Ladrech, R. (ed.) (2002). <i>The Europeanization of party politics: Special Issue of Party Politics</i> 8(2).</p>
	Week 8: Mid-term exam	
	<p>Topic 9: Finances and Political Parties</p> <p>The lecture will be focused on the role that the introduction of public funding has played on the structure and organization of political parties and on their links with society. It will explore how the political parties have changed from private association to public utilities.</p>	<p>Gherghina, S. and Chiru, M. (2013).</p> <p>Katz, R.S. &amp; Crotty, W. (2006). Chapter 38.</p> <p>Van Biezen, I. and Kopecky, P. (2007).</p>
	<p>Topic 10: Introduction to Electoral Systems and Majoritarian Electoral Systems and their Consequences</p> <p>The students will learn about the importance of the electoral systems and how to identify the most suitable electoral system in a given country. The students will learn about the classification of the majoritarian electoral systems, and the implications that each of these sub-typologies bring to the political arena.</p>	<p>Boix, C. (1999). pp.609-624.</p> <p>Reynolds, A. &amp;Reilly, B. (2005).</p> <p>Sartori, G. (2001) pp.90-105 in Diamond, Larry and Gunther, Richard (eds.) .</p>
	<p>Topic 11: Proportional Electoral Systems and their Consequences</p> <p>The students will learn about the classification of the proportional electoral systems and the implications that each of these sub-typologies bring to the political arena.</p>	<p>Reynolds, A. &amp;Reilly, B. (2002).</p>
	<p>Topic 12: Mix Electoral Systems and their Consequences</p> <p>The students will learn about the classification of the mix electoral systems and their implications in the political arena.</p>	<p>Mattheu Shugart and Martin Wattenberg (eds.). Mixed Member Electoral Systems: The Best of Both Worlds?</p> <p>Reynolds, A. &amp;Reilly, B. (2002).</p>

	<p>Topic 13: Electoral Systems: Opportunities and Constraints on Party Formation and Competition</p> <p>The students will attempt to give answers to questions such as: does electoral system influences the party system or does the electoral system affects the coalition patterns of political parties? Do they tell us anything about the minimum number of entrants? - How do electoral institutions affect the type and organization of political parties, the mode of competition? Are electoral institutions exogenous or endogenous to partisan competition?</p>	<p>Duverger, M.(1972). pp.23-32.</p> <p>Norris, P. (2004).</p>
	<p>Topic 14: Government Format: Opportunities and Constraints on Party Formation and Competition</p> <p>The lecture will explore whether government format affects the type and organization of political parties and the mode of their competition.</p>	<p>Cheibub, J.A. (2007).</p> <p>Shugart, Matthew and John Carey (1992) pp. 206-225</p>
	<p>Topic 15: Typologies and Strategies of Political Parties in Post-communist Countries</p> <p>The student will learn about the factors that have shaped the party system in the post-communist countries, about the configuration of the party system as well as about the typologies of the political parties in the new democracies. It will attempt to give answers to the following questions:</p> <ul style="list-style-type: none"> <li>- How do postcommunist party systems differ from party systems in the established democracies or in other post-authoritarian systems?</li> <li>- What is the relative importance of pre-communist legacies, communist legacies, social cleavages, and post-transition institutions in determining the characteristics of party systems?</li> <li>- How does the post-communist experience compare to other new democracies?</li> </ul>	<p>Grzymala-Busse, A. M (2002).</p> <p>Kitschelt, H., Mansfeldova, Z., Markowski, R. dhe Gábor, T. (1999). Chapters 1,2,3.</p> <p>Van Biezen, Ingrid (2003). Chapters 1,2,5-7.</p>

<p><b>Mandatory literature</b></p>	<p>Arendt, H. (1968) <i>The Origins of Totalitarianism</i>. USA: A Harvest Book. Chapter: Totalitarian Logic.</p> <p>Duverger, M. (1964) <i>Political Parties. Their Organization and Activity in the Modern State</i>, London: Methuen</p> <p>Cheibub, J.A. (2007). <i>Parliamentarism, Presidentialism and Democracy</i>, Cambridge University Press.</p> <p>Horowitz, D. (2000) <i>Ethnic groups in conflict</i>. University of California Press: Berkeley, Los Angeles, London.pp.291-442.</p> <p>Gherghina, S. and Chiru, M. (2013) Taking the Short Route: Political Parties, Funding Regulations, and State Resources in Romania, East <i>European Politics &amp; Societies</i>, Volume 27, No.1. DOI: 10.1177/0888325412465003.</p> <p>Katz, R.S. and Crotty, W. (2006) <i>Handbook of Party Politics</i>. Sage.</p> <p>Kitschelt, H., Mansfeldova, Z., Markowski, R. dhe Gábor, T. (1999) <i>Post-Communist Party Systems – Competition, Representation and Inter-Party Cooperation</i>, Cambridge University Press.</p> <p>Reynolds, A. &amp;Reilly, B. (2005). <i>The New International IDEA Handbook on Electoral System Design</i>, IDEA.</p> <p>Van Biezen, Ingrid (2003) <i>Political Parties in New Democracies. Party Organization in Southern and East-Central Europe</i>, Hampshire and New York: Palgrave Macmillian (Chapters 1,2, 5-7).</p>
	<p>Bardi, L. dhe Mair, P. (2008) The Parameters of Party Systems, Party Politics, Vol.14, No.2, fq. 147-166</p> <p>Bartolini, S. dhe Mair, P. (2007) identity, competition and electoral availability – the stabilization of european electorates 1885-1985, ECPR Press.</p> <p>Boix, C. (1999) (1999) “Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies”, American Political Science Review 93, 3 pp. 609-624.</p> <p>Gherghina, S. and Chiru, M. (2013) Taking the Short Route: Political Parties, Funding Regulations, and State Resources in Romania, East <i>European Politics &amp; Societies</i>, Volume 27, No.1</p> <p>Grzymala-Busse, A. M (2002) Redeeming the Communist Past. The Regeneration of Communist Parties in East Central Europe, Cambridge: Cambridge University Press.</p> <p>Kirchheimer, O. (1966) ‘The transformation of the Western European party system’, pp. 177 – 200 in LaPalombra, Josehp and Weiner, Myron (eds.) <i>Political Parties and Political Development</i>, Princeton, NJ: Princeton University Press.</p> <p>Katz, R. S. and Mair, P. (1995) ‘Changing Models of Party Organization and Party Democracy: The Emergence of the Cartel Party’, Party Politics, Vol.1, No.1, pp.5-28.</p> <p>Kitschelt, H. (1995) The Radical Right in Western Europe. Ann Arbor: University of Michigan, 1-45.</p> <p>Laakso, M. &amp; Taagepera, R. (1979) Effective Number of Parties: A measure with application to West Europe. <i>Comparative Political Studies</i>, Vol.12, pp.3-27.</p> <p>Ladrech, R. (ed.) (2002). The Europeanization of party politics: Special Issue of Party Politics 8(2).</p> <p>Lefort, C. (1986) <i>The Political Forms of Modern Society</i>. Cambridge, Massachusetts : MIT Press. Part III: Totalitarianism.</p>

<p><b>Optional literature</b></p>	<p>Lipset, M.S. dhe Rokkan, S. (1967) <i>Party System and Voter Alignments: Cross- National Perspectives</i>, London: Collier – McMillan, pp.1-64</p> <p>Norris, P. (2004) <i>Building Political Parties: Reforming legal regulations and internal rules</i>. IDEA.</p> <p>Panebianco, A. (1988) <i>Political Parties – Organization and Power</i>, Cambridge: Cambridge University Press.</p> <p>Pedersen, M. (1979) 'The dynamics of European party systems: changing patterns of electoral volatility', <i>European Journal of Political Research</i>, Vol.7, pp.1-26.</p> <p>Samuels, D.and Matthew Shugart (2003) "Presidentialism, Elections, and Representation" <i>Journal of Theoretical Politics</i> 15, 1 (January, 2003): 33–60.</p> <p>Shugart, Matheu Soberg (1998) 'The Inverse Relationship between Party Strength and Executive Strength: A Theory of Politicians' <i>Constitutional Choices</i>', <i>British Journal of Political Science</i>, Vol.28, No.1: 1-29.</p> <p>Shugart, M. dhe Wattenberg, M. (eds.) (2001) <i>Mixed Member Electoral Systems: The Best of Both Worlds?</i> Oxford University Press: New York.</p> <p>Shugart, Matthew and John Carey (1992) <i>Presidents and Assemblies: Constitutional Design and Electoral Dynamics</i>. Cambridge: Cambridge University Press. pp. 206-225</p> <p>Sartori, G. (2001) 'The Party Effects of Electoral Systems', pp.90-105 in Diamond, Larry and Gunther, Richard (eds.) <i>Political Parties and Democracy</i>, Baltimore and London: The John Hopkins University Press.</p> <p>Strom, K. et al. (eds.) (2010), <i>Cabinets and Coalition Bargaining. The Democractic Life Cycle in Western Europe</i>, Oxford University Press, Chapters 1, 2.</p> <p>Van Biezen, I. (2004) '<i>Political Parties as Utilities</i>', <i>Party Politics</i> 10: 701–22.</p> <p>Van Biezen, I. and Kopecky, P. (2007) "The State and the Parties: Public Funding, Public Regulation and Rent-Seeking in Contemporary Democracies," <i>Party Politics</i> 13 (2).</p>
<p><b>Scheduled dates</b></p>	<p>October- February 2018</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Multi-Ethnic States**

<b>Course Title</b>	Multi Ethnic States			
<b>Course Number</b>	TBA			
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60			
<b>Lecturers</b>	Maja Savic-Bojanic			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Political Science and International Relations Department, SSST University			
<b>Curricula</b>	Joint Master in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E	E	E	E
<b>Entry level criteria</b>	Second year status within the programme. Foundations of Comparative Politics, Methods I+II in Political Science.			
<b>Recommended for semester</b>	3 or 4			

<p><b>Course description</b></p>	<p>The question that this course seeks to answer is why do some multi-ethnic states function effectively and whether we can find some way of understanding when a multi-ethnic state will be successful or not, that has both a sound theoretical base and some general application. The course will look at what factors will lead to ethnic conflict and what factors make a state more viable. This will be accomplished through case studies of various multi-ethnic states from different regions, building on the theoretical and conceptual frameworks discussed in previous classes. The case study approach requires analysis of real-world data, and so the course is designed as a research-based student/led seminar series, with students researching one country and presenting that to the group. The course will also have a variety of readings, discussions and films or presentations on these topics.</p> <p><b>Part I – Ethnicity and Nationalism</b></p> <p>Topic 1 – Ethnicity, democracy and statehood (4 hours)  Topic 2 – Nationalism and ethnicity  Topic 3 – Ethnicity and violence  Topic 4 – Ethnicity and self-determination  Topic 5 – Secession movements</p> <p><b>Part II – Multiculturalism, Migration and Racism</b></p> <p>Topic 6 – Minority Cultures and Self-Determination  Topic 7 – Migrations  Topic 8 - Diaspora  Topic 9 – Stable democracies and success of the state: Belgium, Italy and Canada  Topic 10 – Countries in transition: Bosnia and Herzegovina, Lebanon and Afghanistan</p>
<p><b>Intended learning outcomes</b></p>	<p>The expected learning outcomes pertain to:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Identify major concepts and issues in the study of ethnicity, including the relationships between ethnicity, nationalism and state;</li> <li>- Show a theoretically sound and empirically substantiated analysis of ethnic relations within a specific state, supported by historical and current data;</li> <li>- Discuss and interpret various indicators of state success and failure.</li> </ul> <p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of competing ideas, arguments and texts;</li> <li>-Produce and relate to arguments clearly in both written and oral form;</li> <li>-Employ own analysis clearly and logically in written and oral form.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- conduct independent research;</li> <li>- critically reflect upon data.</li> </ul>

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>(a) explaining the main characteristics of politics driven by ethnicity issues;</li> <li>(b) combining the acquired knowledge from IR basic texts and applying it to concrete case studies in ethnicity (self-determination, secession, migrations)</li> <li>(c) presenting a bridge between theory of ethnicity and real-world cases, since the course heavily focuses on case studies.</li> </ul>												
<b>Expected prerequisite knowledge</b>	Basic knowledge of theories of nations and nationalism.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Mid-term exam</td><td>30 %</td></tr> <tr> <td>Final exam</td><td>40 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Analytical Paper</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Presentation	10 %	Analytical Paper	20 %	<b>Total</b>	<b>100 %</b>
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<b>Total</b>	<b>100 %</b>												
<b>Pre-Conditions for examination</b>	80 % class attendance and submission of at least one more assignment aside from the exams.												



Teaching methods	There are different teaching methods used, being inter-linked among themselves:																																			
	<div><div>- classical lectures</div><div>- case study analysis</div><div>- debates</div></div>																																			
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<sup>8</sup> based on [EXCT-CP \* 25], here 6 are assumed

Course content	<p>The course is structured in the following way:</p> <p><b>Part I – Ethnicity and Nationalism</b></p> <p>Topic 1 – Ethnicity, democracy and statehood (4 hours)  Topic 2 – Nationalism and ethnicity  Topic 3 – Ethnicity and violence  Topic 4 – Ethnicity and self-determination  Topic 5 – Secession movements</p> <p><b>Part II – Multiculturalism, Migration and Racism</b></p> <p>Topic 6 – Minority Cultures and Self-Determination  Topic 7 – Migrations  Topic 8 - Diaspora  Topic 9 – Selected case studies  Topic 10 – Selected case studies</p>	
List of contents/topics	Topic	Required reading
	Ethnicity, democracy and statehood	<p>Brubaker, Rogers, Mara Loveman and Peter Stamatov. (2004). Ethnicity as Cognition. In: <i>Theory and Society</i>, 33:1 pp. 31 – 64.</p> <p>Guibernau, Montserrat and Rex, John. Eds. (2010). <i>The Ethnicity Reader</i>. Nationalism, Multiculturalism and Migration. Polity Press. Pp. 17-33. (Weber, Smith, Brubaker).</p> <p>Stepan, Alfred. (1999). Federalism and Democracy: Beyond the U.S. Model. In: <i>Journal of Democracy</i>. 10.4 (1999).</p> <p>Fish, Steven M., &amp; Brooks, Robin S. (2004). Does Diversity Hurt Democracy? In: <i>Journal of Democracy</i>. 15.1. (2004).</p>
	Ethnicity and violence, self-determination	<p>Guibernau, Montserrat and Rex, John. Eds. (2010). <i>The Ethnicity Reader</i>. Nationalism, Multiculturalism and Migration. Polity Press. Pp. 92-125. (Brown, Dodge).</p>
	Nationalism, ethnicity and secession movements	<p>Guibernau, Montserrat and Rex, John. Eds. (2010). <i>The Ethnicity Reader</i>. Nationalism, Multiculturalism and Migration. Polity Press. Pp. 138-211. (Guibernau, Mellett, Maiz, Izady).</p>

	Minority cultures and self-determination	Lijphart, A. (2009). Self Determination versus Pre-Determination of Ethnic Minorities in Power Sharing Systems. In: Kymlicka, W. ed. 2009. <i>The Rights of Minority Cultures</i> . Oxford University Press.
	Migrations and diaspora	Guibernau, Montserrat and Rex, John. Eds. (2010). <i>The Ethnicity Reader. Nationalism, Multiculturalism and Migration</i> . Polity Press. Pp. 308-328.
<b>Mandatory literature</b>	Guibernau, Montserrat and Rex, John. Eds. (2010). <i>The Ethnicity Reader. Nationalism, Multiculturalism and Migration</i> . Polity Press.	
<b>Optional literature</b>	<p>Alesina Alberto and Eliana La Ferrara 2005 Ethnic Diversity and Economic Performance. In: <i>Journal of Economic Literature</i>, 43:3, pp. 762-800.</p> <p>Anderson, Christopher J. and Aida Paskeviciute 2006 How Ethnic and Linguistic Heterogeneity Influence the Prospects for Civil Society: A Comparative Study of Citizenship Behavior. In: <i>The Journal of Politics</i>, 68:4 pp. 783-802.</p> <p>Dashdan, Elizabeth 2001 Ethnic Diversity and Its Environmental Determinants: Effects of Climate, Pathogens, and Habitat Diversity. In: <i>American Anthropologist</i>, 103:4 pp. 968-991.</p> <p>Davis, Thomas C. 1999 Revisiting Group Attachment: Ethnic and National Identity. In: <i>Political Psychology</i> 20:1 pp. 25-47.</p> <p>Fearon, James D. 2003 Ethnic and Cultural Diversity by Country. In: <i>Journal of Economic Growth</i>, 8 pp. 195-222.</p> <p>Jones Rhys 2008 relocating nationalism: on the geographies of reproducing nations. In: <i>Transactions of the Institute of British Geographers</i>, Vol.33 pp.319-334.</p> <p>Montalvo Jose G. and Marta Reynal-Querol 2005 Ethnic Polarization, Potential Conflict, and Civil Wars. In: <i>The American Economic Review</i>, 95:3, pp. 796-816.</p> <p>O'Leary Brendan 1997 On the Nature of Nationalism: An Appraisal of Ernest Gellner's Writings on Nationalism. In: <i>British Journal of Political Science</i>, 27:2 pp. 191-222.</p> <p>Olzak Susan and Kiyoteru Tsutsui 1998 Status in the World System and Ethnic Mobilization. In: <i>The Journal of Conflict Resolution</i>, 42:6 pp. 691-720.</p> <p>Sanders Jimmy M 2002 Ethnic Boundaries and Identity in Plural Societies. In: <i>Annual Review of Sociology</i>, Vol. 28 pp. 327-357.</p> <p>Tilly Charles 2006 Avoiding the ethnicity trap. A review of <i>Ethnicity without Groups</i> by Roger Brubaker. In: <i>The Sociological Forum</i> 21:3 pp. 523-525.</p> <p>Verdery Katherine 1993 Whither "Nation" and "Nationalism". In: <i>Daedalus</i> 122:3, pp. 37-46</p> <p>Zernatto, Guido and Alfonso G. Mistretta 1944 Nation: The History of a Word. In: <i>The Review of Politics</i>, 6:3, pp. 351-366.</p>	

<b>Scheduled dates</b>	See above.
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Electoral Systems and Ethnic Political Parties in SEE**

<b>Course Title</b>	Electoral systems and Ethnic political parties in SEE			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Course</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Bojana Naumovska, Damir Kapidzic			
<b>Assistant lecturers</b>				
<b>Department</b>	Institute for sociological, political and juridical research, UKIM; Faculty of Political Science, UNSA			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E	E	E	E
<b>Entry level criteria</b>	Second year status within the programme; Basic Texts in CP, Methods I+II in Political Science			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>The main aim of this course will be to present the influence of electoral system on ethnic political parties in specific countries as a different cases. The topics of the course will be: electoral systems in SEE and their electoral elements, the influence of the electoral system on the party systems in each country, the place of ethnic political parties in the party system and in the Parliament, the role of the ethnic political parties in the election processes. Also in this course discussed questions will be: What is an ethnic party and how can they be recognized? Are they different from non-ethnic parties and national parties (such as HDZ in Croatia or SNS in Serbia) in terms of policy-making and inter-party communication/cooperation? How ethnic political parties are becoming part of the representative body (do they have to be part of pre-electoral coalition as to become part of the Parliament, do they have reserved seats) etc. In this course all of these topics will be elaborated.</p>			

<b>Intended learning outcomes</b>	<p>The expected learning outcomes pertain to:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Identify the influence of electoral systems on ethnic political parties in different countries</li> <li>- Understand how and why the electoral elements are important for ethnic political parties</li> <li>- Notice legislative differences related to the ethnic political parties between the countries.</li> </ul> <p><b>COMPETENCE</b></p> <ul style="list-style-type: none"> <li>-Analyse the position of ethnic political parties in different countries;</li> <li>- Compare the influence of different electoral systems to the ethnic pp</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Identify the weaknesses of the electoral system related to the ethnic pp;</li> <li>- conduct independent research;</li> <li>-propose changes in particular electoral system.</li> </ul>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>(d) comprehensive knowledge on political institutions, political actors and decision-making processes in comparative perspective;</li> <li>(e) ability to analyse complex scientific and policy problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>(f) to participate in and conduct complex decision-making procedures</li> </ul>												
<b>Expected prerequisite knowledge</b>	Basic knowledge of electoral system and political system.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Mid-term exam</td><td>30 %</td></tr> <tr> <td>Final exam</td><td>30 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Analytical Paper</td><td>30 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	30 %	Presentation	10 %	Analytical Paper	30 %	<b>Total</b>	<b>100 %</b>
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<b>Pre-Conditions for examination</b>	80 % class attendance and submission of at least one more assignment aside from the exams.												

Teaching methods	There are different teaching methods used, being inter-linked among themselves:															
	<div><div>- classical lectures</div><div>- case study analysis</div><div>- debates</div></div>															
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade										
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance	Basic requirement										
	Debates	Discuss about the influence of the electoral system to the ethnic pp, and the differences between the countries	15	Presentation, group work, debate, reasoning, etc.	Preparative material, eloquence, argument	10%										
	Analytical paper	An analysis of the effects electoral system to the ethnic pp, the place of the these parties in the electoral process	45	Written work	Consistency, clarity, argumentation, analysis, etc.	30%										
Midterm exam	General guidance for exam preparation	30	In-class exam	Completeness, consistency, accuracy, clearness	30%											
Final exam	General guidance for exam preparation	30	In-class exam	Completeness, consistency, accuracy, clearness	30%											
Total		150 h <sup>9</sup>			100 %											

<sup>9</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>Course content</b></p>	<p>The course is structured in the following way:</p> <p><b>Part I – Electoral system and ethnic political parties</b></p> <p>Topic 1 - Introduction to the course  Topic 2 – Electoral systems and party systems  Topic 3 – Ethnic, non-ethnic and national political parties  Topic 4 – Transformation of political parties and populism  Topic 5 – Ethnic political parties and ethnic conflicts  Topic 6 – Ethnic political parties and Elections  Topic 7 - Guidelines for the Midterm exam and recapitulation</p> <p><b>Part II – Ethnic political parties in SEE countries</b></p> <p>Topic 8 – Ethnic political parties in Macedonia and Bulgaria  Topic 9 – Ethnic political parties in Bosnia and Herzegovina  Topic 10 - Ethnic political parties in Albania and Kosovo  Topic 11 – Ethnic political parties in Serbia and Montenegro  Topic 12 – Ethnic political parties in Croatia and Romania  Topic 13 - Student paper presentations  Topic 14 - Student paper presentations  Topic 15 - Guidelines for the Final exam and recapitulation</p>	
<p><b>List of contents/topics</b></p>	<p><i>Topic</i></p>	<p><i>Required reading</i></p>
	<p>Topic 1: Introduction</p>	<p><i>none</i></p>
	<p>Topic 2: Electoral systems and party systems</p>	<p>Lijphart, (1994). Electoral Systems and Party Systems, Oxford University Press</p> <p>Farrell, D.M. (2011). Electoral systems: A Comparative Introduction. Palgrave Macmillan.</p> <p>Ware, (1996) Party system in: Political parties and Party system, Oxford University Press, pp.147-257</p> <p>Krouwel (2012). Electoral Transformation of Parties in: Party Transformation in European Democracies, State University of New York Press, pp.79-137</p> <p>Gerring, (2005). Minor parties in Plurality Electoral Systems in: Party Politics, pp.79-107</p>



	Topic 3: Ethnic, non-ethnic and national political parties	<p>Biber, (2008), Introduction: Minority Participation and Political Parties in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.5-31</p> <p>Chandra, K. (2011). What is an ethnic party?</p> <p>Ishiyama, Breuning, (2011) What's in a name? Ethnic party identity and democratic development in post-communist politics in: Party Politics, pp.223-241</p>
	Topic 4: Transformation of political parties, populism	Krouwel (2012). Ideological Transformation of Parties; Cartel Failure and Populist Success in: Party Transformation in European Democracies, State University of New York Press, pp.137-229; 267-289
	Topic 5: Ethnic political parties and ethnic conflicts	<p>Raymond, Huelshoff, Rosenblum, (2015), Electoral systems, ethnic cleavages and experience with democracy in: International Political Science Review, pp.1-20</p> <p>Party Politics 17(2).Ishiyama (2009) Do Ethnic Parties Promote Minority Ethnic Conflict? In: Nationalism and Ethnic Politics, 15:1, pp.56-83</p>
	Topic 6: Ethnic political parties and Elections	Zuber (2012) Ethnic party competition beyond the segmented market in: Nationalities Papers, 40:6, pp.927-944
	Topic 7: Guidelines for the Midterm exam and recapitulation	<i>none</i>
	Topic 8: Ethnic political parties in Macedonia and Bulgaria	<p>Atanasov, Naumovska (2013), Multicultural societies and 'ethnic' political parties: The case of Macedonia, Bulgaria and Romania in: Journal of Education, Psychology and Social Sciences, pp.45-53</p> <p>Hajdinjak, (2008), Introduction: Thou shall not take the name ethnic or minority, and I will bless thee: Political participation of minorities in Bulgaria: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.87-126</p> <p>Taleski, (2008), Minorities and political parties in Macedonia in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.127-152</p>

	Topic 9: Ethnic political parties in Bosnia and Herzegovina	<p>Mujkić, A. (2008). We, the Citizens of Ethnopolis. University of Sarajevo - Human Rights Centre.</p> <p>Mujagić, 2015:13-34</p> <p>Kapidžić, 2015: 35-58</p>
	Topic 10: Ethnic political parties in Albania and Kosovo	<p>Visoka, (2008), Political parties and minority participation: Case of Roma, Ashkalia and Egyptians in Kosovo in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.153-178</p> <p>Sinani, (2008), Minority in Albania and their participation in public life in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.201-222</p>
	Topic 11: Ethnic political parties in Serbia and Montenegro	<p>Sindik, (2008), Introduction: The role of political parties and minority participation in Montenegro in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.178-200</p> <p>Zuber, (2011) Beyond outbidding? Ethnic party strategies in Serbia in: Party Politics 19(5) 758-777</p>
	Ethnic political parties in Croatia and Romania	<p>Caluser, (2008), Minority Participation at the Local and National Level in Romania in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.31-49</p> <p>Petricusic, (2008), The rule of political parties in minority participation in Croatia in: Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia, pp.49-87</p>

<p><b>Mandatory literature</b></p>	<p>Lijphart, (1994). Electoral Systems and Party Systems, Oxford University Press</p> <p>Farrell, D.M. (2011). Electoral systems: A Comparative Introduction. Palgrave Macmillan.</p> <p>Ware, (1996) Party system in: Political parties and Party system, Oxford University Press, pp.147-257</p> <p>Krouwel (2012). Electoral Transformation of Parties in: Party Transformation in European Democracies, State University of New York Press, pp.79-137</p> <p>Gerring, (2005). Minor parties in Plurality Electoral Systems in: Party Politics, pp.79-107</p> <p>Biber, , and others (2008), Political parties and Minority participation, Friedrich Ebert Stiftung-Office Macedonia</p> <p>Ishiyama, Breuning, (2011) What's in a name? Ethnic party identity and democratic development in post-communist politics in: Party Politics, pp.223-241</p> <p>Krouwel (2012). Ideological Transformation of Parties; Cartel Failure and Populist Success in: Party Transformation in European Democracies, State University of New York Press, pp.137-229; 267-289</p> <p>Raymond, Huelshoff, Rosenblum, (2015), Electoral systems, ethnic cleavages and experience with democracy in: International Political Science Review, pp.1-20</p> <p>Chandra, K. (2011). What is an ethnic party? Party Politics 17(2).Ishiyama (2009) Do Ethnic Parties Promote Minority Ethnic Conflict? In: Nationalism and Ethnic Politics, 15:1, pp.56-83</p> <p>Arnautović, S., Mujagić, N. Kapidžić, D. Osmić, A. &amp; Huruz, E. (2015) Pluralism and Internal Party Democracy: National Study for Bosnia and Herzegovina. Podgorica: CeMI.</p> <p>Zuber (2012) Ethnic party competition beyond the segmented market in: Nationalities Papers, 40:6, pp.927-944</p> <p>Mujkić, A. (2008). We, the Citizens of Ethnopolis. University of Sarajevo - Human Rights Centre.</p> <p>Atanasov, Naumovska (2013), Multicultural societies and 'ethnic' political parties: The case of Macedonia, Bulgaria and Romania in: Journal of Education, Psychology and Social Sciences, pp.45-53</p> <p>Zuber, (2011) Beyond outbidding? Ethnic party strategies in Serbia in: Party Politics 19(5) 758-777</p>
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<p><b>Optional literature</b></p>	<p>Maria Sobolewska (2005) Ethnic Agenda: Relevance of Political Attitudes to Party Choice, <i>Journal of Elections, Public Opinion and Parties</i>, 15:2, 197-214;</p> <p>Maria Spirova (2012) European integration and minority politics: ethnic parties at the EP elections, <i>East European Politics</i>, 28:1, 76-92;</p> <p>Harfst (2013) Changing the rules of the game: Determinants of successful electoral system change in Central and Eastern Europe in: <i>International Political Science Review</i>, 427-443;</p> <p>Todosijević (2002) Minority political parties and ethnic voting in subotica, <i>Nationalism and Ethnic Politics</i>, 8:3, 95-109;</p> <p>Karasimeonov (edit) (2004), <i>Political parties and the consolidation of democracy in South Eastern Europe</i>, Friedrich Ebert Stiftung, Institute for Political and Legal Studies;</p> <p>Karasimeonov (edit) (2005), <i>Organizational structures and internal party democracy in South Eastern Europe</i>, Friedrich Ebert Stiftung, Institute for Political and Legal Studies;</p> <p>Peci (edit) <i>Electoral and Party System in Kosovo, a Perspective of Internal Party Democracy Development</i></p> <p>Stoilkovic, Spasojevic, Loncar (edit) <i>How to make intra-party democracy possible? Institutional factors and internal dynamics of intra-party relations in Serbia;</i></p> <p>Darmanovic, Goati (edit) <i>Electoral and Party System in Montenegro- a perspective of internal party democracy development</i></p> <p>Spirova (2004) <i>Electoral rules and the political representation of the ethnic minorities: Evidence from Bulgaria and Romania</i>, Central European University-Center for Policy Studies and Open Society Institute</p>
<p><b>Scheduled dates</b></p>	<p>TBD</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: International Migration**

<b>Course Title</b>	International Migration and Policies			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	2 hours/week – 30 hours per term			
<b>Lecturers</b>	Besim Golloopeni, PhD/UBT			
<b>Assistant lecturers</b>				
<b>Department</b>				
<b>Curricula</b>	Joint Master in Political Science: Integration and Governance	MA Political Science at UBT		
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Basic Texts Comparative Politics			
<b>Recommended for semester</b>	3 and 4			

Course description	<p>We seek to offer a comprehensive multi-disciplinary overview of the key current theoretical and policy debates in the study of international migration. Our goal is to explore comparatively (in both historical and cross-national dimensions) the Balkan countries, European and other global experiences of migration and the law's responses to migration at national and supranational levels. The emphasis is on exploring both the theoretical and policy debates of the field and the empirical data and case studies on which these debates hinge. The long-term goal is to encourage students to undertake research and engage in policy work or policy-centred practice at the intersection of social science and law in the field of migration studies. We trust that with an enrolment that includes graduate and professional students from the Political Science Department, Social Science and other campus units, the discussions will reflect a variety of disciplinary perspectives to the benefit of all participants. The field of international migration studies is, perhaps, unique in its interdisciplinary and methodologically pluralist nature: stretching from the demography and economics of migration, through law and political science, geographical and mainstream sociological approaches, to the ethnography and oral history of migrants. Migration is also a crucial research site for exploring the multitude of intersections between law and sociology, including the limits of law in regulating immigration, the relationship between immigration law on the books and immigration law in action, and the possibility of doing sociology „beyond“ the bounded nation-state-society focus of most sociological research. International migration is an inherently a phenomenon of politics and law. Consequently, we principally focus on the development and implementation of policies controlling movement across territorial borders and into the political communities that “immigrant” receiving states seek to enclose. We also consider options for law reform, including targeted and broad-scale legalization programs, and revised admission schemes for immigrants and temporary workers. Another area of focus is the structure of government decision-making and other matters of institutional design, including questions of versus state/local authority and separation of powers between branches of the government. Though in theory we aspire to a global orientation, in the main we settle for a comparative focus on Europe and the United States. The more „classic“ issues of immigration — assimilation, integration, race/ethnic relations, transnationalism — will be encountered. We will provide an opportunity for presentation of student research projects on international migration.</p>														
Intended learning outcomes	<ul style="list-style-type: none"><li>• General knowledge in the field of international migration, analysis and comparisons, Case Study: Western Balkan countries, etc;</li><li>• Knowledge about theories of international migration;</li><li>• Knowledge of integration practices, adoption and assimilation of immigrants: Empirical and theoretical Aspects;</li><li>• Knowledge of research methods and techniques of international migration;</li><li>• Opportunities for research and publications in the field of migration (seminar, master thesis, etc);</li></ul>														
Contribution of this course to the learning outcomes of the module (or program)															
Expected prerequisite knowledge															
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>10%</td></tr><tr><td>Midterm</td><td>2x20%</td></tr><tr><td>Final Exam</td><td>20 %</td></tr><tr><td>Paper (Essay, Research)</td><td>30 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>			Activity	Percentage	Active Participation	10%	Midterm	2x20%	Final Exam	20 %	Paper (Essay, Research)	30 %	Total	100 %
Activity	Percentage														
Active Participation	10%														
Midterm	2x20%														
Final Exam	20 %														
Paper (Essay, Research)	30 %														
Total	100 %														

Specific requirements	The basic requirement is to do the readings. There are plenty of them, and you need to stay on top of the material at all times. Most of our class time will consist of structured discussion, interwoven with occasional brief overview lectures. This means that everyone should anticipate participating in class discussions; In addition, each student will be asked to write one “issues paper,” surveying, synthesizing, and critically assessing the readings for any one session;													
Pre-Conditions for examination														
Teaching methods	[Description + ideally an overview as follows: <table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	Total	100 %
Activity	Percentage													
1. <i>Ex cathedra</i>	35 %													
2. Presentations	50 %													
3. Guest lecturers	10 %													
4. Case studies	5 %													
Total	100 %													
Course content	In this course the following topics will be discussed in below:													
List of contents/topics	Topic	Required reading												
	Topic 1: Democracy, Community, and Freedom of Movement	Martin Ruhs & Ha-Joon Chang, “The Ethics of Labor Immigration Policy,” International Organization, 58(1), 2004: pp. 69–100 (CW) Overcoming Barriers: Human Mobility and Development, pp. 1–5 (overview). New York: United Nations Development Programme, 2009 (CW) Roger Waldinger, Crossing Borders: International Migration in the New Century, Contemporary Sociology, 42(3), 2013: pp. 349–63 (CW)												
	Topic 2: Theories of Migration	Timothy Hatton & Jeffrey G. Williamson, Global Migration and the World Economy: Two Centuries of Policy and Performance, pp. 51–62, 225–29. Cambridge: MIT Press, 2005 (CW); Douglas Massey, et al. Worlds in Motion: Understanding International Migration at the End of the Millennium, pp. 1–59 (chapters 1 and 2). New York: Oxford Univ. Press, 1999 (CW);												
	Topic 3: International Migration and the State	Daniel Tichenor, Dividing Lines: The Politics of Immigration Control in America, pp. 1–15 (chapter 1). Princeton: Princeton Univ. Press, 2002;												
	Topic 4: EU immigration policies													

	Topic 5: Rights and Multiculturalism	William Rogers Brubaker, "Membership Without Citizenship: The Economic and Social Rights of Noncitizens," pp. 145–62, in William Rogers Brubaker ed., <i>Immigration and the Politics of Citizenship in Europe and North America</i> . New York: University Press of America, 1989 (CW)
	Topic 6: Guestworkers, Immigrants, and Citizens	Hiroshi Motomura, "Designing Temporary Worker Programs," 80 <i>University of Chicago Law Review</i> 263, 263–88 (2013)
	Topic 7: Implementation, Policing, Bordering	Audrey Singer; Douglas S. Massey "The Social Process of Undocumented Border Crossing among Mexican Migrants," <i>International Migration Review</i> , 32(3), 1998: pp. 561–92 (LIB)
<b>Mandatory literature</b>	<ol style="list-style-type: none"> <li>1. Blumi, I., (2003), "Defining Social Spaces by Way of Deletion: the Untold Story of Albanian Migration in the Post-war Period", <i>Journal of Ethnic and Migration Studies</i>, 29-6.</li> <li>2. Caroline B. Bretell and Janes F. Hollifield, (1999) "Migration Theory, Talking Across Disciplines", Routledge, New York.</li> <li>3. Dade, C., (2006), "Policy Considerations for working with Diaspora Populations", Canadian Foundation for Americas – Focal.</li> <li>4. Dahinden, Janine (2005). Prishtina - Schlieren. Albanische Migrationsnetzwerke im transnationalen Raum. Zürich: Seismo.</li> <li>5. Devesh Kapur and John McHale, (2005), "The Global Migration of Talent: What Does it Mean for Developing Countries?".</li> <li>6. DFID (2004) "Regional Assistance Plan for the Western Balkans 2004/5, 2008/09", London.</li> <li>7. G.E. Ravenstein, (1895), "The Laws of Migration", <i>Journal of the Royal Statistical Society</i>, 48, VI, London, pp. 167-227.</li> <li>8. Halpern, Joel M. (1987). "Yugoslav Migration Process and Employment in Western Europe: A Historical Perspective", in Buechler, Hans Christian and Judith-Maria Buechler (eds) <i>Migrants in Europe: the Role of Family, Labor, and Politics</i>. Connecticut: Greenwood Press, Inc., p. 91-116.</li> </ol>	
<b>Optional literature</b>	<ol style="list-style-type: none"> <li>1. Suzan F. Martin, (2001), "Global migration trends and asylum", Washington.</li> <li>2. Philip L. Martin, (2003), "Highly Skilled Labor Migration: Sharing the Benefits", Geneva, May 2003.</li> <li>3. Malacic, Janez (1996). "Arbeitsmigration aus Ex-Jugoslawien", in Fassmann, H. et al. (Hrsg.) (ed.) <i>Migration in Europa. Historische Entwicklung, aktuelle Trends, politische Reaktionen</i>. Frankfurt: Campus, p. 231-245.</li> </ol>	
<b>Scheduled dates</b>	To be set yet.	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.	



**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Comparative Local Governments**

<b>Course Title</b>	<b>COMPARATIVE LOCAL GOVERNMENTS</b>			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Prof. dr. Miro Haček			
<b>Assistant lecturers</b>	Dr. Simona Kukovič			
<b>Department</b>	University of Ljubljana, Department of Political Science			
<b>Curricula</b>	Joint Master in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory for Specialization in Comparative Politics			
<b>Entry level criteria</b>	Basic Texts Comparative Politics: Foundations of Comparative Politics			
<b>Recommended for semester</b>	2			
<b>Course description</b>	The course “Comparative Local Governments” will analyse sub-national levels of authority in various European and non-European settings, and compare different elements of local governments; special emphasis will be put on the South-East European local government and on traditional and modern tools of the local democracy.			

<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>comprehensive knowledge on local government political institutions, local government political actors and local government decision-making processes in comparative perspective;</li> <li>knowledge about the specific theories and theoretic debates concerning comparative political systems, comparative political processes and interactions across different levels;</li> <li>Practical knowledge about the local government political processes in comparative perspective.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>detailed understanding of research, analytical methods and theories in the specific thematic area of comparative politics;</li> <li>able to summarize and assess highly specialized literature in the thematic area of comparative politics;</li> <li>ability to analyse complex scientific and policy problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>able to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>to follow current political developments from the perspective of local governments;</li> <li>to apply the knowledge acquired throughout the programme concerning the processes within local governments institutions and the competences of different (local) actors, to work with or within these institutions;</li> <li>to participate in and conduct complex decision-making procedures.</li> </ul>								
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	Course Comparative Local Governments will give specialized knowledge, competencies and skills on the comparative aspects of local government in Europe and rest of the world, with special emphasis on the South-East European area.								
<b>Expected prerequisite knowledge</b>	This course will require prerequisite knowledge, given by the core course (Foundations of Comparative Politics) in the Comparative Politics module.								
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Midterm paper</td><td>40 %</td></tr> <tr> <td>Final Exam</td><td>60 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Midterm paper	40 %	Final Exam	60 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage								
Midterm paper	40 %								
Final Exam	60 %								
<b>Total</b>	<b>100 %</b>								
<b>Specific requirements</b>	Original mid-term paper is the basic requirement (i.e. no second submission of a paper used already in another course).								
<b>Pre-Conditions for examination</b>	a) Positive research-plan evaluation b) Positive grade of the Mid-term paper. c) Class attendance of at least 60%.								

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>65 %</td></tr><tr><td>2. Presentations</td><td>35 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	65 %	2. Presentations	35 %	Total	100 %				
	Activity	Percentage												
	1. <i>Ex cathedra</i>	65 %												
	2. Presentations	35 %												
	Total	100 %												
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade								
	Ex cathedra	Ex cathedra lectures	30	Class attendance	List of class attendance (at least 60%)	Basic requirement								
	Mid-term paper	Presentation of the paper. Discussion of the paper.	40	Continuous writing, presentation (Moodle) and final finishing of paper.	Completeness, consistency and accurateness, of the text.	40%								
Research plan for mid- term paper	General guidance given to the students, discussion on the topics chosen	20	Development of a research plan for a topic related to the seminar paper.	Plan is detailed and realistic	Basic requirement									
Final exam	Written exam, 30 minutes, 30 short questions	60	Final exam grading	Correctness of the answers given	60%									
	Total		150 h <sup>10</sup>			100 %								
Course content	The first part of the course will discuss scope, aims, method and components of the comparative perspective on local governments, approaching the field with a variety of theoretical frameworks. The second part of the course will introduce specific country studies, with a focus on European (especially CEE) and developed countries. In this context, we discuss normative values and the basis of local governments. The third part of the course will investigate milestones of local authorities development, the legal basis of local entities and decentralization reforms, and the roles played by local governments in overall public administration. The fourth part will then explore different types and models of local governments and place particular emphasis on consequences of managerial reforms on local governments, which have recently gone through new trends. In the last part of the course we will select particular country cases to apply new approaches for local governmental reforms, before we move to the analysis of the relationship between local governments and the central unit and competing organs of local governments. The course also considers global actors, institutions and dynamics of local governments and draws on examples from the European Union in order to develop a comparative perspective.													
List of contents/topics	Topic			Required reading										
	Week 1/Topic 1: Introduction to local government: organisation, people, structures			Carlo Vanara and Michael Varnay (eds.), (2013), Local governments in Europe, selected pages.										

<sup>10</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Week 2/Topic 2: History of local government	Carlo Vanara and Michael Varnay (eds.), (2013), Local governments in Europe, selected pages.
	Week 3/Topic 3: Budgeting, finances and accountability of local government in comparative perspective	Carlo Vanara and Michael Varnay (eds.), (2013), Local governments in Europe, selected pages.
	Week 4/Topic 4: Local government: traditions and reforms in comparative perspective	Sabine Kuhlmann and Helmut Wollman, (2014), Introduction to Comparative Public Administration, selected pages. Peter John, (2001), Local governance in Western Europe, chapter 2. Simona Kukovič (2014), Local self-government in Slovenia: organizational aspects, 5-42.
	Week 5/Topic 5: Local democracy	Bas Denters, Michael Goldsmith, Andreas Ladner, Poul Erik Mouritzen and Lawrence E. Rose, (2014), Size and Local Democracy, selected pages.
<b>Mandatory literature</b>	1) Bas Denters, Michael Goldsmith, Andreas Ladner, Poul Erik Mouritzen and Lawrence E. Rose, (2014), Size and Local Democracy, London: Edward Elgar. 2) Sabine Kuhlmann and Helmut Wollman, (2014), Introduction to Comparative Public Administration, London: Edward Elgar. 3) Carlo Vanara and Michael Varnay (eds.), (2013), Local governments in Europe, London: Routledge. 4) Peter John, (2001), Local governance in Western Europe, London, New Delhi, Thousand Oaks: SAGE.	
<b>Optional literature</b>	Simona Kukovič (2014), Local self-government in Slovenia: organizational aspects. FSS Publishing House, Ljubljana. Students are encouraged to seek and find out additional literature on the topic.	
<b>Scheduled dates</b>	Scheduled dates of the course will be defined prior of the each summer semester, given the flexibility of the semester period and availability of the lecture rooms. Planned organisation of the course are five meetings for five teaching hours; meeting would be organized every other week.	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	Mid-term paper should analyse either local government system in selected country, preferably in Europe, or selected element(s) of local government system either in single country (case-study approach) or in a number of selected countries (comparative approach).	

**Joint MA in Political Science: Integration and Governance**  
**Module: Comparative Politics**  
**Course: Foundations of Comparative Politics**

<b>Course Title</b>	<b>FOUNDATIONS OF COMPARATIVE POLITICS</b>			
<b>Course Number</b>				
<b>Module</b>	Comparative Politics			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Prof. dr. Miro Haček			
<b>Assistant lecturers</b>	Dr. Simona Kukovič			
<b>Department</b>	University of Ljubljana, Department of Political Science			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory Course for Comparative Politics			
<b>Entry level criteria</b>	/			
<b>Recommended for semester</b>	1 and 2			
<b>Course description</b>	<p>This is an introductory “core” course in comparative politics, intended for students in Joint Master in Political Science: Integration and Governance, who choose module Comparative Politics. This course will survey major topics and the most important theoretical and conceptual building blocks in the sub-field of comparative politics. In particular, this course will examine: the formation and development of the modern state; democracy; authoritarianism; revolution and political stability; nationalism; political culture; voters and parties; constitutional arrangements and their effects and macro theories of political change.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• detailed understanding of research, analytical methods and theories in the thematic area of comparative politics;</li> <li>• students are able to summarize and assess highly specialized literature in the thematic area of comparative politics;</li> <li>• students have the ability to analyse complex scientific problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>• students are able to develop independently innovative research questions in the field of democracy research, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• detailed understanding of research, analytical methods and theories in the specific thematic area of comparative politics;</li> <li>• able to summarize and assess highly specialized literature in the thematic area of comparative politics;</li> <li>• ability to analyse complex scientific and policy problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>• able to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• to follow current political developments from the perspective of comparative politics;</li> <li>• to apply the knowledge acquired throughout the programme concerning the processes within political institutions and the competences of different (political) actors, to work with or within these institutions;</li> <li>• to participate in and conduct complex decision-making procedures.</li> </ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>This core course will survey major topics and the most important theoretical and conceptual building blocks in the sub-field of comparative politics, enabling student to understand and follow two additional courses in the Comparative Politics module. In particular, this course will examine topics, such as the formation and development of the modern state; democracy; authoritarianism; revolution and political stability; nationalism; political culture; voters and parties; constitutional arrangements and their effects and macro theories of political change.</p>										
<b>Expected prerequisite knowledge</b>	<p>/</p>										
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Participation</td><td>20 %</td></tr> <tr> <td>Weekly hand-outs</td><td>20%</td></tr> <tr> <td>Final paper</td><td>60 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Participation	20 %	Weekly hand-outs	20%	Final paper	60 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage										
Participation	20 %										
Weekly hand-outs	20%										
Final paper	60 %										
<b>Total</b>	<b>100 %</b>										

Specific requirements	Students are required to: <ul style="list-style-type: none"><li>• attend all class meetings</li><li>• do all required readings</li><li>• hand-over all required weekly hand-outs</li><li>• participate actively in the class discussions</li><li>• select topic for final paper and hand over final paper on time.</li></ul>															
Pre-Conditions for examination	/															
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>40 %</td></tr><tr><td>2. Discussions</td><td>40%</td></tr><tr><td>3. Presentations</td><td>20 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>						Activity	Percentage	1. <i>Ex cathedra</i>	40 %	2. Discussions	40%	3. Presentations	20 %	Total	100 %
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade										
	Ex cathedra	Ex cathedra lectures	30	Class attendance	List of class attendance	Basic requirement										
Discussions	Discussion on the compulsory weekly readings.	30	Discussion activity	Completeness, knowledge of the topic discussed and accurateness.	20%											
Weekly- hand-outs	Short, up to two pages, abstracts of weekly readings.	30	Proven knowledge from the weekly readings	Completeness, knowledge of the weekly readings, accurateness.	20%											
Final paper	Final paper on the chosen topic	60	Continius writing, presentation style, finishing of paper. Development of a literature review for a topic selected.	Completness, expert terminology used, consistency, accuratness.	60%											
Total		150 h <sup>11</sup>			100 %											

<sup>11</sup> based on [EXCT-CP \* 25], here 6 are assumed

<b>Course content</b>	<p>This is an introductory “core” course in comparative politics. This course will survey major topics and the most important theoretical and conceptual building blocks in the sub-field of comparative politics. In particular, this course will examine: the formation and development of the modern state; democracy; authoritarianism; revolution and political stability; nationalism; political culture; voters and parties; constitutional arrangements and their effects and macro theories of political change. The course proceeds thematically, with participants discussing a subset of the pertinent scholarly literature. Discussion should focus on a major theoretical or empirical controversy. Key methodological issues will be addressed in the context of each theme: the emphasis will be placed on causality and finding out what makes for good and convincing arguments. The class time will be devoted exclusively to the discussion of the assigned readings, rather than to lecturing. Course will focus on certain key elements in conducting and evaluating social science analyses, in particular: identifying central issues and key debates; the importance of theory/model development based on clearly-drawn mechanisms; generating testable implications; linking hypotheses and theory; the importance of assumptions; evaluating the main theoretical strengths and weaknesses of major studies and effective approaches to presenting MA work.</p>	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Week 1 Topic 1: Introduction and structure of the course	Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), chapter one. Comparative Politics – Daniele Caramani (2014), 1-17.
	Week 2 Topic 2.1: The nations state	Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 21-39. Comparative Politics – Daniele Caramani (2014), 63-78.
	Week 2 Topic 2.2: Democracy and democratisation	Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 41-57. Comparative Politics – Daniele Caramani (2014), 79-95.
	Week 3: Topic 3.1: Constraining Politics: Constitutions and Judicial Review	Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 231-252. Comparative Politics – Daniele Caramani (2014), 150-165.
	Week 3: Topic 3.2: Structuring the State: Unitarity and federalism; centralisation and decentralisation	Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 253-274. Comparative Politics – Daniele Caramani (2014), 181-196 and 252-266.
	Week 4: Reading week (no organized meetings)	



	<p>Week 5: Topic 5: People and Politics: Cultures, Values, Attitudes and Behaviour</p>	<p>Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 93-100 and 130-149. Comparative Politics – Daniele Caramani (2014), 284-317.</p>
	<p>Week 6: Topic 6.1: Organisation of politics: Parties and Party Systems</p>	<p>Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 169-189. Comparative Politics – Daniele Caramani (2014), 199-236.</p>
	<p>Week 6: Topic 6.2: Voice and Choice: Elections, Classic and Modern Tools for Democracy</p>	<p>Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 190-230. Comparative Politics – Daniele Caramani (2014), 166-180.</p>
	<p>Week 7: Topic 7: Structure of the Government: Legislatures and Executives</p>	<p>Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 275-321. Comparative Politics – Daniele Caramani (2014), 113-149.</p>
	<p>Week 8: reading week (no organized meetings)</p>	
	<p>Week 9: Topic 9: Collective Action: Interest groups and lobbying</p>	<p>Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 150-168. Comparative Politics – Daniele Caramani (2014), 237-251.</p>
	<p>Week 10: Topic 10: Policy outcomes</p>	<p>Comparative government and politics: an introduction - Hague Rod and Harrop Martin (2013), 342-360. Comparative Politics – Daniele Caramani (2014), 349-365.</p>
<b>Mandatory literature</b>	<p>Hague, Rod and Martin Harrop (2013), Comparative Government and Politics - An Introduction. 9<sup>th</sup> ed. Basingstoke: Palgrave Macmillan. Daniele Caramani (ed.) (2014), Comparative Politics, 3<sup>rd</sup> ed. Oxford: Oxford University Press</p>	
<b>Optional literature</b>	<p>Students are encouraged to seek and find out additional literature at each topic presented and discussed at class.</p>	
<b>Scheduled dates</b>	<p>Scheduled dates of the core course will be defined prior of the each summer semester, given the flexibility of the semester period at the ULJU and availability of the lecture rooms at the FSS-ULJU. Planned are eight three hours meetings and one meeting in Week 6, stretching over four hours period.</p>	

<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>Final paper (60%) 20 pages + written proposal required</p> <p>The final paper should be a synthesis on a chosen topic students have negotiated with the lecturer, and should be at least loosely related to this course. Final paper should examine the relevant literature with a critical viewpoint regarding theoretical and empirical developments. Students should discuss the strengths and limitations of methodological or conceptual conventions in that literature, as well as the importance and relevance of the questions around which it is organized. Final paper should therefore include short literature review of the chosen topic, should have a critical core, and not be mainly descriptive. It goes without saying that the expectation is that students will expand significantly on the required + recommended readings. Recommended readings may be a good start for further reading, but the review should not be limited to the readings in the syllabus. Student should be creative.</p>
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# Joint MA in Political Science: Integration and Governance

## Module: International Relations

### Course: Basic Texts in International Relations

<b>Course Title</b>	Basic Texts in International Relations			
<b>Course Number</b>				
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	30 teaching hours per term			
<b>Lecturers</b>	Andreas Dür			
<b>Assistant lecturers</b>				
<b>Department</b>	Department of Political Science, Division of Political Science and Sociology, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	Compulsory for specialization in International Relations			
<b>Entry level criteria</b>	None			
<b>Recommended for semester</b>	1, 2			
<b>Course description</b>	<p>In this course students will read and discuss a series of both classic and current texts that have made a major contribution to theory formation in the area of International Relations. The readings and discussion will not only offer an overview of different theories in this field, but also uncover the strengths and weaknesses of these theories. The most important aim of the seminar, however, is to lay the foundations for a critical examination of political science research. Such a critical examination is vital in the preparation of your own research projects. Moreover, the capacity to critically analyse texts is an integral part of the transferable skills that students should acquire as part of a political science degree.</p>			
<b>Intended learning outcomes</b>	<p>After successful completion of the course students ...</p> <ul style="list-style-type: none"> <li>• have a good understanding of theories of international political economy;</li> <li>• have a basic grasp of issues confronting decision-makers in the current global economy;</li> <li>• have improved the ability to understand political science research</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>Students ...</p> <ul style="list-style-type: none"> <li>• know the relevant theories in the field of international relations in detail, know how to distinguish them and how to critically evaluate them</li> </ul>												
<b>Expected prerequisite knowledge</b>	None												
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Participation</td><td>30%</td></tr> <tr> <td>Two presentations</td><td>30 %</td></tr> <tr> <td>4 short reviews</td><td>30 %</td></tr> <tr> <td>Book review</td><td>10 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Participation	30%	Two presentations	30 %	4 short reviews	30 %	Book review	10 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
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Book review	10 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>	-												
<b>Pre-Conditions for examination</b>	80 % class attendance												

Teaching methods			<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>30%</td></tr><tr><td>2. Two presentations</td><td>30 %</td></tr><tr><td>3. 4 short reviews</td><td>30 %</td></tr><tr><td>4. Book review</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>	Activity	Percentage	1. <i>Ex cathedra</i>	30%	2. Two presentations	30 %	3. 4 short reviews	30 %	4. Book review	10 %	<b>Total</b>	<b>100 %</b>			
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	Teaching activities and assessment methods together:																	
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	% /final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	30%												
Two Presentations	Review presentation and one-page summary. Guide discussion after presentation.	30	Each student will give two presentations that summarize and critique one of the assigned texts.	The presentation of no more than 8-10 minutes should summary the research question, hypotheses and methodology used to examine these hypotheses. Stenghts and Weaknesses of the text must be clear. A one- page summary of the text needs to be distributed to all participants	30%													
4 short reviews	Review papers and provide feedback	50	Students must submit four short (app. 300 words) reviews of tests that students read in this seminar, for which the students does not give a presentation.	Completness, consistency, accuratness	30%													
Book review	Provide criteria for the review	40	The book should have been published in the last 5 years by a top publishing house (Princeton, Cambridge, Oxford, Cornell, Michigan State) on a topic that was discussed in class. The book review should encompass app. 1,200 words	Accurate summary of the book, founs on strengths and weaknesses	10%													
Total		150 h <sup>1</sup>			100 %													
Course content	See above																	

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

List of contents/topics	Topic	Required reading
	<p>Topic 1: Theories of IR</p> <ul style="list-style-type: none"> <li>a.) Classical realisms and neorealism</li> <li>b.) Interdependence and neoliberal institutionalism</li> <li>c.) Domestic politics and international relations</li> <li>d.) Social constructivism</li> </ul>	<p>Morgenthau, Hans J. (1967) Politics among Nations: The Struggle for Power and Peace (New York: Knopf), Chapters 1 and 11.</p> <p>Mearsheimer, John J. (2001) The Tragedy of Great Power Politics (New York: Norton), Chapter 2.</p> <p>Angell, Norman (1909) The Great Illusion (London: Weidenfeld &amp; Nicolson), Chapters 3 and 5.</p> <p>Keohane, Robert O. (1984) After Hegemony: Cooperation and Discord in the World Political Economy (Princeton: Princeton University Press), Chapter 6.</p> <p>Putnam, Robert D. (1988) Diplomacy and Domestic Politics: The Logic of Two-Level Games, International Organization 42 (3): 427-60.</p> <p>Moravcsik, Andrew (1997) Taking Preferences Seriously: A Liberal Theory of International Politics, International Organization 51 (4): 513-53.</p> <p>Wendt, Alexander (1992) Anarchy Is What States Make of It: The Social Construction of Power Politics, International Organization 46 (2): 391-425.</p> <p>Finnemore, Martha and Kathryn Sikkink (1998) International Norm Dynamics and Political Change, International Organization 52 (4): 887-917.</p>

	<p>Topic 2: International Institutions</p> <ul style="list-style-type: none"> <li>a.) International organizations</li> <li>b.) The design of international institutions</li> <li>c.) International law and human rights</li> </ul>	<p>Barnett, Michael and Martha Finnemore (1999) The Politics, Power, and Pathologies of International Organization, International Organization 53 (4): 699-732.</p> <p>Martin, Lisa L. (2006) Distribution, Information, and Delegation to International Organizations: The Case of IMF Conditionality, in Darren Hawkins et al. (eds) Delegation and Agency in International Organizations (Cambridge: Cambridge University Press).</p> <p>Koremenos, Barbara, Charles Lipson, and Duncan Snidal (2001) The Rational Design of International Institutions, International Organisation 55 (4): 761-799.</p> <p>Koremenos, Barbara (2005) Contracting around International Uncertainty, American Political Science Review 99 (4): 549-565.</p> <p>Downs, George W., David M. Rocke and Peter N. Barsoom (1996) Is the Good News About Compliance Good News About Cooperation?, International Organization 50 (3): 379-406.</p> <p>Hafner-Burton, Emilie M. (2005) Trading Human Rights: How Preferential Trade Agreements Influence Government Repression, International Organization 59 (3): 593-629.</p>
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	<p>Topic 3: Issues in IR:</p> <ul style="list-style-type: none"> <li>a.) The environment in IR</li> <li>b.) Arguing and rhetorical action</li> <li>c.) Transnational non-state actors</li> </ul>	<p>Risse, Thomas (2000) Let's Argue: Communicative Action in World Politics, International Organization 54 (1): 1-40.</p> <p>Schimmelfennig, Frank (2001) The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union, International Organization 55 (1): 47-80.</p> <p>Keck, Margaret E. and Kathryn Sikkink (1998) Activists Beyond Borders: Advocacy Networks in International Politics (Ithaca: Cornell University Press), Chapter 1.</p> <p>Tallberg, Jonas, Thomas Sommerer, Theresa Squatrito and Christer Jönsson (2014) Explaining the Transnational Design of International Organizations, International Organization.</p>
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	<p>Topic 4: War and peace</p> <ul style="list-style-type: none"> <li>a.) The End of History or the Clash of Civilisations</li> <li>b.) Wars</li> <li>c.) The transformation of war</li> <li>d.) The democratic peace</li> </ul>	<p>Fukuyama, Francis (1989) The End of History, The National Interest.</p> <p>Huntington, Samuel P. (1992) The Clash of Civilizations?, Foreign Affairs 72 (3): 22-49.</p> <p>Fearon, James D. (1995) Rationalist Explanations for War, International Organization 49(3): 379-414.</p> <p>Van Evera, Stephen (1998) Offense, Defense, and the Causes of War, International Security 22(4): 5-43.</p> <p>Maoz, Zeev and Bruce Russett (1993) Normative and Structural Causes of Democratic Peace, 1946-1986, American Political Science Review 87 (3): 624-638.</p> <p>Tomz, Michael and Jessica L. Weeks (2013) Public Opinion and the Democratic Peace: An Experimental Investigation, American Political Science Review 107 (4): 849-865.</p>
<b>Mandatory literature</b>	See above	
<b>Optional literature</b>	-	
<b>Scheduled dates</b>	See above	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

# Joint MA in Political Science: Integration and Governance

## Module: International Relations

### Course: International Environmental Politics

<b>Course Title</b>	International Environmental Politics			
<b>Course Number</b>				
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per term			
<b>Lecturers</b>	Gabriele Spilker			
<b>Assistant lecturers</b>				
<b>Department</b>	Department for Political Science and Sociology, PLUS			
<b>Curricula</b>	Joint Master in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	Compulsory for specialization in IR			
<b>Entry level criteria</b>	Course Basic Texts in IR recommended			
<b>Recommended for semester</b>	1, 2			
<b>Course description</b>	<p>Due to issues such as climate change, the ozone hole or the extinction of endangered animals, environmental politics has found its place on the agenda of international politics. In general, international environmental politics deals with transboundary environmental politics whose causes and consequences stretch well over national borders and thus need international cooperating efforts to be solved. This course therefore deals with the question how and why international cooperating efforts to solve environmental problem exist and under which circumstances these efforts are successful.</p> <p>After a general introduction into international environmental politics, we will deal with the question how to classify different environmental problems (e.g. common pool resources vs. upstream-downstream settings). This classification will allow us to a) better understand the nature of the different environmental problems and b) will allow for a better understanding of why certain environmental problems are harder to solve than others.</p> <p>In a second step, we will acquire the theoretical background necessary to analyze important questions in the realm of environmental politics. Based on these different theories developed in the field of political economy and governmental regulation, we will discuss several actual examples of environmental cooperation in the third part of the course. For example, we will examine why the international community was able to successfully solve the problem with regard to ozone depletion but seems to fail with respect to climate change.</p>			

<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li>• Possess overview of relevant international environmental problems (knowledge)</li> <li>• Know and understand different theories to analyze international cooperation to solve environmental problems (knowledge and comprehension)</li> <li>• Apply these theories to different problem structures and evaluate how well the different theories can explain the respective environmental problem (application and analysis)</li> <li>• To be able to recognize and comprehend what are important, innovative and interesting research questions in this area and to understand the corresponding research (evaluation)</li> <li>• To be able to pose and answer interesting and innovative research questions concerning international environmental politics (synthesis)</li> </ul>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>Students...</p> <ul style="list-style-type: none"> <li>• have specialized empirical knowledge about international relations with regard to international environmental politics;</li> <li>• are able to infer explanations from relevant theories to explain current problems in international environmental politics or new phenomena in this area;</li> <li>• can develop interesting and innovative research questions in the field of international environmental politics, and have the capacity to answer these questions using the appropriate research design</li> </ul>												
<b>Expected prerequisite knowledge</b>													
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Oral presentation introducing specific environmental problem in part 2</td><td>10%</td></tr> <tr> <td>Midterm: written exam after part 1 reviewing the theoretical literature</td><td>40 %</td></tr> <tr> <td>Final paper (Essay, Research)</td><td>50 %</td></tr> <tr> <td>(Attendance</td><td>0 %)</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Oral presentation introducing specific environmental problem in part 2	10%	Midterm: written exam after part 1 reviewing the theoretical literature	40 %	Final paper (Essay, Research)	50 %	(Attendance	0 %)	<b>Total</b>	<b>100 %</b>
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<b>Specific requirements</b>	see above												
<b>Pre-Conditions for examination</b>	Attendance												

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>25 %</td></tr><tr><td>2. Presentations</td><td>10 %</td></tr><tr><td>3. Groupwork</td><td>15 %</td></tr><tr><td>4. Case studies</td><td>50 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	25 %	2. Presentations	10 %	3. Groupwork	15 %	4. Case studies	50 %	<b>Total</b>	<b>100 %</b>				
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<b>Total</b>	<b>100 %</b>																	
Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade													
Ex cathedra and groupwork	Ex cathedra; General guidance; presentation of criteria for successful groupwork; literature in Moodle	50	Class attendance, active participation and midterm exam	List of class attendance (at least 80%) and exam	40%													
Oral presentation	presentation	30	PowerPoint, handout, structure, reasoning and arguments	Clearness of presentation; sufficient summary; ...	10%													
Seminar paper	Discuss topic of paper; review of ongoing work (when posted to Moodle), ..	70	Continuis writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	50%													
<b>Total</b>		<b>150 h<sup>2</sup></b>			<b>100 %</b>													
Course content	See above																	
List of contents/topics	Topic		Required reading															
	Topic 1: Classification of environmental problems		<ul style="list-style-type: none"><li>Mitchell, Ronald. 2010. International politics and the environment. London: Sage Publications. Chapter 2.</li><li>Hardin, Garrett. 1968. The Tragedy of the Commons. Science 162: 1243-1248.</li><li>*Barrett, Scott. 2003. Environment and Statecraft: The Strategy of Environmental Treaty-Making. Oxford: Oxford University Press. Chapter 3.</li></ul>															

<sup>2</sup> based on [EXCT-CP \* 25], here 6 are assumed

	<p>Topic 2: Why do so many international environmental problems arise? The influence of economic welfare and political institutions.</p>	<ul style="list-style-type: none"> <li>• Dasgupta, Susmita, Laplante, Benoit, Wang, Hua and David Wheeler. 2002. Confronting the Environmental Kuznets Curve. <i>Journal of Economic Perspectives</i> 16(1), 147–168.</li> <li>• Mitchell, Ronald. 2010. International politics and the environment. London: Sage Publications. Chapter 3.</li> <li>• Ward, Hugh. 2008. Liberal Democracy and Sustainability. <i>Environmental Politics</i>, 17(3), 386-409.</li> </ul>
	<p>Topic 3: Globalization and the environment</p>	<ul style="list-style-type: none"> <li>• Frankel, Jeffrey and Andrew Rose. 2005. Is Trade Good or Bad for the Environment? Sorting out the Causality. <i>The Review of Economics and Statistics</i> 87(1), 85–91</li> <li>• Spilker, Gabriele. 2012. Helpful Organizations: Membership In Inter-Governmental Organizations And Environmental Quality In Developing Countries. <i>British Journal of Political Science</i>, 42(02), 345-370.</li> <li>• Zeng, Ka., and Joshua Eastin. 2007. International Economic Integration and Environmental Protection: The Case of China. <i>International Studies Quarterly</i>, 51(4), 971-995.</li> </ul>

	Topic 4: International treaties as solutions for environmental problems.	<ul style="list-style-type: none"> <li>• Mitchell, Ronald. 2010. International Politics and the Environment. London: Sage Publications. Chapter 5.</li> <li>• Barrett, Scott. 2003. Environment and Statecraft: The Strategy of Environmental Treaty-Making. Oxford: Oxford University Press. Chapter 1 und 6.</li> <li>• Bernauer, Thomas, Anna Kalbhenn, Vally Koubi and Gabriele Spilker. 2010. A Comparison of International and Domestic Sources of Global Governance Dynamics. British Journal of Political Science, 40(3), 509-538.</li> </ul>
	Topic 5: Effectiveness of environmental treaties	<ul style="list-style-type: none"> <li>• Mitchell, Ronald. 2010. International Politics and the Environment. London: Sage Publications. Chapter 6.</li> <li>• Helm, Carsten and Detlef Sprinz. 2000. Measuring the Effectiveness of International Environmental Regimes. Journal of Conflict Resolution 44(5): 630-652.</li> </ul>
	Topic 6: Ozone regime	<ul style="list-style-type: none"> <li>• Barrett, Scott. 2003. Environment and Statecraft: The Strategy of Environmental Treaty-Making. Oxford: Oxford University Press. Chapter 8.</li> <li>• Gehring, Thomas und Sebastian Oberthür. 1997. Internationale Umweltregime. Umweltschutz durch Verhandlung und Verträge. Opladen : Leske + Budrich. Kapitel 2.</li> </ul>

	Topic 7: Regulation of climate change	<ul style="list-style-type: none"> <li>• Barrett, Scott. 2003. Environment and Statecraft: The Strategy of Environmental Treaty-Making. Oxford: Oxford University Press. Chapter 15.</li> <li>• Gupta, Joyeeta. 2010. A History of International Climate Change Policy. WIREs Climate Change Volume 1: 636-653.</li> <li>• Victor, David. 2006. Toward Effective International Cooperation on Climate Change: Numbers, Interests and Institutions. Global Environmental Politics, 6(3), 90-103.</li> </ul>
	Topic 8: Compliance and enforcement: the role of trade sanctions	<ul style="list-style-type: none"> <li>• Aakre, Stine and Jon Hovi. 2010. Emission Trading: Participation Enforcement Determines the Need for Compliance Enforcement. European Union Politics, 11(3), 427-445.</li> <li>• Kelemen, Daniel. 2001. The Limits of Judicial Power Trade-Environment Disputes in the GATT/WTO and the EU. Comparative Political Studies, 34(6), 622-650.</li> <li>• Werksman Jacob, James Bradbury and Lutz Weischer. 2009. Trade Measures and Climate Change Policy: Searching for Common Ground on an Uneven Playing Field. World Resources Institute Working Paper.</li> </ul>

	Topic 9: Water conflicts	<ul style="list-style-type: none"> <li>• Bernauer, Thomas and Anna Kalbhenn. 2009. The Politics of International Freshwater Resources. In: Nayef R.F. Al-Rodhan (ed), Potential Global Strategic Catastrophes: Balancing Transnational Responsibilities and Burden-sharing with Sovereignty and Human Dignity (Berlin: LIT, 2009).</li> <li>• Bernauer, Thomas and Tobias Siegfried, T. 2008. Compliance and Performance in International Water Agreements: the Case of the Naryn/Syr Darya Basin. Global Governance: A Review of Multilateralism and International Organizations, 14(4), 479-501.</li> <li>• Kalbhenn, Anna. 2011. Liberal Peace and Shared Resources—A Fair-weather Phenomenon? Journal of Peace Research, 48(6), 715-735.</li> </ul>
	Topic 10: Climate change and conflict	<ul style="list-style-type: none"> <li>• Bernauer, Thomas, Tobias Böhmelt, and Vally Koubi. 2012. Environmental Changes and Violent Conflict. Environmental Research Letters, 7(1), 015601.</li> <li>• Buhaug, Harvard et al. 2014. One Effect to Rule Them All? A Comment on Climate and Conflict. Climatic Change, 127(3-4), 391-397.</li> <li>• Koubi, Vally, Tobias Böhmelt, Gabriele Spilker and Lena Schaffer. 2015. On the Determinants of Environmental Migrants' Conflict Perception. Working Paper.</li> </ul>



	Topic 11: CITES (Convention for International Trade in Endangered Species)	<ul style="list-style-type: none"> <li>Gehring, Thomas und Sebastian Oberthür. 1997. Internationale Umweltregime. Umweltschutz durch Verhandlung und Verträge. Opladen : Leske + Budrich. Kapitel 10.</li> </ul>
	Topic 12: Oil pollution at sea	<ul style="list-style-type: none"> <li>Gehring, Thomas und Sebastian Oberthür. 1997. Internationale Umweltregime. Umweltschutz durch Verhandlung und Verträge. Opladen : Leske + Budrich. Kapitel 5.</li> <li>Mitchell, Ronald. 1994. Regime design matters: intentional oil pollution and treaty compliance. International Organization 48(3): 425-458.</li> </ul>
<b>Mandatory literature</b>	See above	
<b>Optional literature</b>	See above	
<b>Scheduled dates</b>	See above	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

# Joint MA in Political Science: Integration and Governance

## Module: International Relations

### Course: International Political Economy

<b>Course Title</b>	International Political Economy			
<b>Course Number</b>				
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	30 teaching hours per semester			
<b>Lecturers</b>	Andreas Dür			
<b>Assistant lecturers</b>				
<b>Department</b>	Department of Political Science, Division of Political Science and Sociology, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	Compulsory for IR			
<b>Entry level criteria</b>	Basic Texts in IR recommended			
<b>Recommended for semester</b>	1, 2			
<b>Course description</b>	<p>The field of International Political Economy is broadly concerned with the interrelationship between political and economic processes in international relations. The course introduces this subfield of political science, analysing the politics of trade, regionalism, development, foreign direct investments, and exchange rate regimes. Students will analyse such important questions as: was the far-reaching liberalisation of international trade policies over the last half century a product of international developments or rather a result of domestic political processes? What determines the amount of foreign aid given to developing countries? Why do some countries decide to fix their exchange rates? The analysis of these and other questions will provide students not only with an overview of different theoretical arguments, but also with a better understanding of current debates about the nature of the international economy.</p>			
<b>Intended learning outcomes</b>	<p>After successful completion of the course students ...</p> <ul style="list-style-type: none"> <li>• have a good understanding of theories of international political economy;</li> <li>• have a basic grasp of issues confronting decision-makers in the current global economy;</li> <li>• have improved the ability to understand political science research</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>Students...</p> <ul style="list-style-type: none"> <li>• have specialized empirical knowledge about international relations with regard to international political economy;</li> <li>• know the relevant theories in the field of international political economy in detail, know how to distinguish them and how to critically evaluate them;</li> <li>• are able to infer explanations from relevant theories to explain current political economy problems or new phenomena in this area;</li> <li>• can develop interesting and innovative research questions in the field of international political economy, and have the capacity to answer these questions using the appropriate research design;</li> </ul>												
<b>Expected prerequisite knowledge</b>	Basic texts seminar in IR recommended												
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>10%</td></tr> <tr> <td>Presentation</td><td>15 %</td></tr> <tr> <td>Final Exam</td><td>30 %</td></tr> <tr> <td>Term Paper</td><td>45 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Active Participation	10%	Presentation	15 %	Final Exam	30 %	Term Paper	45 %	<b>Total</b>	<b>100 %</b>
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Term Paper	45 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>	-												
<b>Pre-Conditions for examination</b>	80 % class attendance												

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>10 %</td></tr><tr><td>2. Presentations</td><td>15 %</td></tr><tr><td>3. Term Paper</td><td>45 %</td></tr><tr><td>4. Exam</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	10 %	2. Presentations	15 %	3. Term Paper	45 %	4. Exam	30 %	<b>Total</b>	<b>100 %</b>				
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	Teaching activities and assessment methods together:																	
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	10%												
Presentation	General guidance; presentation of criteria for successful presentation; literature in Moodle	20	Each student will give a presentation that summarizes and critiques one of the assigned texts.	Clearness of presentation; sufficient summary and critique of the assigned texts	15%													
Term Paper	Essay on current international political economy issue.	60	5000 words has to be submitted, general guidlines are on Moodle, late submissions are penalized	Completness, consistency, accuratness	45%													
Exam	Write exams and feedback	40	Exam completion		30%													
Total		150 h <sup>3</sup>			100 %													
Course content	See above																	
List of contents/topics	Topic			Required reading														
	Topic 1: Trade			• Oatley (2011), Chapters 3 and 4														
	Topic 2: The political economy of trade			• Rogowski, Ronald (1987) `Political Cleavages and Changing Exposure to Trade', American Political Science Review 81 (4): 1121-1137. • Hiscox, Michael (2001) `Class Versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade', International Organization 55 (1): 1-46.														

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 3: Regionalism	<ul style="list-style-type: none"> <li>• Chase, Kerry (2003) 'Economic Interests and Regional Trading Arrangements: The Case of NAFTA', International Organization 57 (1): 137-74.</li> <li>• Baccini, Leonardo and Andreas Dür (2012) 'The New Regionalism and Policy Interdependence', British Journal of Political Science 42 (1): 57-79.</li> </ul>
	Topic 4: Development and dept	<ul style="list-style-type: none"> <li>• Oatley (2011), Chapters 6 and 7</li> </ul>
	Topic 5: Dept	<ul style="list-style-type: none"> <li>• Frieden, Jeffry (1988) 'Classes, Sectors, and Foreign Debt in Latin America', Comparative Politics 21 (1): 1-20.</li> <li>• Oatley, Thomas (2010) 'Political Institutions and Foreign Debt in the Developing World', International Studies Quarterly 54 (1): 175-95.</li> </ul>

	Topic 6: The Political Economy of Foreign Aid	<ul style="list-style-type: none"> <li>• Neumayer, Eric (2003) 'The Determinants of Aid Allocation by Regional Multilateral Development Banks and United Nations Agencies', International Studies Quarterly 47 (1): 101-122.</li> <li>• Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland (2009) 'Development Aid and International Politics: Does Membership in the UN Security Council Influence World Bank Decisions?', Journal of Development Economics 88 (1): 1-18.</li> <li>• Milner, Helen V. and Dustin Tingley (2011) 'Who Supports Global Economic Engagement? The Sources of Preferences in American Foreign Economic Policy', International Organization 65 (1): 37-68.</li> </ul>
	Topic 7: Multinational Companies	<ul style="list-style-type: none"> <li>• Li, Quan and Adam Resnick (2003) 'Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries', International Organization 57 (1): 175-211.</li> <li>• Jensen, Nathan M. (2003) 'Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment', International Organization 57 (3): 587-616.</li> </ul>
	Topic 8: International Money and Finance	<ul style="list-style-type: none"> <li>• Oatley (2011), Chapter 12</li> </ul>

	Topic 9: The political economy of capital controls	<ul style="list-style-type: none"> <li>• Goodman, John B. and Louis W. Pauly (1993) 'The Obsolescence of Capital Controls: Economic Management in an Age of Global Markets', World Politics 46 (1): 50-82.</li> <li>• Quinn, Dennis O. and Carla Inclan (1997) 'The Origins of Financial Openness: A Study of the Current Capital Account Liberalization', American Journal of Political Science 1 (3): 771- 813.</li> <li>• Frieden, Jeffry A. (1991) 'Invested Interests: The Politics of National Economic Policies in a World of Global Finance', International Organization 45 (4): 425-451.</li> </ul>
	Topic 10: Exchange rate policy	<ul style="list-style-type: none"> <li>• Frieden, Jeffry A. (2002) 'Real Sources of European Currency Policy: Sectoral Interests and European Monetary Integration', International Organization 56 (4): 831-60.</li> <li>• Leblang, David (2003) 'To Devalue or to Defend: The Political Economy of Exchange Rate Policy', International Studies Quarterly 47 (4): 533-60.</li> <li>• Walter, Stefanie (2008) 'A New Approach for Determining Exchange-Rate Level Preferences', International Organization 62 (3): 405-438.</li> </ul>

	Topic 11: Globalization and national policies	<ul style="list-style-type: none"> <li>• Garrett, Geoffrey (1998) 'Global Markets and National Politics: Collision Course or Virtuous Circle?', International Organization 52 (4): 787-824.</li> <li>• Genschel, Philipp (2002) 'Globalization, Tax Competition, and the Welfare State', Politics and Society 30 (2): 245-75.</li> </ul>
<b>Mandatory literature</b>	Oatley, Thomas (2011) International Political Economy, 5th ed. (New York: Pearson) and see above	
<b>Optional literature</b>	-	
<b>Scheduled dates</b>	See above	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None	



## Joint MA in Political Science: Integration and Governance

### Module: International Relations

#### Course: Foreign Policy Analysis

<b>Course Title</b>	Foreign Policy Analysis			
<b>Course Number</b>	TBA			
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60 per semester			
<b>Lecturers</b>	Adnan Huskic			
<b>Assistant lecturers</b>	None			
<b>Department</b>	Political Science and International Relations Department, SSST University			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E	E	E	E
<b>Entry level criteria</b>	IR Basic Texts, Course on Diplomacy			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>The course discusses and expands on the topics of Foreign Policy Analysis, the interplay between domestic and external forces, the organization, psychology and politics of small-group decision-making, the impact of leadership and motivation upon foreign policy, the impact of public opinion, democracy and transitions upon foreign policy, the foreign policies of the major and middle powers as well as small/weak states, conventional and critical IR theories as applied to FPA, ethical foreign policy; foreign aid, geopolitics, covering also questions of choice, rationality and identity and the significance of history and culture in foreign policy, as well as methodological issues, as appropriate. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a solid knowledge of the main foreign policy issues and events of the contemporary era and the twentieth and twenty-first centuries.</p>			
<b>Intended learning outcomes</b>	<p><b>On successful completion of this module, students should be able to:</b></p> <p><b>KNOWLEDGE</b></p> <p>Recall the main concepts central to development of foreign policy analysis;</p> <p>Identify and consider different process of foreign policy analysis, factors that influence it and theories that shape it;</p> <p>Construct theoretically sound and empirically substantiated analysis on current issues and processes of relevance to foreign policy.</p> <p>Describe current political phenomena, events and developments.</p>			

	<p><b>COMPETENCES</b></p> <p>Analyze current foreign policy moves;</p> <p>Debate about foreign policy moves, decisions and approaches;</p> <p>Predict foreign policy behavior using existing theories and knowledge.</p> <p><b>SKILLS</b></p> <p>Asses the importance of key ideas, arguments and texts in foreign policy analysis;</p> <p>Organize own research and critically evaluate information;</p> <p>Prepare effective written argument and presentation;</p> <p>Apply knowledge in order to critically analyze and interpret political events and phenomena, applying theoretical frameworks in different, new contexts and linking empirical data with theoretical frameworks.</p>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>(a) explaining the main characteristics of foreign policy analysis;</li> <li>(b) combining the acquired knowledge from IR basic texts and diplomacy and applying it to analysis of foreign policies of different states;</li> <li>(c) presenting a bridge between theory foreign policy analysis and the primary approaches to it to real world FP moves and behaviours.</li> </ul>												
<b>Expected prerequisite knowledge</b>	Basic knowledge of IR theories, decision-making processes and state behaviour.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Mid-term exam</td><td>30 %</td></tr> <tr> <td>Final exam</td><td>40 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Analytical Paper</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Presentation	10 %	Analytical Paper	20 %	<b>Total</b>	<b>100 %</b>
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<b>Pre-Conditions for examination</b>	80 % class attendance and submission of at least one more assignment aside from the exams.												
<b>Teaching methods</b>	<p>There are different teaching methods used, being inter-linked among themselves:</p> <ul style="list-style-type: none"> <li>- classical lectures</li> <li>- case study analysis</li> <li>- debates</li> </ul>												

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	Topic 1 – History of foreign policy analysis																																				
	Topic 2 – Realism and foreign policy																																				

<sup>4</sup> based on [EXCT-CP \* 25], here 6 are assumed

Course content	Topic 3 – Liberalism and foreign policy	
	Topic 4 – Constructivism and foreign policy	
	Topic 5 – Analysing Foreign Policy: Actors, Context, and Goals	
	Topic 6 – Foreign policy decision-making: rational, psychological and neurological models	
	Topic 7 – Implementation and behaviour	
	Topic 8 - The role of media and public opinion	
	Topic 9 – Economic statecraft	
	Topic 10 – Duties beyond borders	
List of contents/topics	Topic	Required reading
	History of foreign policy analysis	Hudson, V.M. (2006). <u>Foreign Policy Analysis: Classic and Contemporary Theory</u> . Rowman & Littlefield Publishers, Inc.
	Realism and foreign policy	
	Liberalism and foreign policy	
	Constructivism and foreign policy	
	Analysing Foreign Policy: Actors, Context, and Goals	Smith, S., Hadfield, A., Dunne, T. (2008). <u>Foreign Policy: Theories, Actors, Cases</u> . Oxford University Press, USA.
	Foreign policy decision-making: rational, psychological and neurological models	
	Implementation and behaviour	
	The role of media and public opinion	Breuning, M. (2007). <u>Foreign Policy Analysis: A Comparative Introduction</u> . Palgrave Macmillan, 1 <sup>st</sup> edition.
	Economic statecraft	
Duties beyond borders		
Mandatory literature	Hudson, V.M. (2006). <u>Foreign Policy Analysis: Classic and Contemporary Theory</u> . Rowman & Littlefield Publishers, Inc.	
	Smith, S., Hadfield, A., Dunne, T. (2008). <u>Foreign Policy: Theories, Actors, Cases</u> . Oxford University Press, USA.	
	Breuning, M. (2007). <u>Foreign Policy Analysis: A Comparative Introduction</u> . Palgrave Macmillan, 1 <sup>st</sup> edition.	
Optional literature	To be decided later	
Scheduled dates	TBA	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

**Joint MA in Political Science: Integration and Governance**  
**Module: International Relations**  
**Course: Geopolitics**

<b>Course Title</b>	Geopolitics			
<b>Course Number</b>	TBA			
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60 per semester			
<b>Lecturers</b>	Dr Zlatko Hadzidedic			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Political Science and International Relations Department, SSST University			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E	E	E	E
<b>Entry level criteria</b>	IR Basic Texts			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>The purpose of this course is to introduce students to the main concepts and research themes in historical and contemporary geopolitics. The course examines the formation of geopolitical images of the world, and how they have shaped our thinking and politics over time. Geopolitics focuses on the interactive relationships between power and place, exploring the territorial component in inter-state relations and the roots of territorial expansion and contestation. Following an introduction to the fundamental concepts of geopolitics, such as territory, boundaries, sovereignty and the state, the course examines the historical development of geopolitics and geopolitical imagination, from imperial geopolitics and Mackinder's Heartland thesis, over German Geopolitik, to Cold War and post-Cold War geopolitics. Key questions will include: How seapowers and landpowers craft effective strategies, and in what ways are those strategies likely to differ? In what historical periods have landpowers tended to be dominant in the international system? When have seapowers been dominant? How has the development of airpower affected geopolitical thinking? During the course, students will be familiarized with, and encouraged to analyse, the historical connections between Western imperialism and the rise of geopolitics, the economic and political factors that led to the rise of fascism and national socialism, the roots of the political, economic and military rivalry between the US and the USSR, the persistence of geopolitical rivalry after the demise of the USSR and the triumph of liberal capitalism, as well as the emergence of other forms of geopolitical rivalry, emanating from state-less groups with a global reach.</p>			
<b>Intended learning outcomes</b>	<p><b>On successful completion of this module, students should be able to:</b></p> <p><b>KNOWLEDGE</b></p> <p>Become familiar with the basic concepts of geopolitics and geostrategy, and their implications for international relations, international law and military science;</p> <p>Gain an understanding of the major theoretical perspectives on geopolitics, including geopolitical theories of land (Mackinder), sea (Mahan), air (Seversky), and their contemporary applications;</p> <p>Establish the linkages between international relations, foreign policy, national security policy, geopolitics and geostrategy;</p>			

	<p>Appreciate the presence of geopolitical principles in global political and economic developments.</p> <p><b>COMPETENCES</b></p> <p>Analyse how countries use their geographical position and power to promote their national interests, expand their spheres of influence and ultimately achieve hegemony;</p> <p>Identify the geopolitical doctrines lying behind international disputes;</p> <p>Foster a critical attitude towards the political nature of space, with particular emphasis on the role played by the location of resources in the process of creation of state boundaries and inter-state disputes.</p> <p><b>SKILLS</b></p> <p>Explore how geopolitics informs foreign policy;</p> <p>Assess how geopolitical concepts and theories affect our view of the world;</p> <p>Analyse and interpret political events and phenomena, linking theoretical frameworks with developing real-world situations;</p> <p>Undertake original research and prepare effective written arguments.</p>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <p>(a) reaffirming geopolitics as a key to formation and behaviour of Great Powers, and a foundation of international relations resulting from that;</p> <p>(b) juxtaposing geopolitical theories in explanation of major political developments;</p> <p>(c) connecting politics, economics and military science through the prism of various geopolitical approaches.</p>												
<b>Expected prerequisite knowledge</b>	Basic knowledge of history, geography, and IR theories.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Mid-term exam</td><td>30 %</td></tr> <tr> <td>Final exam</td><td>40 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Analytical Paper</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Presentation	10 %	Analytical Paper	20 %	<b>Total</b>	<b>100 %</b>
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<b>Pre-Conditions for examination</b>	80 % class attendance and submission of at least one more assignment aside from the exams.												
<b>Teaching methods</b>	<p>There are different teaching methods used, being inter-linked among themselves:</p> <ul style="list-style-type: none"> <li>- classical lectures</li> <li>- case study analysis</li> <li>- debates</li> </ul> <table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>1. <i>Ex cathedra</i></td><td>40 %</td></tr> <tr> <td>2. Case study analysis</td><td>25 %</td></tr> <tr> <td>3. Simulation game</td><td>10 %</td></tr> <tr> <td>4. Policy paper</td><td>25%</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	1. <i>Ex cathedra</i>	40 %	2. Case study analysis	25 %	3. Simulation game	10 %	4. Policy paper	25%	<b>Total</b>	<b>100 %</b>
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	Assignment/ Activity	Teaching activity	Work- load	Assessme nt activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra	60	Exams	Classical examination (written)	40 %
	Case study analysis	Individual analysis of an IR case study from a geopolitical perspective in written form, short in-class presentation and debate	37.5	Reasoning, analytical skills, presentatio n skills, ability to clearly communicat e own arguments	Argumentation, eloquence, communication, speaking skills	25%
	Simulation game	Practical exercise with the aim of allowing students to practically apply acquired theoretical and analytical knowledge	15	Persuasion, knowledge of techniques, case- related knowledge	Consistency, clarity, argumentation, analysis, etc.	10%
	Policy Paper	Analysis of a single state's geopolitical behaviour with classical policy elements – options, recommendati ons, context, etc.	37.5	Written work	Consistency, clarity, argumentation, own analysis, understanding of key and advanced concepts in geopolitics	25%
	<b>Total</b>		<b>150 h<sup>5</sup></b>			<b>100 %</b>
<b>Course content</b>	<p>Topic 1 – Introduction to Geopolitics (Key Concepts: Territoriality, Sovereignty, State, Boundaries)</p> <p>Topic 2 – Imperialist Geopolitics I (Sea Power: Alfred Thayer Mahan; The Monroe Doctrine)</p> <p>Topic 3 – Imperialist Geopolitics II (Heartland Theory: Halford J. Mackinder; Rimland Theory: Nicholas J. Spykman)</p> <p>Topic 4 – Imperialist Geopolitics III (Theory of Air Power Supremacy: Alexander Seversky)</p> <p>Topic 5 – Imperialist Geopolitics IV (Lebensraum Theory: Friedrich Ratzel, Rudolf Kjellen, Karl Haushofer, Adolf Hitler)</p> <p>Topic 6 – Cold War Geopolitics I (George F. Kennan's Containment Doctrine; Sources of Soviet</p>					

<sup>5</sup> based on [EXCT-CP \* 25], here 6 are assumed

	<p>Conduct; Soviet Policy and World Politics)</p> <p>Topic 7 – Cold War Geopolitics II (The Rise and Fall of the Domino Theory; The Brezhnev Doctrine)</p> <p>Topic 8 – Cold War Geopolitics III (Common Sense and the Common Danger; Appeal for European Nuclear Disarmament; Gorbachev's New Thinking)</p> <p>Topic 9 – New World Order Geopolitics I (The End of History; Towards a New World Order; Brzezinski's Chessboard)</p> <p>Topic 10 - New World Order Geopolitics II (The New 'Rogue-State' Doctrine; The Clash of Civilizations; Samuel Huntington and the 'Civilizing' of Global Space)</p> <p>Topic 11 – Anti-Geopolitics I (Orientalism Reconsidered; The Power of the Powerless; America and the War Movement)</p> <p>Topic 12 – Anti-Geopolitics II (Antipolitics: A Moral Force; Did you Measure Up? The Role of Race and Sexuality in the Gulf War; Reversing the Race to the Bottom)</p> <p>Topic 13 – Representations of Geopolitical Codes</p> <p>Topic 14 – Embedding Geopolitics with National Identity. Nationalism as a Geopolitical Strategy. Beyond the Nation-State.</p>	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Introduction to Geopolitics (Key Concepts: Territoriality, Sovereignty, State, Boundaries)	Gearoid O Tuathail, Simon Dalby and Paul Routledge (eds) (2006). <u>The Geopolitics Reader</u> . Routledge, 2nd edition.
	Imperialist Geopolitics I (Sea Power: Alfred Thayer Mahan; The Monroe Doctrine)	
	Imperialist Geopolitics II (Heartland Theory: Halford J. Mackinder; Rimland Theory: Nicholas J. Spykman)	Colin Flint (2012), <u>Introduction to Geopolitics</u> . Routledge.
	Imperialist Geopolitics III (Theory of Air Power Supremacy: Alexander Seversky)	Klaus Dodds (2007). <u>Geopolitics: A Very Short Introduction</u> . Oxford University Press.
	Imperialist Geopolitics IV (Lebensraum Theory: Friedrich Ratzel, Rudolf Kjellen, Karl Haushofer, Adolf Hitler)	
	Cold War Geopolitics I (George F. Kennan's Containment Doctrine; Sources of Soviet Conduct; Soviet Policy and World Politics)	John Agnew (1998). <u>Geopolitics: Re-Visioning World Politics</u> . Routledge.
	Cold War Geopolitics II (The Rise and Fall of the Domino Theory; The Brezhnev Doctrine)	
	Cold War Geopolitics III (Common Sense and the Common Danger; Appeal for European Nuclear Disarmament; Gorbachev's New Thinking)	
	New World Order Geopolitics I (The End of History; Towards a New World Order; Brzezinski's Chessboard)	
	New World Order Geopolitics II (The New 'Rogue-State' Doctrine; The Clash of Civilizations; Samuel Huntington and the 'Civilizing' of Global Space)	
	Anti-Geopolitics I (Orientalism Reconsidered; The Power of the Powerless; America and the War Movement)	
	Anti-Geopolitics II (Antipolitics: A Moral Force, Did	



	you Measure Up? The Role of Race and Sexuality in the Gulf War; Reversing the Race to the Bottom)	
	Representations of Geopolitical Codes	
	Embedding Geopolitics with National Identity. Nationalism as a Geopolitical Strategy. Beyond the Nation-State.	
Mandatory literature	Saul Bernard Cohen (2009). <u>Geopolitics: The Geography of International Relations</u> . The Rowman & Littlefield Publishing Group, Inc.	
	Malcolm Anderson (1996). <u>Frontiers: territory and state formation in the modern world</u> . Polity press.	
	Eric Walberg (2011). <u>Postmodern Imperialism: Geopolitics and the Great Games</u> . Clarity Press.	
	Samuel Huntington (1996). <u>The Clash of Civilisations and the Remaking of World Order</u> . Simon & Schuster.	
	Zbigniew Brzezinski (1997). <u>The Grand Chessboard: American primacy and its geostrategic imperative</u> . Basic Books.	
	Immanuel Wallerstein (1991). <u>Geopolitics and geoculture: essays on the changing world-system</u> . Cambridge University Press.	
Optional literature	To be decided later	
Scheduled dates	TBA	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

# Joint MA in Political Science: Integration and Governance

## Module: International Relations

### Course: Geopolitics of Western Balkans

<b>Course Title</b>	Geopolitics of Western Balkans			
<b>Course Number</b>				
<b>Module</b>	International Relations			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	60 Teaching Hours per semester			
<b>Lecturers</b>	Enri Hide (PHD)			
<b>Assistant lecturers</b>				
<b>Department</b>	Applied Social Sciences, European University of Tirana, Albania			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective	Elective	Elective	Elective
<b>Entry level criteria</b>	Basic Texts in IR recommended			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>This course aims to provide students with advanced knowledge on geopolitical dynamics in the Western Balkans. It will combine classical geopolitical theories with regional historical and modern roots of conflicts, as well as cooperation. The course will offer in-depth analysis of the geopolitical impact for the wider region from the disintegration of Yugoslavia and the Wars in Bosnia-Herzegovina and Kosovo. It will elaborate the new geopolitical landscape emerging from the integration of some countries to NATO and the impact EU normative power have had in enhancing cooperation in the region. Students will have the opportunity to study the new geopolitical actors of the region, such as Turkey and Russia. The course will also focus on the roots and causes of extremist violence and religious radicalism, present last years in the region, especially in the geopolitical impact it has upon the foreign policy of some of the countries.</p>			
<b>Intended learning outcomes</b>	<p>The main expected learning outcome for this course are:</p> <ul style="list-style-type: none"> <li>• demonstrated knowledge and understanding of geopolitical issues;</li> <li>• highly specialized knowledge on Western Balkans geopolitical issues;</li> <li>• critical awareness about the modern aspects of geopolitics, such as energy and new non-state geopolitical actors</li> <li>• ability to apply theory in practical terms for policymaking purposes;</li> <li>• ability to manage and transform research studies from various geopolitical contexts and capacity to use geopolitical approaches to build national strategies;</li> <li>• specialized problem-solving skills from practical geopolitical issues</li> <li>• the ability to deliver research papers on geopolitical issues.</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course will contribute to the International Relations Module in the following ways: <ul style="list-style-type: none"><li>• It will provide students with advanced and critical knowledge on geopolitics of the Western Balkans;</li><li>• It will be an important course that will explore regional political dynamics through geopolitical lenses, bringing an added value to the Module of IR as a whole, since one of the objectives is to provide students with advanced field-specific knowledge of the region;</li><li>• It will as a bridge that connects theoretical knowledge on international politics with specific geopolitical field-issues and the practical application on strategy-making and/or policy-making;</li><li>• It will serve as an indispensable tool for a deeper understanding of international politics in the twentieth and twenty-first century for the Western Balkan region.</li></ul>															
<b>Expected prerequisite knowledge</b>																
<b>Assessment methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Mid-term exam</td><td>30 %</td></tr><tr><td>Final exam</td><td>40 %</td></tr><tr><td>Simulation(s)</td><td>10 %</td></tr><tr><td>Paper (Essay, Research)</td><td>10 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Simulation(s)	10 %	Paper (Essay, Research)	10 %	Presentation	10 %	<b>Total</b>	<b>100 %</b>
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Presentation	10 %															
<b>Total</b>	<b>100 %</b>															
<b>Specific requirements</b>	No specific requirements															
<b>Pre-Conditions for examination</b>	70 % class attendance and participation is mandatory															

Teaching methods	There are different teaching methods used, being inter-linked among themselves:																														
	<div>-classical lectures (by introducing traditional concepts of security and various contemporary aspects of it), -debates, round tables (when students have acquired the relevant knowledge in the field), -simulation(s), -presentations - other extra-curricular activities</div>																														
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Course content	<p>This course will aim to provide students with advanced knowledge on geopolitical dynamics in the Western Balkans. It will combine classical geopolitical theories with regional historical and modern roots of conflicts, as well as cooperation. The course will offer in-depth analysis of the geopolitical impact for the wider region from the disintegration of Yugoslavia and the Wars in Bosnia-Herzegovina and Kosovo. It will elaborate the new geopolitical landscape emerging from the integration of some countries to NATO and the impact EU normative power have had in enhancing cooperation in the region. Students will have the opportunity to study the new geopolitical actors of the region, such as Turkey and Russia. The course will also focus on the roots and causes of extremist violence and religious radicalism, present last years in the region, especially in the geopolitical impact it has upon the foreign policy of some of the countries.</p>																														
List of contents/topics	Topic			Required reading																											

<sup>6</sup> based on [EXCT-CP \* 25], here 6 ECTS are assumed

	Topic 1: The Foundations of classical and modern geopolitics (4 hours)	Klaus, D. (2007). <i>Geopolitics. A Very Short Introduction</i> . Oxford: Oxford University Press, Ch. 2 & Ch. 3, 22-83
	Topic 2: Geopolitical aspects of the Balkans during and after WW1 and WW2 (4 hours)	Glenny, M. (2012). <i>The Balkans. Nationalism, War and the Great Powers, 1804-2012</i> . CA, Toronto: HarperCollins, pp. 307-393.
	Topic 3: Geopolitical dynamics of the Balkans during Cold War(4 hours)	Glenny, M. (2012). <i>The Balkans. Nationalism, War and the Great Powers, 1804-2012</i> . CA, Toronto: HarperCollins, pp. 545-580.
	Topic 4: Geopolitical roots of conflict in the Balkans after the Cold War: The disintegration of Yugoslavia until Kosovo's War. (4 hours)	Glenny, M. (2012). <i>The Balkans. Nationalism, War and the Great Powers, 1804-2012</i> . CA, Toronto: HarperCollins, pp. 634-663.
	Topic 5: Geopolitical dynamics in the Balkans after Kosovo's War. (4 hours)	Papadimitriou, D. & Petrov, P. (2014) <i>A Critical Retrospective of the European Union's Strategy in Kosovo (1999-2010)</i> . In Elbasani, A. (ed.) <i>European Integration and Transformation in the Western Balkans: Europeanization or Business as Usual?</i> UK: Routledge, Ch. 8, pp. 121-138.
	Topic 6: Geopolitical aspects of Western Balkans during the 2000 (4 hours)	Glenny, M. (2012). <i>The Balkans. Nationalism, War and the Great Powers, 1804-2012</i> . CA, Toronto: HarperCollins, pp. 663-707.
	Topic 7: Minorities in the Balkans as geopolitical actor and instrument (4 hours)	Glenny, M. (2012). <i>The Balkans. Nationalism, War and the Great Powers, 1804-2012</i> . CA, Toronto: HarperCollins, pp. 580-633.
	Topic 8: NATO, United States and collective security in the Western Balkans (4 hours)	Glenny, M. (2012). <i>The Balkans. Nationalism, War and the Great Powers, 1804-2012</i> . CA, Toronto: HarperCollins, pp. 634-663.
	Topic 9: EU integration of Western Balkans and the geopolitics of normative power (4 hours)	Elbasani, A. <i>Europeanization travels to Western Balkans: enlargement strategy, domestic obstacles and diverging reforms</i> . In Elbasani, A. (ed.) (2014). <i>European Integration and Transformation in the Western Balkans: Europeanization or Business as Usual?</i> UK: Routledge, Ch. 1, pp. 3-22.
	Topic 10: Russia's as a new geopolitical actor in Western Balkans (4 hours)	Headly, J. (2007). <i>Russia and the Balkans. Foreign Policy from Yeltsin to Putin</i> . US: C. Hurst & Co, pp. 423-481.

	Topic 11: Turkey's geopolitical engagement in Western Balkans (4 hours)	1. Larrabee, S. (2000), "Turkey's New Geopolitics", "Survival: Global Politics and Strategy", Vol. 52, No. 2. 2. Petrovic, Z. & Rejlic, D. (2004). Turkish Interests and Involvement in the Western Balkans: A Score-Card. <i>Insight Turkey</i> . Vol. 13, No. 3, pp. 159-172. 3. Tsardanidis C. & Huliaras, A. (2006). (Mis)understanding the Balkans: Greek Geopolitical Codes of the Post-Communist Era. <i>Geopolitics</i> . Vol. 11, No. 3, pp. 465-83.
	Topic 12: Problems of democratization, transition and organized crime in the Western Balkans after 2000 (4 hours)	Williams, P. (2007) "Transnational Criminal Networks", US: RAND Corporation, Ch. 3, pp. 61-97.
	Topic 13: Extremist violence and religious radicalism in Western Balkans as a new geopolitical dimension (8 hours)	1. Roy, O. & Elbasani, A. (eds.) (2015). <i>The Revival of Islam in the Balkans: From Identity to Religiosity</i> . US: Palgrave Macmillan, pp. 1-19 & 242-251. 2. Kholman, E. (2004). Al-Qaida's Jihad in Europe: The Afgan-Bosnian Network, Oxford: Oxford University Press, pp. 15-35 & 217-235.
	Simulation and presentations of relevant problems (4 hours)	
Mandatory literature	1. Klaus, D. (2007). Geopolitics. A Very Short Introduction. Oxford: Oxford University Press 2. Glenny, M. (2001). <i>The Balkans. Nationalism, War and the Great Powers, 1804-1999</i> . US: Penguin Books. 3. Elbasani, A. (ed.) (2014). <i>European Integration and Transformation in the Western Balkans: Europeanization or Business as Usual?</i> UK: Routledge	
Optional literature	<ul style="list-style-type: none"><li>Fuller, G. (1994). The New Geopolitical Order. In Banuazizi, A., &amp; Weiner, M. (Ed.). <i>The New Geopolitics of Central Asia and its Borderlands</i>. London: Tauris.</li><li>Roy, O. &amp; Elbasani, A. (eds.) (2015). <i>The Revival of Islam in the Balkans: From Identity to Religiosity</i>. US: Palgrave Macmillan.</li><li>Kholman, E. (2004). Al-Qaida's Jihad in Europe: The Afgan-Bosnian Network, Oxford: Oxford University Press</li><li>Deliso, C. (2007). <i>The Forthcoming Balkan Khalifate: The Threat of Radical Islam to Europe and the West</i>. London: Praeger Security International.</li><li>Williams, P. (2007) "Transnational Criminal Networks", US: RAND Corporation.</li><li>Larrabee, S. (2000), "Turkey's New Geopolitics", "Survival: Global Politics and Strategy", Vol. 52, No. 2.</li><li>Petrovic, Z. &amp; Rejlic, D. (2004). Turkish Interests and Involvement in the Western Balkans: A Score-Card. <i>Insight Turkey</i>. Vol. 13, No. 3, pp. 159-172.</li><li>Tsardanidis C. &amp; Huliaras, A. (2006). (Mis)understanding the Balkans: Greek Geopolitical Codes of the Post-Communist Era. <i>Geopolitics</i>. Vol. 11, No. 3, pp. 465-83.</li><li>Elbasani, A. (ed.) (2014). <i>European Integration and Transformation in the Western Balkans: Europeanization or Business as Usual?</i> UK: Routledge</li></ul>	
Scheduled dates	See above	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

# Joint MA in Political Science: Integration and Governance

## Module: International Relations

### Course: International Security

<b>Course Title</b>	International Security			
<b>Course Number</b>				
<b>Module</b>	International Relations			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	60 Teaching Hours			
<b>Lecturers</b>	Enri Hide (PHD)			
<b>Assistant lecturers</b>				
<b>Department</b>	Applied Social Sciences, European University of Tirana, Albania			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E			
<b>Entry level criteria</b>	Basic Texts in IR recommended			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>This course will aim to provide students with key traditional and non-traditional issues of security for the twentieth and twenty-first centuries. It will encompass a wide range of issues, from traditional military aspects, to modern features of security, from state to non-state actors. The course structure will be two-fold: on one hand it will offer an in depth analysis of security in the international system; on the other hand, it will include also some new non-traditional issues of the global security agenda, such as environmental security, human security, etc.</p>			
<b>Intended learning outcomes</b>	<p>The main expected learning outcome for this course are:</p> <ul style="list-style-type: none"> <li>• demonstrated knowledge and understanding of traditional security issues;</li> <li>• highly specialized knowledge on modern security issues, with immediate practical impact, such as economic, environmental or human security;</li> <li>• critical awareness on the relationship and interface between different levels of security: individual, national and international.</li> <li>• ability to twin theory to practice, trying to find the value-added in questions raised on actual security threat;</li> <li>• ability to manage and transform research studies from various contexts and capacity to use strategic approaches to delve upon national security strategies</li> <li>• specialized problem-solving skills from practical security-related issues of various fields and to integrate it</li> <li>• practical skills on how to transform security concepts into practical policy-making actions</li> <li>• practical skills on the Human Security Index (HSI)</li> <li>• the ability to deliver research papers on security-related issues</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course will contribute to the International Relations Module through: <ul style="list-style-type: none"><li>• providing students with advanced and critical knowledge on traditional and non-traditional (inter)national security issues;</li><li>• serving as a bridge that connects theoretical knowledge on international politics with security issues and the practical application on strategy-making and/or policy-making;</li><li>• being an indispensable tool for a deep understanding of international politics in the twentieth and twenty-first century.</li></ul>															
<b>Expected prerequisite knowledge</b>	Basic knowledge on (international) security recommended.															
<b>Assessment methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Mid-term exam</td><td>30 %</td></tr><tr><td>Final exam</td><td>40 %</td></tr><tr><td>Simulation(s)</td><td>10 %</td></tr><tr><td>Paper (Essay, Research)</td><td>10 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Simulation(s)	10 %	Paper (Essay, Research)	10 %	Presentation	10 %	<b>Total</b>	<b>100 %</b>
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<b>Specific requirements</b>	No specific requirements															
<b>Pre-Conditions for examination</b>	70 % class attendance and participation is mandatory															



Teaching methods	There are different teaching methods used, being inter-linked among themselves:																														
	-classical lectures (by introducing traditional concepts of security and various contemporary aspects of it), -debates, round tables (when students have acquired the relevant knowledge in the field), -simulation(s), -presentations - other extra-curricular activities																														
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List of contents/topics	Topic		Required reading																												
	Topic 1: Traditional and modern security studies (4 hours)		1. Collins, A. (2007), Ch. 2 2. John Herz, "The Security Dilemma in International Relations", International Relations, Vol. 17, 2003																												

<sup>7</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 2: International security and peace studies (4 hours)	Collins, A. (2007), Ch. 3
	Topic 3: Human Security: A Theoretical Explanation (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 6</li> <li>2. Gary King dhe Christopher J. L. Murray, "Rethinking Human Security", <i>Political Science Quarterly</i>, Vol. 116, No. 4, Dimër 2001-2002), ff. 585-610.</li> <li>3. Dan Henk, "Human Security: Relevance and Implications", <i>Parameters</i>, Vol. 35, No. 2, 2005.</li> </ol>
	Topic 4: The securitization model (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 7</li> <li>2. Holger Stritzel, "Towards a Theory of Securitization: Copenhagen and Beyond", <i>European Journal of International Relations</i>, Sep 2007; vol. 13: pp. 357 - 383.</li> </ol>
	Topic 5: Weak states' and regime security (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 9</li> <li>2. Georg Sorensen, "Dilemma of Liberal Values After the Security Dilemma: The Challenges of Insecurity in Weak States and the Dilemma of Liberal Values", <i>Security Dialogue</i>, 2007, Vol. 38</li> </ol>
	Topic 6: Economic security (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 12</li> <li>2. Kahler, M. (2004), "Economic Security in an Era of Globalisation: Definition and Provision", <i>Pacific Review</i>, Vol. 17(4), 485-502</li> <li>3. Vincent Cable, "What is International Economic Security?", <i>International Affairs</i>, Vol. 72, No. 2, 1995</li> </ol>
	Topic 7: Gender and Security (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 10</li> <li>2. Deepa M. Ollapally, "Rethinking Gender and International Security: Balancing Global and Regional Perspectives", <i>Indian Journal of Gender Studies</i>, Feb. 2004, Vol. 11, ff. 9-26.</li> </ol>
	Topic 8: Environmental security (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 11</li> <li>2. Nina Graeger, "Enviromental Security", <i>Journal of Peace Research</i>, Shkurt 1996, Vol. 33, ff. 109-116.</li> <li>3. Marc A. Levy, "Is Environment a National Security Issue?", <i>International Security</i>, Vol. 20, No. 2, (Fall 1995).</li> </ol>
	Topic 9: Military security (4 hours)	<ol style="list-style-type: none"> <li>1. Collins, A. (2007), Ch. 8</li> <li>2. Anna Leader, "The Market of Force and Public Security: The Destabilizing Consequences of Private Military Companies", <i>Journal of Peace Research</i>, Sept. 2005, Vol, 42, ff. 605-622.</li> </ol>

	Topic 10 & 11: Security and non-state actors: terrorism and trans-national crime (8 hours)	1. Collins, A. (2007), Ch. 15, 16 & 19 2. Navag Morag, "Measuring Success in Coping with Terrorism", "Studies in Conflict and Terrorism", Vol. 28, No. 4, 2005. 3. F. Gregory Gause III, "Can Democracy Stop Terrorism?", Foreign Affairs, Sht.-Tet. 2005.
	Topic 12: The role of intelligence (4 hours)	1. Collins, A. (2007), Ch. 14 2. Michael Herman, "11 September: Legitimizing Intelligence?", International Relations, Gusht 2002, Vol. 16, ff. 227-241. 3. Elke Krahmann, "Security: Collective Good or Commodity?", European Journal of International Relations, 2008, Vol. 14.
	Topic 13: Non-traditional security threats: HIV/AIDS in Under-developed countries (4 hours)	1. Collins, A. (2007), Ch. 18 2. Dennis Altman, "AIDS and Security", International Relations, Vol. 17, 2003. 3. Stefan Elbe, "Risking Lives: AIDS, Security and Three Concepts of Risk", Security Dialogue, prill 2008, Vol. 39, ff. 177-198.
	Simulation and presentations of relevant problems (8 hours)	
Mandatory literature	1. Collins, A. (2007). <i>Contemporary Security Studies</i> . Oxford: OUP. 2. Buzan, B. (1991). <i>People, States, and Fear: an Agenda for International Security Studies</i> . London: Lynner Reinner.	
Optional literature	1. Jervis, R. (1978). Cooperation Under Security Dilemma, <i>World Politics</i> , Vol. XXX (30), No. 2, pp. 167-215. 2. Baldwin, D. (1997). The Concept of Security. <i>Review of International Studies</i> . 3. Herz, J. (2003). The Security Dilemma in International Relations, <i>Journal of International Relations</i> , Vol. 17. 4. Elbe, S. (2008). Risking Lives: AIDS, Security and Three Concepts of Risk. <i>Security Dialogue</i> . Vol. 39, pp. 177-198. 5. Altman, D. (2003). AIDS and Security. <i>Journal of International Relations</i> . Vol. 17. 6. Herman, M. (2002). 11 September: Legitimizing Intelligence?. <i>Journal of International Relations</i> , Vol. 16, pp. 227-241. 7. Krahmann, E. (2008) Security: Collective Good or Commodity?. <i>European Journal of International Relations</i> , Vol. 14. 8. Wilkinson, P. (2002). <i>Security and Terrorism in the 21<sup>st</sup> Century: The Changing International Terrorism Threat</i> . Centre for the Study of Terrorism & Political Violence. UK: St. Andrews University.	
Scheduled dates	TBA	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

**Joint MA in Political Science: Integration and Governance**  
**Module: International Relations**  
**Course: Politics of International Law**

Course Title	Politics of International Law			
Course Number	TBC			
Module	International Relations			
Type of Courses	Seminar			
ECTS credits	6			
Number of teaching hours	30			
Lecturers	Mirjana Najchevska; Viktorija Jakjimovska			
Assistant lecturers				
Department	Ss. Cyril and Methodius University in Skopje, Institute for Sociological, Political and Juridical Research.			
Curricula	Joint MA in Political Science: Integration and Governance			
Compulsory/elective	E		E	E
Entry level criteria	Course Basic Texts in International Relations.			
Recommended for semester	3 or 4 semester			

<b>Course description</b>	<p>International politics today is interrelated with international legal concepts and practices. On the one hand, the political actions of states and other actors create, inform, and shape international law. On the other hand, states have constructed an international legal realm within which law structures and disciplines politics in a variety of ways. This course starts from the assumption that increasingly policymakers need to know more about international law in order to understand and act in world politics. The principal aim of the course is thus to examine the relationship between law and politics at the international level. The course will explore - through lectures, interactive discussions and participation of guest speakers - the legal framework that governs international relations.</p> <p>The course provides an introduction to some aspects of the method and substance of international law. It employs theoretical and practical lenses to illuminate central questions about international law – how international law is made, how it is interpreted, and how states and other actors come to comply with it – and to explore the dynamics of different issue areas. While it examines some substantive legal issues, the focus is on the impact of the interplay of law and politics on those regimes. In particular, the course will explore the following issues: How do we explain where particular laws and norms come from? Why do states commit to international treaties and to soft law? How do these affect the global politics and the outcomes of particular events? How often do states obey or comply with international law, and why?</p>
<b>Intended learning outcomes</b>	<p>The main expected learning outcomes are:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- critical understanding of the fundamental principles of public international law in an era of rapid societal developments, globalization and global governance.</li> <li>- emerging issues in practice that real life policy makers face including coping with ambiguity of international law.</li> </ul> <p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>- ability to connect political with legal analysis,</li> <li>- ability to participate and conduct negotiations, debate, other decision-making procedures taking into account international legal perspective,</li> <li>- ability to think and act critically when drafting and implementing policies related to international law.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- conduct legal research, legal writing, and oral communication.</li> <li>- interpret international legal norms,</li> <li>- analytical and problem-solving skills through the framework of public international law.</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>- understanding how politics and law interact in shaping international relations today,</li> <li>- applying the acquired legal knowledge to concrete political problems.</li> </ul>
<b>Expected prerequisite knowledge</b>	<p>By providing a basic knowledge in public international law, this course is addressed to anyone interested in the rules governing international relations. Basic knowledge in international relations is required.</p>

<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th data-bbox="724 232 932 271">Activity</th><th data-bbox="932 232 1107 271">Percentage</th></tr> </thead> <tbody> <tr> <td data-bbox="724 271 932 309">Mid-term exam</td><td data-bbox="932 271 1107 309">30 %</td></tr> <tr> <td data-bbox="724 309 932 347">Final exam</td><td data-bbox="932 309 1107 347">40 %</td></tr> <tr> <td data-bbox="724 347 932 385">Case Papers</td><td data-bbox="932 347 1107 385">20 %</td></tr> <tr> <td data-bbox="724 385 932 423">Pleadings</td><td data-bbox="932 385 1107 423">10%</td></tr> <tr> <td data-bbox="724 423 932 461"><b>Total</b></td><td data-bbox="932 423 1107 461"><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Case Papers	20 %	Pleadings	10%	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
Mid-term exam	30 %												
Final exam	40 %												
Case Papers	20 %												
Pleadings	10%												
<b>Total</b>	<b>100 %</b>												
<b>Pre-Conditions for examination</b>	80 % class attendance, submission of one case paper and one oral pleading.												

Teaching methods	There are different teaching methods used being inter-linked among themselves:																	
	<ul style="list-style-type: none"><li>- <i>Classical lectures</i> (introduction to the issues of international law).</li><li>- <i>Case studies</i> (increase the capacity of students for critical understanding of the role, complexities and the impact of international law in international affairs).</li><li>- <i>Pleadings</i></li></ul>																	
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. Ex cathedra</td><td>20 %</td></tr><tr><td>2. In-class discussions</td><td>20%</td></tr><tr><td>3. Case papers</td><td>30 %</td></tr><tr><td>4. Pleadings</td><td>30 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>						Activity	Percentage	1. Ex cathedra	20 %	2. In-class discussions	20%	3. Case papers	30 %	4. Pleadings	30 %	Total	100 %
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	Total	100 %																
	Assignment / Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percent age of final grade												
Ex cathedra	Ex cathedra lectures, especially on the introductory parts.	30	Exams	Open-book written examination (Case-study questions; hypothetical questions)	20 %													
In-class discussions	Interactive approach whereby students prepare themselves on the basis of the materials and actively discuss the key issues and case studies.	30	Engagement in discussions	Critical engagement with the topic. Quality and clarity of arguments.	20%													
Case papers	Individual case analysis from the point of view of an international political-legal expert both working within the tradition of international law, and is aware of the political context and constraints.	45	2 case papers of 2000 words	Legal argument developed on legal norms - custom and treaties. Evidence of a clear, consistent and well supported thesis statement.	30%													
Simulation	Simulation of a process where students learn to grasp a complexity of a situation and use legal tools in order to achieve and/or maintain the desired political outcome.	45	Oral pleadings to a pre-assigned case	Presentation skills, eloquence, clarity. Coherent and persuasive arguments responsive to the assigned case. Thoughtful and consistent engagement of legal concepts to defend the desired political outcome.	30%													
Total		150 h <sup>8</sup>			100 %													

Course content	The course is scheduled as follows:	
	<b>Part I. International law as law</b>	
	Topic 1: Introduction: law in international affairs	
	Topic 2: Sources of international law	
	Topic 3: Sovereignty and law (inclusion; exclusion)	
	Topic 4: International law and indeterminacy	
	<b>Part II. International law as a system</b>	
	Topic 5: Law and force	
	Topic 6: Laws of war	
	Topic 7: The law and politics of International human rights law	
	Topic 8: The law and politics of International criminal law	
	Topic 9: Tackling complexity	
	<b>Part III. The rule of (international) law</b>	
	Topic 10: Equality	
	Topic 11: Courts in world politics	
	Topic 12: Compliance, state responsibility and enforcement	
	Topic 13: The limits of international law	
	Topic	Required reading
	<b>Part I. International law as law</b>	
	List of contents/ topics	<b>1. Introduction: law in international affairs</b> <ul style="list-style-type: none"><li>▪ Interpreting state behaviour: ‘law’ or ‘politics’?</li><li>▪ How do politics and law relate to each other?</li><li>▪ What is international law?</li><li>▪ Why do foreign policy makers need international law?</li></ul>
<b>2. Sources of International law</b> <ul style="list-style-type: none"><li>▪ The question of legal and political obligation (“lawfulness v. legitimacy”)</li><li>▪ Hard law and soft law</li><li>▪ Hierarchy of norms</li></ul>		*H. Thirlway, “The Sources of International Law”, in M. Evans (ed.) <i>International Law</i> (OUP 2014), pp. 91-117.  *K. Abbott and D. Snidal, “Hard and Soft Law in International Governance” (2000) 54 <i>International Organization</i> 421.

<sup>8</sup> based on [EXCT-CP \* 25], here 6 are assumed



	<b>3. Sovereignty (inclusion, exclusion)</b> <ul style="list-style-type: none"> <li>▪ Sovereignty and its limits</li> <li>▪ Sovereignty as evolving legal value</li> <li>▪ The right to self-determination as right and challenge to statehood</li> <li>▪ Case study: Kosovo</li> </ul>	<p>*J. Crawford, "Sovereignty as a Legal Value" in J Crawford and M Koskeniemi, <i>The Cambridge Companion of International Law</i> (CUP 2012), pp. 117-133.</p> <p>*M. Koskeniemi, "National Self-Determination Today. Problems of Legal Theory and Practice" (1993) 43 <i>International &amp; Comparative Law Quarterly</i> 241.</p> <p>*Documents</p> <p>- Accordance with International Law of the Unilateral Declaration of Independence in Respect of Kosovo, Advisory opinion (2010) 49 ILM 1404, 22nd July 2010, International Court of Justice [ICJ].</p>
	<b>4. International law and indeterminacy</b>	<p>*I. Scobbie, "Towards the elimination of International Law : Some Radical Scepticism about Sceptical Radicalism" (1990) 61 <i>British Yearbook of International Law</i> 346.</p> <p>*J. A. Beckett, "Rebel without a Cause ? Martti Koskeniemi and the Critical Legal Project" (2006) 7 <i>German Law Journal</i> 1064.</p> <p>*Documents</p> <p>- <i>Legality of the Use by a State of Nuclear Weapons in Armed Conflict, Advisory Opinion, ICJ Reports 1996</i>, p. 263.</p>
	<b>Part II. International law as a system</b>	
	<b>5. Law and Force (1)</b> <ul style="list-style-type: none"> <li>▪ the prohibition of the use of force</li> <li>▪ civil wars and the use of force: invitation and intervention</li> </ul>	<p>*C. Grey, <i>International Law and the Use of Force</i> (OUP 2008), pp.1-67.</p> <p>*M. Koskeniemi, "The Lady Doth Protest too Much' Kosovo, and the Turn to Ethics in International Law" (2002) 65 <i>The Modern Law Review</i> 159.</p> <p>*T. Ruys, "Of Arms, Funding and Non-lethal Assistance – Issues supporting Third State Intervention in Syrian Civil War" (2014) 13 <i>Chinese Journal of International Law</i> 13.</p> <p>*Documents:</p> <p>- Security Council Resolution 1244 (1999), UN Doc. S/RES/1244 (10 June 1999).</p>

	<p><b>6. Law and force (2)</b></p> <ul style="list-style-type: none"> <li>Self-defence and collective security</li> <li>Use of force against terrorism</li> <li>Case study: Syria.</li> </ul>	<p>*M. Wood, "Self-defence and collective security: Key Distinctions" in M. Weller (ed.) <i>The Oxford Handbook on the Use of Force in International Law</i> (OUP 2015), pp. 720-736.</p> <p>*L. Moir, "Activities against Host States of Terrorist Groups", in M. Weller (ed.) <i>The Oxford Handbook on the Use of Force in International Law</i> (OUP 2015), pp. 720-736.</p> <p>*M. Weller, "Permanent Imminence of Armed Attacks: Resolution 2249 (2015) and the Right to Self-Defence against Designated Terrorist Groups", <i>European Journal of International Law blog</i> "EJIL: Talk!" 25 November 2015.</p> <p>*Documents:</p> <ul style="list-style-type: none"> <li>Security Council Resolution 2249 (2015), UN Doc. S/RES/2249 (20 November 2015).</li> </ul>
	<p><b>7. Laws in war (1)</b></p> <ul style="list-style-type: none"> <li>International humanitarian law governing the conduct of states and individuals</li> <li>Case study: Armed conflicts in the former Yugoslavia</li> </ul>	<p>*M. Sassoli, Introduction to International Humanitarian Law, UN Lecture Series, 26 September 2013, available at: <a href="http://legal.un.org/avl/ls/Sassoli_LAC.html">http://legal.un.org/avl/ls/Sassoli_LAC.html</a>.</p> <p>* M. Sassoli, "The legal qualification of the conflicts in former Yugoslavia: double standards or new horizons for international humanitarian law?" in S. Yee and T. Wang, <i>International law in the Post-Cold world: essays in memory of Li Laopei</i> (Routledge 2001), pp. 307-333.</p> <p>*Documents:</p> <ul style="list-style-type: none"> <li>ICRC, <i>The Establishment of Protected Zones for Endangered Civilians in Bosnia and Herzegovina</i>, 30 October 1992.</li> <li>Amnesty International, "Collateral Damage" or Unlawful Killings? Violations of the Laws of War by NATO during Operation Allied Force, Eur 70/018/2000, 6 June 2000, available on <a href="http://www.amnesty.org">http://www.amnesty.org</a>.</li> </ul>

	<p><b>8. Laws in war (2)</b></p> <ul style="list-style-type: none"> <li>▪ IHL and armed conflict in contemporary international law and in contemporary international community</li> <li>▪ Case study: Targeted killings (drones, battlefield, and asking the right questions).</li> </ul>	<p>*G. Blum and P. Heymann, "Law and Policy of Targeted Killings" (2010) <i>Harvard Law School National Security Journal</i>, available at: <a href="http://harvardnsj.org/2010/06/law-and-policy-of-targeted-killing/">http://harvardnsj.org/2010/06/law-and-policy-of-targeted-killing/</a> .</p> <p>* Documents:</p> <ul style="list-style-type: none"> <li>- Remarks by the President Obama at the National Defense University, The White House, 23 May 2013, available at: <a href="https://www.whitehouse.gov/the-press-office/2013/05/23/remarks-president-national-defence-university">https://www.whitehouse.gov/the-press-office/2013/05/23/remarks-president-national-defence-university</a></li> <li>- US Policy Standards and Procedures for the Use of Force in Counterterrorism Operations Outside the United States and Areas of Active Hostilities, The White House, 23 May 2013, available at: <a href="http://www.whitehouse.gov/sites/default/files/uploads/2013.05.23_fact_sheet_on_ppg.pdf">http://www.whitehouse.gov/sites/default/files/uploads/2013.05.23_fact_sheet_on_ppg.pdf</a> .</li> <li>-Statement by Ben Emmerson, UN Special Rapporteur on Counter-Terrorism and Human Rights concerning the launch of an inquiry into the civilian impact, and human rights implications of the use of drones and other forms of targeted killing for the purpose of counter-terrorism and counter-insurgency, United Nations, Human Rights, Office of the High Commissioner, January 2013, available at: <a href="http://www.ohchr.org/Documents/Issues/terrorism/SRCTBenEmmersonQC.24January12.pdf">http://www.ohchr.org/Documents/Issues/terrorism/SRCTBenEmmersonQC.24January12.pdf</a>.</li> </ul>
	<p><b>9. Law and the politics of human rights (1)</b></p> <ul style="list-style-type: none"> <li>▪ Do human rights „trump“ over politics?</li> <li>▪ Conduct, discourse and hypocrisy</li> <li>▪ Accountability for human rights violations</li> <li>▪ Case study: Treatment of detainees held in Guantanamo naval base.</li> </ul>	<p>*M. Koskeniemi, "Human Rights, Politics, and Love. Mennesker &amp; Rettigheter" (2001) 4 <i>The Nordic Journal of Human Rights</i> 33.</p> <p>*S. Marks, "Appologizing for torture" (2004) 73 <i>Nordic Journal of International Law</i> 365.</p> <p>*Documents:</p> <ul style="list-style-type: none"> <li>- UN Human Rights Commission, Situation of Detainees at Guantanamo Bay, UN Doc. E/CN.4/2006/120, 27 February 2006.</li> <li>- Reply of the Government of the United States of America to the Report of the Five UNCHR Special Rapporteurs on Detainees in Guantanamo Bay, Cuba, 10 March 2006.</li> </ul>

	<p><b>10. Law and the politics of human rights (2)</b></p> <ul style="list-style-type: none"> <li>▪ UN sanctions and protection of individual rights</li> </ul>	<p>*M. Reisman and D. L. Stevick "The Applicability of International Law Standards to United Nations Economic Sanctions Programme" (1998) 9 <i>European Journal of International Law</i>, pp. 86–141.</p> <p>*A. Tzanakopoulos, "Human Rights and United Nations Security Council Measures" in E. de Wet &amp; J. Vidmar (eds), <i>Norm Conflicts in Public International Law: The Place of Human Rights</i></p> <p>* Documents</p> <p>- Report of Special Rapporteur M Scheinin on the Promotion and Protection of Human Rights and Fundamental Freedoms while Countering Terrorism (6 August 2010) UN Doc A/65/258.</p>
	<p><b>11. Law and the politics of international criminal law (1)</b></p> <ul style="list-style-type: none"> <li>▪ From Nuremberg to The Hague: crimes, responsibility and prosecutions at international level: justice for all?</li> </ul>	<p>*R. Cryer, <i>et al.</i>, <i>An Introduction to International Criminal Law and Procedure</i> (CUP 2010), pp. 3-39.</p> <p>*T. Meron and J. Galbraith, "Nuremberg and Its Legacy", in Noyes, Dickinson and Janis (eds.), <i>International Law Stories</i> (Foundation Press), pp. 13-43.</p> <p>*Documents</p> <p>- United Nations Diplomatic Conference of Plenipotentiaries on the Establishment of an International Criminal Court, Rome, 15 June - 17 July 1998 Official Records Volume II, pp. 60-128.</p>
	<p><b>12. Law and politics of international criminal law (2)</b></p> <ul style="list-style-type: none"> <li>▪ UN International Criminal Tribunals</li> <li>▪ can criminal trials deal with "catharsis", "memory", "justice", "reconciliation"?</li> </ul>	<p>*W. A. Schabas, <i>The UN International Criminal Tribunals; for the former Yugoslavia, Rwanda and Sierra Leone</i> (CUP 2006), Chapter 3.</p> <p>*M. Koskeniemi, "Between Impunity and Show Trials" (2002) 6 <i>Max Planck Yearbook of the United Nations Law</i> 1.</p> <p>*M. Milanovic, "The Impact of the ICTY on the Former Yugoslavia: An Anticipatory Postmortem" (2016) <i>American Journal of International Law</i> (forthcoming), available at: <a href="http://ssrn.com/abstract=275505">http://ssrn.com/abstract=275505</a>.</p>

	<p><b>13. Tackling complexity</b></p> <ul style="list-style-type: none"> <li>▪ Substantive fragmentation</li> <li>▪ Self-contained regimes</li> <li>▪ How does fragmentation affect politics of international law? Who benefits from it and who loses?</li> </ul>	<p>*M. Koskenniemi, and P. Leino, "Fragmentation of International Law? Postmodern anxieties" (2002) 15 <i>Leiden Journal of International Law</i> 553.</p> <p>*B. Simma, and D. Pulkowski, "Of Planets and the Universe: Self-Contained Regimes in International Law" (2006) 17 <i>European Journal of International Law</i> 483.</p> <p>*B. Simma, Universality of International Law from the Perspective of a Practitioner (2009) 20 <i>European Journal of International Law</i> 265.</p> <p>*Documents:</p> <p>- <i>Prosecutor v. Tadic (Appeal against Conviction)</i>, (1999) 124 ILR 62 (paras. to be added).</p> <p>- <i>Application of the Convention on the Prevention and Punishment of the Crime of Genocide (Bosnia and Herzegovina v Serbia and Montenegro)</i>, Judgment, ICJ Reports 2007 (paras. to be added).</p>
<b>Part III. The Rule of (International) Law</b>		
	<p><b>14. Equality before the law</b></p> <ul style="list-style-type: none"> <li>▪ Formal equality of states</li> <li>▪ Substantive inequality among equal sovereigns</li> <li>▪ "Enclaves" of justice</li> </ul>	<p>* G. Simpson, <i>Great Powers and Outlaw States: Unequal Sovereigns in the International Legal Order</i> (CUP 2004), pp. 25-62.</p> <p>* A. Watts, "The International Rule of Law" (1992) 36 <i>German Yearbook of International Law</i> 22.</p> <p>* J. Crawford, "Realism, Scepticism and the Future world Order: Some Thoughts on Julius Stone's Contribution to International Law" (1991) 13 <i>Sydney Law Review</i> 489.</p>
	<p><b>15. Courts in world politics</b></p> <ul style="list-style-type: none"> <li>▪ Judicial bodies across different issue areas in world politics</li> <li>▪ Authority of international courts and tribunals</li> <li>▪ International courts as 'activists' on behalf of global values or an international community, or as servants of the states that have created them?</li> </ul>	<p>*B. Kingsbury, "International Courts: Uneven Judicialization in the Global Order", in J. Crawford and M. Koskenniemi (eds.) <i>Cambridge Companion to International Law</i> (CUP 2011), pp. 203-27.</p> <p>* S. Nouwen, "Justifying justice", in J Crawford and M Kosskeniemi, <i>The Cambridge Companion of International Law</i> (CUP 2012), pp. 327-351.</p> <p>*R. McKenzie and P. Sands, "International Courts, Tribunals and the Independence of the International Judge" 44 (2003) <i>Harvard International Law Journal</i> 271.</p>

	<b>16. Compliance, state responsibility and enforcement</b>	<p>*A. Aust, <i>Handbook of International Law</i> (CUP 2010), pp.376-395.</p> <p>*J. Goldsmith and E. Posner, <i>The Limits of International Law</i> (OUP 2007), Ch. 3.</p> <p>*L. Henkin, <i>International Law: Politics and Values</i> (Martinus Nijhoff 1994), pp. 45-62.</p>
	<b>17. Achievements and limitations</b> <ul style="list-style-type: none"><li>▪ Law and politics: formalism and instrumentalism</li><li>▪ Is international law a tool for the hegemons?</li><li>▪ Where do we go from here?</li></ul>	<p>*M. Koskenniemi, “International Law and Hegemony: A Reconfiguration” (2004) 17 <i>Cambridge Review of International Affairs</i> 197.</p> <p>*M. Koskenniemi, “The Fate of Public International Law: Between Technique and Politics” (2007) 70 <i>Modern Law Review</i> 1.</p>
<b>Mandatory literature</b>	The course does not use a particular textbook. A collection of readings are prepared as a course pack for every student.	
<b>Optional literature</b>	<p>J. Crawford and M. Koskenniemi, <i>The Cambridge Companion of International Law</i> (CUP 2012).</p> <p>J.L. Dunoff, and M.A. Pollack (eds), <i>Interdisciplinary Perspectives on International Law and International Relations: The State of the Art</i> (CUP 2013).</p> <p>M. Koskenniemi, <i>The Politics of International Law</i> (Hart 2011).</p> <p>R.S. Christian (ed) <i>The Politics of International Law</i> (CUP 2004).</p>	
<b>Scheduled dates</b>	TBC	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	<p>The course will be taught in an interactive way, and its success depends on all students being well prepared for, and ready to participate in, each session. Students are asked to prepare each class by reading the relevant articles and materials.</p> <p>In addition to the classical lectures, guest speakers( diplomats, legal advisers, human rights advocates, UN staff) will be invited on a regular basis to share their expertise, discuss pressing concerns of the international community, and reflect on the application of international law to them.</p>	

**Joint MA in Political Science: Integration and Governance**  
**Module: International Relations**  
**Course: Diplomatic and Consular Relations**

<b>Course Title</b>	Diplomatic and Consular Relations			
<b>Course Number</b>				
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 hours per semester			
<b>Lecturers</b>	Boštjan Udovič			
<b>Assistant lecturers</b>				
<b>Department</b>	International Relations Department			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory for the specialization in International Relations			
<b>Entry level criteria</b>	None			
<b>Recommended for semester</b>	1 and 2			
<b>Course description</b>	<p>The course covers the basic issues related to diplomatic and consular relations. The main emphasis of the course is to acknowledge the students with the main characteristics of diplomacy, consular relations, protocol, ceremonial, written correspondence etc. The course is scheduled as follows:</p> <ul style="list-style-type: none"> <li>-the development of the diplomatic method (history of diplomacy)</li> <li>-structure of diplomacy (political diplomacy, economic diplomacy, military diplomacy, cultural/public diplomacy)</li> <li>-diplomatic and consular law (Vienna Convention on Diplomatic relations; Vienna Convention on Consular relations)</li> <li>-protocol and ceremonial (diplomatic correspondence, ceremonial etc.)</li> <li>-diplomatic practice (current problems in diplomacy, problem-solving activities, simulation of a diplomatic ceremonial, visits at the MFAs, State protocol etc.)</li> </ul>			

<b>Intended learning outcomes</b>	<p>The main expected learning outcomes are:</p> <ul style="list-style-type: none"> <li>-students receive an insight into the main characteristics of diplomacy, consular relations and diplomatic practice,</li> <li>-students develop their capabilities about the 'language of diplomacy',</li> <li>-students familiarize themselves about the diplomatic correspondence and "between-the-line communication",</li> <li>-students are able to critically assess the happenings at the diplomatic podium and in the international community,</li> <li>-students are stimulated to transfer their knowledge about diplomacy and foreign policy to practice.</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main idea of the course is to familiarise students with the main issues and content of diplomatic and consular relations. Competences/skills acquired:</p> <ul style="list-style-type: none"> <li>- Applied knowledge of law and politics to diplomacy;</li> <li>- Particularities linked to diplomacy (behaviour, dress code, diplomatic language)</li> <li>- Practical examples of (non)diplomatic behaviour</li> </ul>														
<b>Expected prerequisite knowledge</b>	None														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>5%</td></tr> <tr> <td>Midterm</td><td>30 %</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>10 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	5%	Midterm	30 %	Final Exam	50 %	Paper (Essay, Research)	10 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
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Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Pre-Conditions for examination</b>	70 % class attendance.														



Teaching methods	There are different teaching methods used, being inter-linked among themselves: -classical lectures (by introducing the issues related to diplomacy and consular relations), -debates, round tables (when students have acquired the relevant knowledge in the field), -simulation of a diplomatic reception (with the preparation, which lies on the students' shoulders and with the de-briefing')*, -excursions*, -two mid-term exams, a final oral exam, students collect points also by other extra-curricular activities																																		
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i>+case studies</td><td>50 %</td></tr><tr><td>2. Debates, round tables</td><td>30 %</td></tr><tr><td>3. Simulation</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>						Activity	Percentage	1. <i>Ex cathedra</i> +case studies	50 %	2. Debates, round tables	30 %	3. Simulation	20 %	<b>Total</b>	<b>100 %</b>																			
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Course content	<div>-History of Diplomacy</div> <div>-Diplomatic and Consular Law</div> <div>-Structure of Diplomacy</div> <div>-Diplomatic ceremonial &amp; protocol</div> <div>-Relevant issues in modern diplomacy</div>																																		
List of contents/topics	Topic			Required reading																															
	History of Diplomacy			Satow's Diplomatic Practice																															
	Diplomatic and Consular Law			The modern law of diplomacy. Dordrecht: Martinus Nijhoff P.																															
	Structure of Diplomacy			Satow's Diplomatic Practice  Diplomacy: Theory and Practice																															

<sup>9</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Relevant issues in modern diplomacy	); International Diplomacy. Four volumes
<b>Mandatory literature</b>	Roberts, Ivor (2011): Satow's Diplomatic Practice. 6th Edition: Oxford: OUP. Dembinski, Ludwik (1988): The modern law of diplomacy. Dordrecht: Martinus Nijhoff P. Berridge G. R. (2010): Diplomacy: Theory and Practice. London: Ashgate.	
<b>Optional literature</b>	Neumann, Iver and Halvard Leira (2013): International Diplomacy. Four volumes. London: sage.	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.	

# Joint MA in Political Science: Integration and Governance

## Module: International Relations

### Course: International Organizations in the Western Balkans

<b>Course Title</b>	International Organizations in the Western Balkans			
<b>Course Number</b>				
<b>Module</b>	IR			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>	60 teaching hours			
<b>Lecturers</b>	Orinda Malltezi (PHD)			
<b>Assistant lecturers</b>				
<b>Department</b>	Department of Political Science, Faculty of Social Sciences, University of Tirana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Basic texts seminar in IR recommended			
<b>Recommended for semester</b>	3, 4			
<b>Course description</b>	<p>This course offers a comprehensive and contemporary analysis of the role of international organizations (IOs) with a focus on the Western Balkans. The course is compound of three main parts which interrelates to each other. The first part of the course gives a broad picture of IOs referring to their history in the Western Balkans. The second part of the course focuses on the theory of IOs and in the third part considers the application of those theories and methods to a range of specific institutions in Western Balkans. The third part of the course is the most important part of the course so it will get more attention, it focuses on the impact and effectiveness of and compliance with international institutions in the Western Balkans. in this part we include the role of IOs in WB and the way they influence state compliance with agreements, and whether IOs socialize states to behave in certain ways. the accomplishment of accurate observation of IOs in WB is achieved by examining a number of specific IOs such as the UN, World Bank, International Monetary Fund, Word Trade Organization, International Courts, etc., and regional organizations in the Western Balkans.</p>			

<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Possess knowledge and competence on international organizations in WB</li> <li><input type="checkbox"/> Better understanding of IOs in WB</li> <li>Apply relevant theories to understand the role of IOs in Western Balkans</li> <li><input type="checkbox"/> Be able to answer these kind of questions (analysis and synthesis)</li> <li><input type="checkbox"/> Be able to make estimation of various policies</li> <li><input type="checkbox"/> Be able to evaluate certain decision and policy making within IOs</li> <li><input type="checkbox"/> Be able to address and solve problems related to IOs in WB</li> <li><input type="checkbox"/> Gain skills to practically use in international organizations, e.g. consultancy or working in IOs (evaluation)</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>possess the ability to develop, administer and analyze policies in IOs;  possess the ability to use everyday observation instruments for IOs in WB;  possess the ability to make accurate estimates in case of policy implementation in IOs;  possess the knowledge to analyze the types, kinds, forms of international organizations in a regional level;  possess the knowledge to analyze the ways, means and mechanisms of functioning of diplomacy in international organizations;  possess knowledge of theoretical knowledge and practical skills for IOs in a given region.</p> <p>-students will possess knowledge on the main methods of conducting politics in IOs  -students will be able to reflect the various approaches of IR on specific issues related to IOs  -students will develop their capabilities on explaining and giving solutions to various regional problems, theoretically and practically by using IOs  -students will be able to evaluate the way politics is conducted within an IO  -students will be able to give consultancy on the way the IOs should be conducted or managed and deliver specific solutions to specific issues</p>
<b>Expected prerequisite knowledge</b>	
<b>Assessment methods</b>	<p><b>Activity Percentage</b></p> <p>Oral presentation introducing specific environmental problem in part 2 10%</p> <p>Midterm: written exam after part 1 reviewing the theoretical literature 40 %</p> <p>Final paper (Essay, Research) 50 %</p> <p>(Attendance 0 %)</p> <p><b>Total 100 %</b></p>
<b>Specific requirements</b>	see above
<b>Pre-Conditions for examination</b>	attendance

Teaching methods	<div>Activity Percentage</div> <div> 1. <i>Ex cathedra</i> 25 %  2. Presentations 10 %  3. Group work 10 %  4. Midterm exam 20 %  5. Case studies 35 % </div>		
	Assignment/ Activity	Teaching activity Workload	Assessment activity
	Assessment criteria	Percentage of final grade	
	Ex cathedra and group work	Ex cathedra; General guidance; presentation of criteria for successful group work; literature in Module 60	
	Class attendance, active participation and midterm exam	45%	List of class attendance (at least 80%) and exam
	Oral presentation	20	
	PowerPoint, handout, structure, reasoning and arguments	10%	Clearness of presentation; sufficient summary; ...
	Seminar paper	Discuss topic of paper; review of ongoing work (when posted to Moodle), .. 70	
	Continuus writing, presentation (Moodle) and final finishing of paper.	45%	Completeness, consistency, accuratness, ... of the text.
	Total	150 h	100 %
Course content	See above		
List of contents/topics	Topic		Required reading
	<b>Topic 1:</b> The beginning of history of IOs in the Balkans and its impacts in shaping it		PETER J. YEARWOOD, 2009, "Guarantee of Peace: The League of Nations in British Policy 1914–1925", Oxford Press, pp. 40-88, pp. 251-282. Susan Pedersen, 2015, "The Guardians: the league of nations and the crisis of empire", Oxford University Press, pp. 45-77.
	<b>Topic 2:</b> Theories of IR on IOs		Archer, Clive, 2015, "International Organizations" forth edition, Routledge, London, New York, pp. 58-109
	<b>Topic 3:</b> Role, functions and implementations of IOs		Archer, Clive, 2015, "International Organizations" fifth edition, Routledge, London, New York, pp. 111-151  Jutta Joachim, Bob Reinalda and Bertjan Verbeek, 2008, "International Organizations and Implementation Enforcers, managers, authorities?", Routledge, London and New York, pp. 3-30.

	<b>Topic 4:</b> The role of IOs in the Western Balkans: International Intervention in the Balkans since 1995	Peter Siani-Davies, 2004, "International Intervention in the Balkans since 1995", Routledge, London and New York, pp. 1-158
	<b>Topic 5:</b> Security in the Western Balkans	Peter Siani-Davies, 2004, "International Intervention in the Balkans since 1995", Routledge, London and New York, pp. 158-194. Wolfgang Benedek, Christopher Daase, Vojin Dimitrijevic, Petrus van Duyne, 2010, "Transnational Terrorism, Organized Crime and Peace-Building: Human Security in the Western Balkans", Palgrave MACMILLAN, UK, pp. 3-54.
	<b>Topic 6:</b> Terrorism and Organized Crime and Peace-Building in the Western Balkans	Wolfgang Benedek, Christopher Daase, Vojin Dimitrijevic, Petrus van Duyne, 2010, "Transnational Terrorism, Organized Crime and Peace-Building: Human Security in the Western Balkans", Palgrave MACMILLAN, UK, pp. 54-149.
	<b>Topic 7:</b> Effectiveness of IOs in Western Balkans: Impact on Peace-Building and the Role of the International Community on the Western Balkans	Wolfgang Benedek, Christopher Daase, Vojin Dimitrijevic, Petrus van Duyne, 2010, "Transnational Terrorism, Organized Crime and Peace-Building: Human Security in the Western Balkans", Palgrave MACMILLAN, UK, pp. 229-350.
	<b>Topic 8:</b> The Fight Against Terrorism and Crisis Management in the Western Balkans	Iztok Prezelj, 2008, "The Fight Against Terrorism and Crisis Management in the Western Balkans", IOS Press, Amsterdam, pp. 35-132.
	<b>Topic 9:</b> NATO in the Western Balkans	Iztok Prezelj, 2008, "The Fight Against Terrorism and Crisis Management in the Western Balkans", IOS Press, Amsterdam, pp. 3-16 Martin Edmonds, Oldrich Cerny, 2004, "Future NATO Security, Addressing the Challenges of Evolving Security and Information Sharing Systems and Architectures", ISO Press, pp. 95-123 Contenporary NATO publications: <a href="http://www.nato.int">http://www.nato.int</a>

	Topic 10: UN in Western Balkans	<p>Kenneth Manusama, 2006, "The United Nations Security Council in the Post-Cold War Era Applying the Principle of Legality", MARTINUS NIJHOFF PUBLISHERS, Netherlands, pp. 75-86</p> <p>Department of Economic and Social Affairs, United Nations, 2007, :Innovations in Governance in the Middle East, North Africa, and Western Balkans: Making Governments Work Better in the Mediterranean Region", pp. 41-64, pp. 149-161, pp. 175-211.</p> <p>UN activities and publications</p>
	Topic 11: World Trade Organization, IMF and World Bank in Western Balkans	<p>Sanjay Kathuria, 2008, "Western Balkan Integration and the EU: An Agenda for Trade and Growth", The World Bank, pp. 1-130.</p> <p>Reports of respective organizations</p>
	Topic 12: International Courts: Strategies of non-compliance and instruments of pressure in the Western Balkans	<p>Victor Peskin, 2008, "International Justice in Rwanda and the Balkans: Virtual Trials and the Struggle for State Cooperation", Cambridge University Press, pp. 29-148.</p>
	Topic 13: Regional Organizations	<p>Reports of respective organizations (Selec, etc.)</p> <p>Specific literature on respective organization</p>
Mandatory literature	See above	
Optional literature	<p>Jeffrey T. Checkel, "International Institutions and Socialization in Europe", Cambridge University Press, 2007</p> <p>Beth A. Simmons and Richard H. Steinberg, "International Law and International Relations", Cambridge University Press, 2007</p> <p>Madeleine Herren Thomas Maissen Joseph Maran Axel Michaels Barbara Mittler, "Transcultural Research – Heidelberg Studies on Asia and Europe in a Global Context", Springer International Publishing Switzerland, 2014</p> <p>Randall W. Stone, "Controlling institutions, International Organizations and Global Economy", Cambridge University Press, 2011</p> <p>Issues and Agents in International Political Economy, edited by Benjamin J. Cohen and Charles Lipson</p> <p>Theory and Structure in International Political Economy, edited by Charles Lipson and Benjamin J. Cohen</p> <p>International Institutions, edited by Lisa L. Martin and Beth A. Simmons</p>	

Scheduled dates	See above
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	none



**Joint MA in Political Science: Integration and Governance**  
**Module: EU Integration**  
**Course: Basic Texts in European Integration**

<b>Course Title</b>	Basic Texts European Integration			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Sonja Puntscher-Riekman			
<b>Assistant lecturers</b>				
<b>Department</b>	Department of Political Science and Sociology			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	Compulsory for European Integration			
<b>Entry level criteria</b>	None			
<b>Recommended for semester</b>	1			
<b>Course description</b>	<p>The course introduces students to the most relevant theories aiming at explanations of the European integration process. Students should become aware of theoretical developments in the light of political and socio-economic dynamics within member states and the Union as a whole. To understand the theoretical debates it is necessary for students to have a basic knowledge of the EU integration history since its inception.</p> <p>In each unit students present and discuss a selection of basic texts by elaborating on the key concepts and putting them into comparison with others. They summarize their brief lecture in a handout and complement it with a "position paper" to launch the debate among fellow students. Students get also assigned the task to prepare questions related to the texts. All students have to read all texts as well as the papers prepared by their fellows before the class.</p> <p>Moreover students write two tests, one midterm and one in the last unit. In the last test more general and specific questions are asked. Specific questions are to be answered in succinct and precise sentences, whereas answers to the more general questions are to show that the student is capable of developing complex and critical thinking on the topic at hand.</p>			

<b>Intended learning outcomes</b>	<p>After completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• theorize integration, to compare different theoretical approaches and to grasp their rationale.</li> <li>• apply theoretical approaches when conceptualizing their research question and testing them in their work including position papers and theses.</li> <li>• discuss and critically assess European integration from a theoretical perspective as well as develop independent thinking</li> <li>• prepare presentations and to develop the rhetorical skills necessary for the argumentation and persuasion of the fellow students</li> <li>• autonomously conduct bibliographical research before conceptualizing their research work in the field</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course provides for basic theoretical knowledge of the EU integration process on which the other, more empirically oriented courses in the module build. It is thus the prerequisite to further continue students' specialization in the field of European Integration.														
<b>Expected prerequisite knowledge</b>	Basic knowledge of the history of integration and of the EU institutional set-up.														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>5%</td></tr> <tr> <td>Midterm</td><td>30 %</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>10 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	5%	Midterm	30 %	Final Exam	50 %	Paper (Essay, Research)	10 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
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Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>	None.														
<b>Pre-Conditions for examination</b>	presentation of paper; e.g. 70 % class attendance; e.g. having submitted two assignments;														

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	<b>Total</b>	<b>100 %</b>				
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement												
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	20	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	20%												
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	40	Continious writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	40%													
Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (when- ever posted to Moodle) following given criteria.	Completness, usefulness, ... of review	20%													
Research plan	General guidance; provide criteria for review	30	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	20%													
<b>Total</b>		<b>150 h<sup>1</sup></b>			<b>100 %</b>													
Course content	[general description]																	
List of contents/topics	Topic			Required reading														
Mandatory literature																		

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

<b>Optional literature</b>	
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

## Joint MA in Political Science: Integration and Governance

### Module: European Integration

#### Course: A challenging Neighbourhood: The Eastern Partnership and EU-Russia Relations

<b>Course Title</b>	A challenging Neighbourhood: the Eastern Partnership and EU-Russia relations			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	2 per week/30 in total			
<b>Lecturers</b>	Doris Wydra			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science/ Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	Compulsory for the module European Integration			
<b>Entry level criteria</b>	Basic Texts in European Integration			
<b>Recommended for semester</b>	1 and 2			
<b>Course description</b>	<p>Since December 2013 the European Union is confronted with a conflict in Ukraine, which has not only developed into a civil war in the heart of the European continent, but also brought back memories of the cold war. Once again, Russia seems like the antagonistic power, putting into question the "European values".</p> <p>This seminar takes a closer look at this development and tries to enhance the factual, but also theoretical understanding, of what is actually going on. The focus will be on four issue areas:</p> <p>1. How does Russia tick? Russia seemingly turns into an increasingly authoritarian system: the party landscape is reduced to parties supporting the president, laws limit the freedom of expression, media and the work of NGO's, the legal and court system is intransparent and decision are taken arbitrarily; the economic situation is deteriorating, not least because of the dependency on oil and gas. Nevertheless, president Putin seems to enjoy the full support of the Russian population. How can the "phenomenon Putin" be explained?</p>			

	<p>2. What is the status of the relations between the European Union and Russia? Since 2007, when the Partnership and Co-operation Agreement between the Russian Federation and the European Union expired, both sides try to reach a new agreement as a legal basis for the relationship - until now without success. Still, co-operation developed within the Four Common Spaces and the Partnership for Modernisation. But how has this co-operation changed since the onset of the Ukrainian crisis? What are the effects of the sanctions?</p> <p>3. What are the effects for the common neighbourhood? Since the enlargement of the European Union in 2005 conflicts in the region increased as Russia critically observes the ambitions of the former members of the Soviet Union to tighten their bonds with the European Union or become members of the EU. The triggering event of the crisis in Ukraine was the proposed signing of the Deep and Comprehensive Free Trade Agreement. What does this conflict mean for other states like Georgia, Moldova or Belarus? What is the role of NATO in this conflict? How does this affect the European Foreign and Neighborhood Policy?</p> <p>4. How can we theoretically explain the conflict between Russia and the European Union? In an article in Foreign Affairs, John Mearsheimer accuses the West of having provoked the conflict, by wrongly assessing the meaning of the end of the Cold War, adhering to the false belief that the realist logic of international relations could be overcome in favor of a more liberal, post-national logic. How can theories of international relations help us to understand the current developments?</p>
<p><b>Intended learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Students can identify and distinguish the main actors in the Russian Political System (also with regard to Russian Foreign Policy), the European Neighbourhood Policy and the CFSP,</li> <li>• Students can discuss the legal and political framework of the ENP and the EU-Russia relations</li> <li>• Students can outline the development of the relationship between the European Union and the Russian Federation since the end of the Soviet Union and the causes for conflict in Ukraine</li> <li>• Students, already holding a basic knowledge of theories of international relations, will be able to apply these theories to the specific questions of the European neighbourhood</li> <li>• Students can debate and assess the functioning of the European neighbourhood policy, but also the CFSP</li> <li>• Students investigate the peculiarities of decision making in this area and the different strategic interests of EU Member States towards the Eastern Neighbourhood countries</li> <li>• Students are able to assess the possibilities, constraints and challenges of cooperation between the European Union and the Russian Federation in different policy areas (trade, energy, technology, JHA)</li> <li>• Students will be able to independently develop research questions and write a seminar paper, based on a theoretic background and on the literature discussed</li> <li>• Students will be able to critically assess media reports</li> </ul>

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>This course contributes to</p> <ul style="list-style-type: none"> <li>• The knowledge of institutions, actors, decision-making processes and norms of the European Union in the field of the European Foreign and Neighbourhood Policy</li> <li>• The knowledge about specific theories and theoretic debates concerning the relations of the EU with third countries</li> <li>• The understanding of current research and academic debates in the field of CFSP and ENP</li> <li>• The understanding of research designs and methods of current research concerning the CFSP and ENP and the ability to assess them critically</li> <li>• The ability to set up research designs and conduct research in the area of CFSP and ENP, also by applying different methodological and theoretic approaches</li> <li>• The ability to write seminar papers according to academic standards</li> <li>• The ability to present complex research results, including the students' own research papers</li> </ul>														
<b>Expected prerequisite knowledge</b>	Students, registering for the course, have ideally completed the basic courses in European integration and international politics and have an understanding of the functioning of the European Union in matters of foreign relations and a knowledge in international relations theories.														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Participation in discussion</td><td>10%</td></tr> <tr> <td>Text presentation</td><td>15 %</td></tr> <tr> <td>Text critique and questions for discussions</td><td>10 %</td></tr> <tr> <td>Presentation of seminar paper</td><td>20 %</td></tr> <tr> <td>Seminar paper</td><td>45 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Participation in discussion	10%	Text presentation	15 %	Text critique and questions for discussions	10 %	Presentation of seminar paper	20 %	Seminar paper	45 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage														
Participation in discussion	10%														
Text presentation	15 %														
Text critique and questions for discussions	10 %														
Presentation of seminar paper	20 %														
Seminar paper	45 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>	Students are required to write an original paper and are not allowed to re-use papers already submitted for other courses.														
<b>Pre-Conditions for examination</b>	Students are required to present a theoretic approach taken from the literature provided to them and to present their own research results. Course attendance is obligatory (2 missed courses per semester allowed). They have to submit their papers until the given deadline (end of semester). Students have to fulfil all requirements, to receive a positive grade.														

**Teaching methods**

Activity	Percentage
1. <i>Ex cathedra</i>	30 %
2. Presentations	30 %
3. Discussions in plenum	20 %
4. Discussions in group	20 %
<b>Total</b>	<b>100 %</b>

Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade
Ex cathedra	Ex cathedra	20	Class attendance	List of class attendance (at least 80%)	Basic requirement
Discussion	General guidance; presentation of criteria for successful groupwork; outline of questions; discussion of results of group discussion	10	Group work, continuous presentation of group work status	Clearness of presentation; sufficient summary; ability to address main questions; ability to provide line of argument;	10%
Seminar paper	Discuss topic of paper; meet individually with students to discuss their topic and research question; help them with identification of review of literature; development of research plan	40	Development of a research plan for a topic related to the seminar; continuous writing, presentation and final finishing of paper.	Plan is detailed and realistic, ability to formulate research questions and implement research plan; ability to find, assess and address relevant literature; Completeness, consistency, accuracy; line of argument; ability to address literature	45%
Text critique and questions for discussion	Guidance for finding adequate questions; guidance for assessing and criticising academic texts	5			
Presentation of seminar paper	provide criteria for review; guidance of discussion in plenum of individual research; guidance on style of presentation	15	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	20%



<b>Course content</b>	The course addresses general question of the European Neighbourhood Policy, its functioning and the relevant institutional structures and actors. In particular it focuses on the countries of the Eastern Partnership and their situation in between the European Union and the Russian Federation. It thus also address the changes in the policy of the Russian Federation towards the near abroad and particular challenges of the recent years.	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	<b>Transformation of the Neighbourhood</b> The demise of the Soviet Union – Emergence of new state – CIS – End of the Cold War – a closer look at Belarus , Ukraine and Georgia	Fukuyma, Francis. „HAVE WE REACHED THE END OF HISTORY?“, 1989. <a href="http://bev.berkeley.edu/ipe/readings/Fukuyma%20(corrected).rtf">http://bev.berkeley.edu/ipe/readings/Fukuyma%20(corrected).rtf</a> . Wohlforth, William C. „Realism and the End of the Cold War“. <i>International Security</i> 19, Nr. 3 (1994): 91.
	<b>Russia 1992-2000</b> The transformation of the Russian political system – “Democracy” und Yeltsin – the economic crisis and state default 1998 – presidential candidates and the “family”	Breslauer, George W., und Catherine Dale. 1997. „Boris Yel’tsin and the Invention of a Russian Nation-State“. <i>Post-Soviet Affairs</i> 13 (4): 303–332. Kryshtanovskaya, Olga, und Stephen White. 2005. „The Rise of the Russian Business Elite“. <i>Communist and Post-Communist Studies</i> 38 (3): 293–307.
	<b>Russia 2000-2012</b> Putin I – who is Putin? – Economic stabilisation – political changes/ constitutional changes – the role of Medvedev	Balzer, Harley. 2003. „Managed Pluralism: Vladimir Putin’s Emerging Regime“. <i>Post-Soviet Affairs</i> 19 (3): 189–227. Treisman, Daniel. 2011. „Presidential popularity in a hybrid regime: Russia under Yeltsin and Putin“. <i>American Journal of Political Science</i> 55 (3): 590–609. Moshes, Arkady. 2003. „Russia’s European policy under Medvedev: how sustainable is a new compromise?“ <i>International Affairs</i> 88: 17–30.

<sup>2</sup> based on [EXCT-CP \* 25], here 6 are assumed

	<p><b>The European Union in a changing neighbourhood</b></p> <p>Reactions to the demise of the European Union – the PCAs – the development of the European Neighbourhood Policy – Special relations with Russia (Common Spaces, Partnership for Modernisation)</p>	<p>Smith, Karen E. 2005. „The outsiders: The European Neighbourhood Policy“. <i>International Affairs</i> 81 (4): 757–73.</p> <p>Leonard, Mark, und Nicu Popescu. 2007. <i>A Power Audit of EU-Russia Relations</i>. Policy Paper. London: European Council on Foreign Relations.</p>
	<p><b>The coloured revolutions</b></p> <p>Orange Revolution in Ukraine – rose revolution Georgia – reactions of the European Union – Russian reactions – European perspectives</p>	<p>Kubicek, Paul. 2007. „Ukraine and the European Neighborhood Policy: Can the EU Help the Orange Revolution Bear Fruit?“ <i>East European Quarterly</i> 41 (1): 1–23.</p> <p>Kuzio, Taras. 2005. „From Kuchma to Yushchenko Ukraine’s 2004 presidential elections and the Orange revolution“. <i>Problems of Post-Communism</i> 52 (2): 29–44.</p> <p>Zhurzhenko, Tatiana. 2005. „Europeanizing the Ukrainian-Russian border: From EU Enlargement to the “Orange revolution”“. <i>Debatte</i> 13 (2): 137–54.</p>
	<p><b>Russia 2012-2015</b></p> <p>Putin II – oppositional movements – constitutional and political changes – law on NGOs (foreign agents)</p>	<p>Kulhanek, Jakub. 2010. „The Fundamentals of Russia’s EU Policy“. <i>Problems of Post-Communism</i> 57 (5): 51–63.</p> <p>Lavrov, Sergey. 2013. „State of the Union Russia-EU: Prospects for Partnership in the Changing World: State of the Union“. <i>JCMS: Journal of Common Market Studies</i> 51 (September): 6–12.</p> <p>Monaghan, Andrew. 2013. „Putin’s Russia: shaping a ,grand strategy‘?“ <i>International Affairs</i> 89 (5): 1221–1236.</p>
	<p><b>Russia – EU – NATO</b></p> <p>Development of the relationship – co-operation Russia/NATO - NATO - Eastern enlargement</p>	<p>Blank, Stephen. 1998. „Russia, NATO Enlargement, and the Baltic States“. <i>World Affairs</i> 160 (3): 115–25.</p> <p>Brzezinski, Zbigniew. 2009. „An Agenda for NATO: Toward a Global Security Web“. <i>Foreign Affairs</i> 88 (5): 2–20.</p> <p>Pushkov, Alexei, und Miroslav Polreich. 1994. „Building a New NATO at Russia’s Expense from Alexei Pushkov“. <i>Foreign Affairs</i> 73 (1): 173.</p>

	<p><b>A disputed neighbourhood</b> The Eurasian Union – Changing Neighbourhood Policy - Deep and Comprehensive Trade Agreements</p>	<p>Braun, Aurel. 2012. „Resetting Russian–Eastern European Relations for the 21st Century“. <i>Communist and Post-Communist Studies</i> 45 (3-4): 389–400.</p> <p>Pardo Sierra, Oscar B. 2011. „No Man’s Land? A Comparative Analysis of the EU and Russia’s Influence in the Southern Caucasus“. <i>Communist and Post-Communist Studies</i> 44 (3): 233–243.</p> <p>Saivetz, Carol R. 2012. „The Ties That Bind? Russia’s Evolving Relations with Its Neighbors“. <i>Communist and Post-Communist Studies</i> 45 (3-4): 401–412.</p>
	<p><b>Understanding Ukraine</b> History of Ukraine – ethnic tensions – the special situation of Crimea – separatist movements – the Crimean Tatars</p>	<p>Kuzio, Taras. 2005. „Regime Type and Politics in Ukraine under Kuchma“. <i>Communist and Post-Communist Studies</i> 38 (2): 167–90.</p> <p>Kuzio, Taras. 2010. „Nationalism, Identity and Civil Society in Ukraine: Understanding the Orange Revolution“. <i>Communist and Post-Communist Studies</i> 43 (3): 285–96.</p> <p>Navari, Cornelia. 2014. „Territoriality, self-determination and Crimea after Badinter“. <i>International Affairs</i> 90 (6): 1299–1318.</p> <p>Wydra, Doris. 2013. „Inventing the Ukrainian Nation - Identity Building Between Dichotomies“. In <i>New Nation-states and national minorities</i>, herausgegeben von J. Danero Iglesias, J. Stojanović, und S. Weinblum. ECPR Studies in European Political Science. Essex: ECPR Press.: 59-77.</p>
	<p><b>The war in Ukraine</b> Course of events – Crimean Annexation – New Russia – the Civil War – European reaction; sanctions; questions for further relations with the neighborhood</p>	<p>Gromyko, Alexey. 2015. „Russia–EU Relations at a Crossroads: Preventing a New Cold War in a Polycentric World“. <i>Southeast European and Black Sea Studies</i> 15 (2): 141–49.</p> <p>Mearsheimer, John J. 2014. „Why the Ukraine Crisis Is the West’s Fault“. <i>Foreign Affairs</i> 93 (5): 77–89.</p> <p>Nováky, Niklas I.M. 2015. „Why so Soft? The European Union in Ukraine“. <i>Contemporary Security Policy</i> 36 (2): 244–66.</p>
<b>Mandatory literature</b>	See above.	
<b>Optional literature</b>	None.	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	Students participating in this course have the possibility to continue their studies on EU-Russia relations in the framework of the Austrian-Russian Summer School taking place in July at the University of Salzburg.	

**Joint MA in Political Science: Integration and Governance**  
**Module: European Integration**  
**Course: Common Foreign and Security Policy/European Security and Defence Policy**

<b>Course Title</b>	CFSP/ESDP			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Course</b>	Seminar			
<b>ECTS credits</b>	6 ECTS			
<b>Number of teaching hours</b>				
<b>Lecturers</b>	Lecturer from FAMA			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Sciences			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Basic Texts in European Integration			
<b>Recommended for semester</b>	3			
<b>Course description</b>	<p>The course starts primarily with the historical and chronological development of CFSP and its transformation into CFSP and ESDP, through conventional theoretical perspectives of IR and foreign policy, from the EPC to pillarization of the EU up to CSDP division from CFSP, including reform related to the policy treaty after treaty until the Lisbon treaty. Aside from realism and liberalism a particular attention will be given to constructivist perspective of CFSP. The main focus of the course is the CFSP/ESDP institutional, policy-making and political settings and their consistent reforms, the state-EU interaction in CFSP, the EU actorness at the world level, as well as the CFSP/ESDP capability to deal with past and current challenges at the regional and global level.</p>			
<b>Intended learning outcomes</b>	<p>After the completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the chronological formation and reform of CFSP/ESDP</li> <li>2. Identify the interest of member countries on the CFSP at different times</li> <li>3. Examine in critique way the CFSP from the theoretical perspective</li> <li>4. Illustrate and draw the institutional and decision making architecture of the CFSP/ESDP</li> <li>5. Debate, judge and evaluate the actorness of the EU at different settings</li> <li>6. Assess the effectiveness of the ESDP missions in various contexts</li> <li>7. Evaluate from the scientific perspective the European security strategies</li> </ol>			

<p>Contribution of this course to the learning outcomes of the module (or program)</p>	<p>The first LO of the course (<b><u>Explain the chronological formation and reform of CFSP/ESDP</u></b>) contributes to the LO of the module, specifically: <i>comprehensive knowledge on institutions, actors, decision-making processes, policy fields and norms of the European Union, including the functioning of the European multilevel system; knowledge about the specific theories and theoretic debates concerning European integration, political processes and interactions across different levels.</i></p> <p>The second LO of the course (<b><u>Identify the interest of member countries on the CFSP at different times</u></b>) contributes to the LO of the module, specifically: <i>comprehensive knowledge on institutions, actors, decision-making processes, policy fields and norms of the European Union, including the functioning of the European multilevel system; knowledge about the specific theories and theoretic debates concerning European integration, political processes and interactions across different levels; practical knowledge about the political processes at the EU level.</i></p> <p>The third LO of the course (<b><u>Examine in critique way the CFSP from the theoretical perspective</u></b>) contributes to LO of the module, specifically: <i>comprehensive knowledge on institutions, actors, decision-making processes, policy fields and norms of the European Union, including the functioning of the European multilevel system; to understand current research and academic debate in the field of European integration and to transfer their knowledge to other thematic areas; to analyse theoretic approaches critically and apply it to new political developments; to follow current political developments.</i></p> <p>The fourth LO of the course (<b><u>Illustrate and draw the institutional and decision making architecture of the CFSP/ESDP</u></b>) contributes to LO of the module, specifically: <i>comprehensive knowledge on institutions, actors, decision-making processes, policy fields and norms of the European Union, including the functioning of the European multilevel system; to analyse theoretic approaches critically and apply it to new political developments.</i></p> <p>The fifth LO of the course (<b><u>Debate, judge and evaluate the actorness of the EU at different settings</u></b>) contributes to the LO of the module, specifically: <i>to understand current research and academic debate in the field of European integration and to transfer their knowledge to other thematic areas; to individually set up a research design and to conduct research within the area of European integration and to apply the different methodological and theoretical approaches; to write seminar papers according to academic standards; to cooperate with others (promoting a regional and international co-operation model) and to conduct research projects together; to connect research and practice and to implement practice-oriented research projects.</i></p> <p>The sixth and seventh LO of the course (Assess the effectiveness of the ESDP missions in various contexts &amp; Evaluate from the scientific perspective the European security strategies) contributes to the LO of the module, specifically: <i>to all Los of competences and skills levels.</i></p>
<p>Expected prerequisite knowledge</p>	

Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>5%</td></tr><tr><td>Midterm</td><td>30 %</td></tr><tr><td>Final Exam</td><td>40 %</td></tr><tr><td>Paper</td><td>25 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>						Activity	Percentage	Active Participation	5%	Midterm	30 %	Final Exam	40 %	Paper	25 %	Total	100 %
	Activity	Percentage																
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	Paper	25 %																
Total	100 %																	
Specific requirements	None.																	
Pre-Conditions for examination	Basic Texts in European Integration.																	
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. Lectures</td><td>70 %</td></tr><tr><td>2. Paper</td><td>25 %</td></tr><tr><td>3. Participation</td><td>5 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>						Activity	Percentage	1. Lectures	70 %	2. Paper	25 %	3. Participation	5 %	Total	100 %		
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	1. Lectures	70 %																
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	3. Participation	5 %																
	Total	100 %																
	Assignment/ Activity	Teachingactivity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade												
Lectures	Teaching	110	Class lectures	Exams, final and midterm	70%													
Paper	General guidance; paper writing	40	Group or individual work,	Scineitific level of the paper	25%													
Active participation	Students should be active in class	10	Raising questions debating, etc.	Quality of argumentation	5%													
Total		150 h <sup>3</sup>			100 %													
Course content	The course covers the chronological formation and reformation and development of CFSP and its division into ESDP. The course will look at CFSP from international relations approaches. The main content of the course is: Transformation and development from EPC to CFSP; pillarization and CFSP; reforms introduced from Amsterdam to Lisbon and beyond; theories perspectives of IR/foreign policy and CFSP; institutional settings of CFSP/ESDP; Actorness of the EU at world level; European security strategy; ESDP civilian and military missions, and EEAS.																	
List of contents/topics	Topic			Required reading														
	Topic 1: chronological development of CFSP/ESDP			Kaunert, Keukeleire														
	Topic 2: EU pillarisation and CFSP			Gordon, Gross														
	Topic 3: reforms introduced from Amsterdam to Lisbon			Menon														
	Topic 4: CFSP from IR/Foreign policy theoretical approaches			Howorth														
	Topic 5: Actorness of the EU at world level			Kaunert														
	Topic 6: CFSP/ESDP and European security strategies			Hofmann														
	Topic 7: ESDP civilian missions			Howorth														

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 7: ESDP military missions	Howorth
	Topic 8: EEAS	Duke, Adler-Nissen
	Topic 9: Future prospects of CFSP/ESDP	
<b>Mandatory literature</b>	<p>Kaunert, Z. and Zowski, K. The EU as a global security actor: A comprehensive analysis beyond CFSP and JHA. Palgrave studies in European Union politics, 2013</p> <p>Stephanie Hofmann. European Security in NATO's Shadow: Party Ideologies and Institution Building. Cambridge : Cambridge University Press, 2013</p> <p>Jolyon Howorth. Security and Defence in the European Union. Houndmills: Palgrave, 2007</p> <p>Stephan Keukeleire and Jennifer MacNaughtan. The Foreign Policy of the European Union. Houndmills: Palgrave, 2008. Frédéric Mérand</p> <p>European Defence Policy: Beyond the Nation State. Oxford: Oxford University Press, 2008</p> <p>Philip Gordon, 1998, "Europe's Uncommon Foreign Policy," International Security, 11 27-74</p> <p>Anand Menon, 2011, "European Defence Policy from Lisbon to Libya", Survival, 53:3, 75-90</p> <p>Simon Duke, 2009, "Providing for European-Level Diplomacy after Lisbon: The Case of the European External Action Service", The Hague Journal of Diplomacy, 4:2, 211 – 233</p> <p>Rebecca Adler-Nissen, 2014, "Symbolic Power in European Diplomacy: The Struggle Between National Foreign Services and the EU's External Action Service," Review of International Studies</p> <p>Xymena Kurowska and Benjamn Tallis. 2009. "EU Border Assistance Mission to Ukraine and Moldova – Beyond Border Monitoring?" European Foreign Affairs Review. 14:1, 47–64</p> <p>Eva Gross. 2009. The Europeanization of National Foreign Policy. Continuity and Change in European Crisis Management. Houndmills: Palgrave. Chap. 2</p>	
<b>Optional literature</b>	None	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

**Joint MA in Political Science: Integration and Governance**  
**Module: European Integration**  
**Course: EU Governance and Policy Making**

<b>Course Title</b>	EU governance and policy making			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	150			
<b>Lecturers</b>	Lecturer from FAMA			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Sciences			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Course Basic Texts in European Integration			
<b>Recommended for semester</b>	3			
<b>Course description</b>	<p>The course covers the policy making process at, actors involved, resources and policy context at the EU level, including its interaction to other sub EU levels of policy making. It goes throughout policy making cycle at all steps involved in the policy process. First it starts with the EU policy making models, governance structure, institutions involved and decision making mechanisms at multi level governance, going down to the EU particular policies. Specific attention will be given to the level of integration at each policy covered, highlighting the structure of power distribution from the EU to the local level, and in between, in order to have clear picture of where do the decision making power actually relays, and of dynamics of integration reflected at the EU public policy making process and politics.</p>			
<b>Intended learning outcomes</b>	<p><b>After the completion of the course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. distinguish various levels of EU policy making process</li> <li>2. evaluate the role of institutions and actors involved at various levels of multi level governance and policy making in the EU</li> <li>3. discuss in critique way EU-member states and actors' interaction in policy making process</li> <li>4. asses and evaluate particular policies and programmes at the EU level in scientific way in terms of actors involved, policy context and resources, as well as results and outputs</li> <li>5. analyse and follow the monitoring process of the EU public policies</li> <li>6. sense the interests struggle and policy context at each stage of policy making</li> </ol>			



<p>Contribution of this course to the learning outcomes of the module (or program)</p>	<p>The first LO of the course contributes to LO of the module at the level of knowledge, specifically: <i>comprehensive knowledge on institutions, actors, decision-making processes, policy fields and norms of the European Union, including the functioning of the European multilevel system; knowledge about the specific theories and theoretic debates concerning European integration, political processes and interactions across different levels; practical knowledge about the political processes at the EU level.</i></p> <p>The second and fourth LO of the course (<u>evaluate the role of institutions and actors involved at various levels of multi level governance and policy making in the EU</u>) contributes to the LO of the module at the level of skills, particularly: <i>to connect research and practice and to implement practice-oriented research projects; to analyse theoretic approaches critically and apply it to new political developments; to follow current political developments; to apply the knowledge acquired throughout the programme concerning the processes within institutions and the competences of different actors.</i></p> <p>The third LO of the course (<u>discuss in critique way EU-member states and actors' interaction in policy making process</u>) contributes to the LO of the module, specifically: <i>practical knowledge about the political processes at the EU level; to analyse theoretic approaches critically and apply it to new political developments; to follow current political developments; to apply the knowledge acquired throughout the programme concerning the processes within institutions and the competences of different actors; to understand current research and academic debate in the field of European integration and to transfer their knowledge to other thematic areas.</i></p> <p>The fourth LO of the course (<u>asses and evaluate particular policies and programmes at the EU level in scientific way in terms of actors involved, policy context and resources, as well as results and outputs</u>) contributes to the LO of the module, specifically: <i>to individually set up a research design and to conduct research within the area of European integration and to apply the different methodological and theoretical approaches; to write seminar papers according to academic standards; to cooperate with others (promoting a regional and international co-operation model) and to conduct research projects together to present complex research results, including the results of their own research projects.</i></p> <p>The fifth LO of the course (<u>analyse and follow the monitoring process of the EU public policies</u>) contributes to the LO of the module, specifically: <i>to cooperate with others (promoting a regional and international co-operation model) and to conduct research projects together to present complex research results, including the results of their own research projects; to apply the knowledge acquired throughout the programme concerning the processes within institutions and the competences of different actors; to connect research and practice and to implement practice-oriented research projects; to follow current political developments.</i></p> <p>The sixth LO of the course (<u>sense the interests struggle and policy context at each stage of policy making</u>) contributes to the LO of the module, specifically: <i>to grasp political and social problems concerning European integration, to develop practical strategies for solutions and to bring them into the public debate; to follow current political developments.</i></p> <p>LO1 contributes to LO1 of knowledge at module level.  LO2 contributes to LO3-LO4 of knowledge, LO1-LO4 of competences, LO1-LO3 of skills.  LO3 – LO6 contributes to LO1-LO4 of competences, LO1-LO3 of skills.</p>
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Expected prerequisite knowledge	None																																																		
Assessment methods	<table><tr><th colspan="2">Activity</th><th>Percentage</th></tr><tr><td colspan="2">Active Participation</td><td>5%</td></tr><tr><td colspan="2">Research paper</td><td>40 %</td></tr><tr><td colspan="2">Final Exam</td><td>40 %</td></tr><tr><td colspan="2">Presentation of the research paper</td><td>15 %</td></tr><tr><td colspan="2">Total</td><td>100 %</td></tr></table>						Activity		Percentage	Active Participation		5%	Research paper		40 %	Final Exam		40 %	Presentation of the research paper		15 %	Total		100 %																											
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Course content	The course is divided into parts, the first part includes the teaching part and the second one which is the empirical one, where students are expected to focus on a specific policy of the EU and study it through the research papers, in order to apply theoretical, institutional, decision and policy making knowledge, addressed at the first part of the course. The course mainly includes theories of integration; EU policy making models; Governance structure, Institutions and decision-making; Actors, interests, context, resource; Europeanization; CAP; Single market; Cohesion policy; CFSP/ESDP; Environmental policy; Enlargement and neighbourhood policy; Trade policy.																																																		
List of contents/topics	Topic			Required reading																																															
	Topic 1: Theories of European Integration			Wallace et. al.																																															
	Topic 2: The EU policy making models			Wallace et. al. & Dinan																																															
	Topic 3: The EU governance structure, institutions and decision making			Nugent																																															

	Topic 4: Actors, interests, context, resources of policies at the EU	Nugent
	Topic 5: Europeanisation	Dinan
	Topic 6: CAP	Wallace, Bache
	Topic 7: Single market	Cini et. al., Wallace
	Topic 8: Cohesion policy	Wallace, Nugent
	Topic 9: CFSP/ESDP	Cini et. al.
	Topic 10: Enlargement and neighbourhood policy	Dinan
	Topic 11: Trade policy	Wallace et. al.
<b>Mandatory literature</b>	<p>Helen Wallace/Mark A. Pollack/Alasdair R. Young (eds.): <i>Policy-Making in the European Union</i>. 6<sup>th</sup> ed. Oxford: Oxford UP 2010.</p> <p>Neill Nugent: <i>The Government and Politics of the European Union</i>. 7<sup>th</sup>ed. Basingstoke: Palgrave Macmillan 2010.</p> <p>Desmond Dinan: <i>Origins and Evolution of the European Union</i>. Oxford: OUP 2006.</p> <p>Ian Bache/Stephen George/Simon Bulmer: <i>Politics in the European Union</i>. 3<sup>rd</sup>ed. Oxford: Oxford UP 2011.</p> <p>Michelle Cini et al. (eds.): <i>European Union Politics</i>. 4<sup>th</sup> ed. Oxford: Oxford UP 2013.</p>	
<b>Optional literature</b>		
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

## Form for the description of euroPS-courses (Syllabus)

<b>Course Title</b>	Discussing Europe / Current Issues in EU Politics			
<b>Course Number</b>	TBA			
<b>Module</b>	European Integrations			
<b>Type of Courses</b>	Optional			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60			
<b>Lecturer</b>	Adnan Huskic			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Political Science and International Relations, SSST, Sarajevo, BiH			
<b>Curricula</b>				
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Second year status within the programme			
<b>Recommended for semester</b>	[3, 4]			
<b>Course description</b>	<p>This is an advanced course dealing with current issues EU politics. As a dynamic governance and policy structure, the EU is constantly faced with new and previously unanticipated challenges. From the ongoing sovereign debt crisis, migration and refugee crisis, to various EU and state-hood contesting claims (referenda), to resurgent Russia and heightened terrorism threat. Important element are certainly also the relations with Western Balkans countries in the process of Enlargement and/or ENP policy</p> <p>Goal of this course is to improve analytic skills of students through practical individual and group work analyses, and to equip them to undertake such analyses in a scientifically rigorous manner.</p>			
<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li>• Students acquire detailed knowledge of empirical political and policy analysis</li> <li>• Students understand the processes in the EU and the position of the EU in global context</li> <li>• Students are able to set up an advanced research framework</li> <li>• Students are able to undertake scientifically grounded individual and group policy and political analyses</li> <li>• Students are able to present the results of research in a comprehensive and understandable way depending on the audience</li> </ul>			
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<ul style="list-style-type: none"> <li>• CLO1 contributes to MLO2</li> <li>• CLO2 contributes to MLO1</li> <li>• CLO3 contributes to MLO5, 6, 8</li> <li>• CLO4 contributes to MLO7, 10</li> <li>• CLO5 contributes to MLO9</li> </ul>			

<b>Expected prerequisite knowledge</b>	<p>Generally good understanding of EU, its history and institutional setup, and policy, actors and processes.</p> <p>Good understanding of decision-making processes in the EU as a multi-level structure.</p> <p>Generally good understanding of the position of the EU in global setting. Good understanding of the norms and values underpinning EU's actions in the world.</p>												
<b>Assessment methods</b>	<p>[Example, table can be used:</p> <table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Policy paper</td><td>20 %</td></tr> <tr> <td>Blog entry</td><td>15 %</td></tr> <tr> <td>Paper (Individual research)</td><td>25 %</td></tr> <tr> <td>Final exam</td><td>40 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Policy paper	20 %	Blog entry	15 %	Paper (Individual research)	25 %	Final exam	40 %	<b>Total</b>	<b>100 %</b>
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<b>Specific requirements</b>	Original												
<b>Pre-Conditions for examination</b>	80 % class attendance and submission of at least one more assignment aside from the exams.												

Teaching methods	There are different teaching methods used, being inter-linked among themselves:																																								
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Course content	Given the fact that the course attempts to tackle topics of contemporary nature it will have to strongly rely on unconventional sources of information and basic texts. Students will have to consult exhaustively current analyses, primary documents																																								

<sup>5</sup> based on [EXCT-CP \* 25], here 6 are assumed

List of contents/topics	Topic	Required reading
	1. Dynamic nature of European integrations – Challenges and adaptations	Leonard, Mark. Connectivity Wars, (2016)
	2. Migration and refugee crisis	de Borja Lasheras, Francesco. Return to instability: How migration and great power politics threaten the Western Balkans, (2016)
	3. Euroscepticism, nationalism, and statehood	Torreblanca, José Ignacio. Leonard, Mark. The continent-wide rise of Euroscepticism, (2013)  Witney, Nick. Brexit to nowhere: The foreign policy consequences of “Out”, (2015)  Leonard, Mark. The British problem and what it means for Europe, (2015)
	4. Resurgent Russia	Gressel, Gustav. Russia’s quiet military revolution and what it means for Europe (2015)  Rogov, Kiril. Can “Putinomix” survive?, (2015)
	5. Terrorism	Menon, Anand. Witney, Nick: What price European defence? (2015)  Salih, Cale. Turkey, the Kurds and the fight against Islamic State (2015)
	6. Enlargement	Bechev, Dimitar. Turkey’s illiberal turn (2014)

	7. Future of the EU in global context	<p>Dennison, Susi. Witney, Nick. Europe's Neighbourhood: Crisis as the new normal (2015)</p> <p>Dworkin, Anthony. Surveillance, privacy, and security: Europe's confused response to Snowden (2015)</p> <p>Dennison, Susi, Gowan, Richard. Kundnani, Hans. Leonard, Mark. Witney, Nick. Why Europe needs a new global strategy (2013)</p>
<b>Mandatory literature</b>	Brians, Craig Leonard. Willnat, Lars. Manheim, Jarol. Rich, Richard. Empirical Political Analysis. (2010). Routledge	
<b>Optional literature</b>	<p>Leonard, Mark. Connectivity Wars, (2016)</p> <p>de Borja Lasheras, Francesco. Return to instability: How migration and great power politics threaten the Western Balkans, (2016)</p> <p>Torreblanca, José Ignacio. Leonard, Mark. The continent-wide rise of Euroscepticism, (2013)</p> <p>Witney, Nick. Brexit to nowhere: The foreign policy consequences of "Out", (2015)</p> <p>Leonard, Mark. The British problem and what it means for Europe, (2015)</p> <p>Gressel, Gustav. Russia's quiet military revolution and what it means for Europe (2015)</p> <p>Rogov, Kiril. Can "Putinomix" survive?, (2015)</p> <p>Menon, Anand. Witney, Nick: What price European defence? (2015)</p> <p>Salih, Cale. Turkey, the Kurds and the fight against Islamic State (2015)</p> <p>Bechev, Dimitar. Turkey's illiberal turn (2014)</p> <p>Dennison, Susi. Witney, Nick. Europe's Neighbourhood: Crisis as the new normal (2015)</p> <p>Dworkin, Anthony. Surveillance, privacy, and security: Europe's confused response to Snowden (2015)</p> <p>Dennison, Susi, Gowan, Richard. Kundnani, Hans. Leonard, Mark. Witney, Nick. Why Europe needs a new global strategy (2013)</p>	



<b>Scheduled dates</b>	See above
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	n/a

**Joint MA in Political Science: Integration and Governance**  
**Module: European Integration**  
**Course: Political Parties and Elections in the EU**

<b>Course Title</b>	Political Parties and Elections in the EU			
<b>Course Number</b>	TBA			
<b>Module</b>	European Integrations			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60			
<b>Lecturers</b>	Adnan Huskić			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Political Science and International Relations, SSST University, Sarajevo, BiH			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Second year status within the programme; Course Basic Texts in European Integration			
<b>Recommended for semester</b>	3, 4			

<b>Course description</b>	<p>An important segment of EU politics are democratic institutions and processes. Critics of EU are permanently pointing out that EU has grown to be distant, undemocratic and unaccountable. As a result, most efforts to broaden and deepen the EU integrations in subsequent treaty revision have sought to increase the democratic credentials of the EU. In this sense, the most important segment was increase in powers of the only directly elected (and only democratic) institution on the EU level, the European Parliament. Its evolution is closely linked with the process of European integration. Development of political parties represented on the EU level is inextricably linked with the development of the EP. Today, European parties are surprisingly coherent and homogenous grouping on the EU level and more often than not drivers of further integration.</p> <p>Direct European elections since 1973 are still considered “second grade” elections in most European countries. This fact along with specific voting patterns produces interesting political dynamics on the European level. Issues such as rise of extreme parties, “European” electoral issues, declining voter participation, party and voters’ influenced policy direction in EU, party behaviour and cooperation, vertical and horizontal communication.</p> <p>Course consist of a detailed and systematic insight into the way political parties and elections in the EU function and the way they relate to parties and elections on national and sub-national levels. Using advanced research methodology, students are expected to demonstrate an in-depth knowledge of the EU party politics and electoral processes.</p>														
<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li>• Students understand the inner workings and dynamics of European party politics and the electoral processes on multiple levels in Europe</li> <li>• Students are able to conduct design, conduct, and present individual research</li> <li>• Students are able to analyse, synthesise, and interpret complex events related to European party politics and electoral processes</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<ul style="list-style-type: none"> <li>• CLO1 contributes to MLO1, 2</li> <li>• CLO2 contributes to MLO6, 7, 8</li> <li>• CLO3 contributes to MLO7, 8, 9</li> </ul>														
<b>Expected prerequisite knowledge</b>	<p>Good knowledge of history, institutions, actors and procedures on various levels in Europe.</p> <p>Good knowledge of party politics and elections in general and especially the role of parties and party politics and elections in the EU.</p>														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Mid-term exam</td><td>30 %</td></tr> <tr> <td>Final exam</td><td>40 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Analytical Paper</td><td>20 %</td></tr> <tr> <td>Total</td><td>100 %</td></tr> <tr> <td>Activity</td><td>Percentage</td></tr> </tbody> </table>	Activity	Percentage	Mid-term exam	30 %	Final exam	40 %	Presentation	10 %	Analytical Paper	20 %	Total	100 %	Activity	Percentage
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Assignment/ Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade																														
Ex cathedra	Ex cathedra	75	Exams	Classical examination (written)	50 %																														
Debates	Discuss the current situation in the EU party politics and elections	30	Group work, debate, reasoning, etc.	Preparative material, eloquence, argument	20%																														
Analytical paper	An analysis of the EU party politics and elections	45	Written work	Consistency, clarity, argumentation, analysis, etc.	30%																														
Total		150 h <sup>6</sup>			100 %																														
Course content	<ol style="list-style-type: none"><li>1. Development of democracy in the EU</li><li>2. European Parliament before 1973</li><li>3. 1973 and beyond</li><li>4.</li></ol>																																		
List of contents/topics	Topic			Required reading																															
	Development of democracy in Europe			Hix, Noury, Roland (2007), van der Brug, van der Eijk (2007)																															
	Democracy, transactions costs, and political parties			Hix, Noury, Roland (2007)																															

<sup>6</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Ideological, not territorial policy	Hix, Noury, Roland (2007)
	Participation / European and national elections	Hix, Noury, Roland (2007), van der Brug, van der Eijk (2007)
	European elections and losses by governing parties	van der Brug, van der Eijk (2007)
	Agenda-setting and cohesion	Hix, Noury, Roland (2007)
	Trends in party-cohesion	Hix, Noury, Roland (2007)
	Who controls MEPs?	Hix, Noury, Roland (2007)
	Competition and coalition formation	Hix, Noury, Roland (2007)
	Dimensions of Politics	Hix, Noury, Roland (2007)
	Political parties and Euro-scepticism	Topaloff (2012)
	Rise of right in the EU	
<b>Mandatory literature</b>	<p>Hix, Simon. Noury, Abdul G.. Roland, Gerard. <b>Democratic Politics in the European Parliament</b>. (2007). Cambridge University Press</p> <p>van der Brug, Wouter. van der Eijk, Cees eds.. <b>European Elections and Domestic Politics: Lessons from the Past and Scenarios for the Future</b>. (2007).</p>	

<p><b>Optional literature</b></p>	<p>Topaloff, Liubomir K.. (2012) Political Parties and Euroscepticism. Palgrave Studies in European Union Politics</p> <p>Dandoy, Régis, Schakel, Arjan H. (eds.). Regional and National Elections in Western Europe: Territoriality of the Vote in Thirteen Countries. (2013) The Comparative Territorial Politics Series</p> <p><a href="http://www.votewatch.eu/">http://www.votewatch.eu/</a></p> <p>European Election Studies (EES/GESIS)</p> <p>European Election Database (NSSDS)</p> <p>Constituency-Level Elections Archive (CLEA)</p> <p>EUDO data on European democracy (EUI)</p> <p>Dataset of Electoral Volatility and its Internal Components in Western Europe</p> <p>Electoral data archive (ICPSR)</p> <p>Parliament and Government Composition Database (Bremen)</p> <p>Chapel Hill Expert Surveys</p> <p>Manifesto Project Database (WZB)</p> <p>Inter-Parliamentary Union data (IPU)</p> <p>Psephos (Melbourne)</p> <p>Comparative Study of Electoral Systems (CSES/GESIS)</p> <p>Political Data Yearbook interactive (ECPR)</p> <p>The Party Government Data Set (PGDS)</p> <p>Party Systems and Governments Observatory (beta)</p> <p>Campaign finance data (DIME/Stanford)</p>
<p><b>Scheduled dates</b></p>	<p>TBA</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>

**Joint MA in Political Science: Integration and Governance**  
**Module: European Integration**  
**Course: Constitutional Law of the European Union**

<b>Course Title</b>	Constitutional Law of the European Union			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	1			
<b>Assistant lecturers</b>	1			
<b>Department</b>	Faculty of Law, University for Business and Technology			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E			
<b>Entry level criteria</b>	Course Basix Texts in European Integration			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>The course describes, analyses, and critically discusses the constitutional law of the European Union. The course follows a two-part structure. The <b>first part</b> of the course aims at clarifying the relationship between the national legal orders and EU law. It analyses the nature and application of the principles of supremacy, direct effect and effet utile and the reception of EU law in the legal orders of the Member States while contrasting the process of European integration with the experience derived from other federal systems. The <b>second part</b> of the course will focus on the most topical and/or controversial items of EU constitutional development, such as the legal personality of the EU, the contents of the principles of democracy and accountability, the protection of fundamental rights and the relationship between the EU and the ECHR, citizenship of the Union and the "horizontal" invocability of EU legal instruments.</p>			

<b>Intended learning outcomes</b>	<p>After completion of the course students will be able:</p> <ul style="list-style-type: none"> <li>• to deepen students' knowledge and understanding of the EU institutional structure, building on the basic course on European and international law in the Bachelor of Laws</li> <li>• to make students understand the interaction between national and EU law and the way they interact in a multi-layered legal order, in particular with regard to transversal domains of the law, such as fundamental rights</li> <li>• to teach students accurately to describe problems of EU constitutional and institutional law or relating to the interaction between EU and national law</li> <li>• to make students familiar with the different legal sources in the field of EU law, including their genesis, legal value and hierarchy</li> <li>• to teach students to come to a substantiated, critical analysis of these sources, in light of the multi-layered constitutional framework of the EU legal order</li> </ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>This course contributes to</p> <ul style="list-style-type: none"> <li>• The knowledge of EU law, actors, decision-making processes and legal basics of the European Union</li> <li>• The knowledge of specific aspects related with the ways how to invoke EU Law, protection of fundamental rights.</li> <li>• The knowledge how to read and use Case Law of CJEU</li> </ul>										
<b>Expected prerequisite knowledge</b>	Students should have a basic knowledge of the EU Law										
<b>Assessment methods</b>	<p>[Example, table can be used:</p> <table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>15%</td></tr> <tr> <td>Final Exam (open book exam)</td><td>80 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table> <p>]</p>	Activity	Percentage	Active Participation	15%	Final Exam (open book exam)	80 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
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Active Participation	15%										
Final Exam (open book exam)	80 %										
Attendance	5 %										
<b>Total</b>	<b>100 %</b>										
<b>Specific requirements</b>	None										
<b>Pre-Conditions for examination</b>	None										



Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>60 %</td></tr><tr><td>2. Discussions</td><td>20 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	60 %	2. Discussions	20 %	3. Guest lecturers	10 %	4. Case studies	10 %	<b>Total</b>	<b>100 %</b>				
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Assignment/ Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade													
Ex cathedra	Ex cathedra	25	Class attendance	List of class attendance (at least 80%)	Basic requirement													
Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	20	Group work, continuous presentation of group work status	Clearness of presentation; sufficient summary; ...	20%													
Seminar paper	Discuss topic of paper; review of ongoing work (when posted to Moodle), ..	50	Continuous writing, presentation (Moodle) and final finishing of paper.	Completeness, consistency, accuratness, ... of the text.	40%													
Review of other's papers	Provide criteria for the review	30	Continuous review of two colleagues papers (when-ever posted to Moodle) following given criteria.	Completeness, usefulness, ... of review	20%													
Research plan	General guidance; provide criteria for review	25	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	20%													
<b>Total</b>		<b>150 h<sup>7</sup></b>			<b>100 %</b>													
Course content																		
List of contents/topics	Topics			Required reading														
	Topic 1: The structure of the EU																	
	Topic 2: <i>Division of competences between the EU and its Member States</i>																	
	Topic 3: <i>How to read the “CJEU Case Law”</i>																	

<sup>7</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 4: <i>Institutional Balance and Division of Powers between the Institutions</i>	
	Topic 5: <i>Transparency, Accountability and Democracy</i>	
	Topic 5: <i>EU Legal Instruments</i>	
	Topic 6: <i>Ways to invoke EU Law</i>	
	Topic 7: <i>Ways to invoke EU Law (continued)</i>	
	Topic 8: <i>Union and State Liability</i>	
	Topic 9: <i>Fundamental Rights in the EU</i>	
	Topic 10: <i>Fundamental Rights in the EU (Continued)</i>	
	Topic 11: <i>Citizenship of the EU</i>	
	Topic 12: <i>Equal Treatment</i>	
	Topic 13: <i>The relationship between the Treaties and the Constitutions of the Member States</i>	
	Topic 14: <i>Role of national parliaments and Devolved Authorities</i>	
	Topic 15: <i>External relations of the EU</i>	
<b>Mandatory literature</b>	Textbook: LENAERTS, Koen dhe VAN NUFFEL, Piet 'Constitutional <i>Law of the European Union</i> ', Sweet Maxwell, Third Edition (2011).  Reader with cases and materials	
<b>Optional literature</b>	Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union [2012] OJ C326/1.	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.	

**Joint MA in Political Science: Integration and Governance**  
**Module: European Integration**  
**Course: Interest Groups and Lobbying in the EU**

<b>Course Title</b>	Interest groups and lobbying in the EU			
<b>Course Number</b>	TBA			
<b>Module</b>	European integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Aneta Cekik			
<b>Assistant lecturers</b>				
<b>Department</b>	Institute for sociological, political and juridical research			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Course Basic Texts in EU Integration			
<b>Recommended for semester</b>	3, 4			

<b>Course description</b>	<p>This course focuses on the role of interest groups in EU policy-making. Aside from formal institutions, large variety of actors is involved in the creation of EU policies including business associations, professional associations, trade unions, NGOs and many others. These interest groups provide technical and political information to policy makers and help in implementation of public policy. In exchange for information, interest groups gain access and possibilities to influence politics in their preferred direction. Thus, relevant questions as to which types of interests are able to mobilize and act at EU level and to influence public policies are raised. What are the lobby targets of interest groups? Are there cross national differences in the lobbying activities of interest groups? What are the implications for EU democracy- do interest groups enhance or undermine democratic legitimacy in the EU? Focusing on these and similar questions students of this course will gain knowledge and ability to use theoretical and methodological tools to analyze interest group activity in the EU multilevel system.</p> <p>Contents of the course:</p> <p>Theoretical approaches in the study of interest groups in the EU  Interest groups population in the EU- types and numbers of interests engaged in EU lobbying  Lobbying the EU institutions (European Commission, European Parliament, Council of the EU, European court of justice)  IGs access and strategies- empirical research findings  National route vs. direct lobbying in Brussels/Multilevel governance and interest groups  Europeanization of interest groups  Which groups are more influential in the EU?  Democracy and interest groups in the EU/Transparency and legitimacy of EU lobbying</p>
<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li>• Ability to systematize theoretical and empirical knowledge on interest groups activity in the EU</li> <li>• Knowledge on the political process in the EU, through the activity of interest groups and their interaction with political institutions</li> <li>• Understand the research design and the methods of current research of interest groups in a multilevel system</li> <li>• Ability to individually set up a research design and to conduct research within the area of interest groups and lobbying</li> <li>• The ability to write seminar papers according to academic standards and to give policy recommendations ("speaking to practice")</li> <li>• The ability to present research results, including the results of their own research projects</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The contribution of this course to the module consists of:</p> <p>In depth knowledge of the activities of interest groups as a type of political actor in EU politics;</p> <p>Practical knowledge on the decision making process in the EU through the analysis of case studies;</p> <p>Ability to analyse political behaviour of national political actors in a multilevel system.</p>
<b>Expected prerequisite knowledge</b>	<p>Basic texts in European integration.</p>

Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>20%</td></tr><tr><td>Final Exam</td><td>60 %</td></tr><tr><td>Paper (Essay, Research)</td><td>20 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>	Activity	Percentage	Active Participation	20%	Final Exam	60 %	Paper (Essay, Research)	20 %	Total	100 %																																						
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Total		150 h <sup>8</sup>			100 %																																												
Course content	The course covers theoretical topics on the role of interest groups in EU politics and research approaches in their study.																																																

<sup>8</sup> based on [EXCT-CP \* 25], here 4 are assumed

List of contents/topics	Topic	Required reading
	Theoretical approaches in the study of interest groups in the EU	Eising (2008); Chapter 1 of Coen and Richardson (eds.) (2009)
	Interest groups population in the EU- types and numbers of interests engaged in EU lobbying	Wonka et al. (2010); Chapter 1 of Coen and Richardson (eds.) (2009); Berkhout, J. and D. Lowery (2008)
	Lobbying of EU institutions (European Commission, European Parliament, Council of the EU, European court of justice)	Bowen, 2009 (ch.2 of Coen and Richardson (eds.)); Lehman, 2009 (ch.3 of Coen and Richardson (eds.)); Heyes-Renshaw, 2009 (ch.4 of Coen and Richardson (eds.)); McCown, 2009 (ch.5 of Coen and Richardson (eds.)).
	IGs access and strategies- empirical research findings	Beyers, 2002; Eising 2007; Dür and Mateo, 2013
	National route vs. direct lobbying in Brussels- Multilevel governance and interest groups	Beyers and Kerremans, 2012; Dür and Mateo, 2012
	Europeanization of interest groups (in old and newer member states)	McCaley, 2011; Dur and Mateo, 2014; Borzel and Byzogany, 2010
	Which groups are more influential in the EU?	Dür and Di Bievre, 2007 Klüver, 2013 (chapter 7) Dür, Bernhagen and Marshall, 2015
	Democracy and interest groups in the EU/Transparency and legitimacy of EU lobbying- newest developments	Greenwood, 2011a (chapter 3), Greenwood, 2011b

# Mandatory literature

Coen David, Richardson Jeremy, (eds.) (2009) *Lobbying in the European Union: Institutions, Actors and Issues*. Oxford University Press. (selected chapters).

Wonka Arndt, Baumgartner Frank R, Mahoney Christine and Berkhout Joost (2010) Measuring the size and scope of the EU interest group population, *European Union Politics* Vol. 11 (3): 463-476.

Dür A., De Bievre D., (2007) Inclusion without Influence? NGOs in European Trade Policy, *Journal of Public Policy*, Vol. 27, No. 1, pp. 79-101

Dür Andreas and Mateo Gemma (2012) Who Lobbies the European Union? National Interest Groups in a Multilevel Polity. *Journal of European Public Policy* Vol. 19(7): 969-987.

Dür A. and Mateo G. (2013) Gaining access or going public? Interest group strategies in five European countries. *European Journal of Political Research* Vol. 52(5): 660-686.

Dür, A, and Matteo, G. (2014) The Europeanization of interest groups: Group type, resources and policy area. *European Union Politics* Online first, 06 May 2014.

Dür, A, Bernhagen P. and Marshall D. (2015) Interest groups success in the European Union: when (and why) does business lose? *Comparative political studies*, Vol. 48 (8): 951-983.

Eising, Reiner (2008) Interest groups in EU policy making, *Living Reviews in European Governance*, Vol. 3, 2008, No. 4. [Online Article] [08.03.2010], <http://www.livingreviews.org/lreg-2008-4>

Eising, Reiner (2007) Institutional Context, Organizational Resources and Strategic Choices: Explaining Interest Groups Access to the European Union". *European Union Politics* 8 (3): 329-362

Berkhout, J. and D. Lowery (2008) Counting organised interests in the European Union: A comparison of data sources, *Journal of Public Policy*, 15(4): 489–513

Beyers J. (2002) Gaining and seeking access: The European adaptation of domestic interest associations. *European Journal of Political Research* Vol. 41(5): 585-612.

Beyers, J., Kerremans B., (2012) Domestic Embeddedness and the Dynamics of Multilevel Venue Shopping in Four EU Member States. *Governance: An International Journal of Policy, Administration, and Institutions* 25 (2): 263-290.

McCauley, D. (2011) Bottom-Up Europeanization *Exposed: Social Movement Theory and Non-state Actors in France*. *Journal of Common Market Studies* 49 (5): 1019-1042.

Börzel, T. and Buzogany, A. (2010) Governing EU accession in transition countries: The role of non-state actors. *Acta Politica*. 45(1/2): 158-182.

Klüver H. (2013) *Lobbying in the European Union: Interest groups, lobbying coalitions and Policy change*. Oxford University Press (Chapter 7).

Greenwood, J (2011a) (3rd edtn.) *Interest Representation in the European Union*. Basingstoke: Palgrave Macmillan (chapter 3)

Greenwood, J (2011b) The lobby regulation element of the European Transparency Initiative: between liberal and deliberative models of democracy, *Comparative European Politics*, 9 (3): 317-343

<p><b>Optional literature</b></p>	<p>Mahoney Christine (2008) <i>Brussels versus the Beltway: Advocacy in the United States and in the European Union</i>. Georgetown University Press, 2008.</p> <p>Bouwen Peter (2004) Exchanging access goods for access: A comparative study of business lobbying in the European Union institutions, <i>European Journal of Political Research</i>, Vol. 43, 2004 pp. 337-369</p> <p>Börzel Tanja (2010) Why you don't always get what you want: EU enlargement and civil society in Central and Eastern Europe" <i>Acta Politica</i> Vol. 45(1/2): 1-10.</p> <p>Coen David (1998) The European Business Interest and the Nation State: Large-Firm Lobbying in the European Union and the Member States, <i>Journal of Public Policy</i>, Vol. 18, No. 1, pp. 75-100</p> <p>Dür Andreas (2008), Interest Groups in the European Union: How Powerful Are They?, <i>West European Politics</i>, Vol. 31, No. 6, pp. 1212-1230</p> <p>Princen, S. and Kerremans, B. (2008) Opportunity Structures in the EU Multi-Level System. <i>West European Politics</i>, 31 (6): 1129-1146.</p> <p>Greenwood J. and Aspinwall M. (eds.) (1998) <i>Collective action in the European Union: Interests and the new politics of associability</i>, Routledge, London and New York.</p> <p>Pérez-Solórzano Borragán N. (2001) Organized Interests in Central and Eastern Europe. Towards Gradual Europeanization? <i>Politiqueeuropéene</i> 3: 61–87.</p> <p>Saurugger, S., (2005) Europeanization as a methodological challenge: The case of interest groups. <i>Journal of Comparative Policy Analysis: Research and Practice</i> 7 (4): 291-312.</p> <p>Bernhagen P., Mitchel N. J., (2009) The Determinants of Direct Corporate Lobbying in the European Union, <i>European Union Politics</i>, Vol. 10 No. 2, pp. 155-176</p>
<p><b>Scheduled dates</b></p>	<p>TBA</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>



# Joint MA in Political Science: Integration and Governance

## Module: European Integration

### Course: EU Diplomacy

<b>Course Title</b>	EU Diplomacy			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60 per semester			
<b>Lecturers</b>	Nedžma Džananović, Assistant Professor, UNSA			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E			
<b>Entry level criteria</b>	Course Basic Texts European Integration			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>The course examines the diplomatic system of the EU, locating it within the broader study of EU Foreign Policy. It is structured around the interrelated themes of institutional change and evolving practices of EU diplomacy. While it refers to the development of the EU diplomatic system, it puts a particular focus on the implementation of the Lisbon Treaty, the establishment of the EEAS and the emerging practices of EU strategic and structural diplomacy. In addition to a very thorough analysis of the institutional apparatus, the course also examines the complex relationship between the foreign policy on EU level and that of its member-states. Rather than simply considering structural variations and changes, the course explores the new complexities in the EU diplomacy, as well as new theoretical perspectives and novel empirical developments.</p> <p>The schedule will be as follows:  Theme 1: Introduction, EPC to EEAS (4 hours)  Theme 2: EU Diplomacy Post-Lisbon (8 hours)  Theme 3: EU Foreign Policy and Foreign Policy of the Member-States (8 hours)  Theme 4: EU Diplomacy and Normative Power (4 hours)  Theme 5: EU Diplomacy and Values (4 hours)  Theme 6: EU in Multilateral Diplomacy (4 hours)  Theme 7–14: (Seminars): EU and other international actors/ Member-States in EU Diplomacy (24 hours)</p>			

<b>Intended learning outcomes</b>	<p>The main expected learning outcomes are:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-on the evolving nature of the EU Diplomacy, from EPC to EEAS;</li> <li>- about different actors and their roles in the post-Lisbon era;</li> <li>-about the complex relationship between the EU diplomacy and that of the Member-States;</li> <li>-on the specific instruments EU uses in its growing diplomatic efforts.</li> </ul> <p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>-the ability to understand the multilevel nature of the EU diplomacy;</li> <li>- the ability to conduct a basic level of foreign policy analysis;</li> <li>-the ability to present a complex topic in a short time;</li> <li>-the ability to work in teams and to understand that team works brings better results;</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>-connecting theory of IR to the theory of European Integration;</li> <li>- analysis and synthesis about different issues related to current events that involve EU, etc.;</li> <li>-the ability to participate in a debate on different topics objectively and impartially</li> </ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <p>(a) explaining the main characteristics of rapid changes that have occurred in European Diplomacy, including an expanding institutional apparatus, increased responsibility and growing demand for action on EU level, as well as dramatic changes in the diplomacy of the Member-States;</p> <p>(b) coping with challenges that are becoming more and more important in the context of the EU integration and international relations;</p> <p>(c) acquire knowledge on how to deal with issues that confront national and EU interests objectively and impartially;</p>										
<b>Expected prerequisite knowledge</b>	<p>The expected knowledge is the knowledge of history and of the political system of the EU.</p> <p>To enrol in a class one needs to be familiar with the themes analysed in courses EU Governance and Policy-Making and CFSP/ESDP.</p>										
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<b>Course content</b>	Theme 1: Introduction, EPC to EEAS (4 hours) Theme 2: EU Diplomacy Post-Lisbon (8 hours) Theme 3: EU Foreign Policy and Foreign Policy of the Member-States (8 hours) Theme 4: EU Diplomacy and Normative Power (4 hours) Theme 5: EU Diplomacy and Values (4 hours) Theme 6: EU in Multilateral Diplomacy (4 hours) Theme 7–14: (Seminars): EU and other international actors/ Member-States in EU Diplomacy (24 hours) Example: EU and China or Polish Diplomacy in EU;	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Theme 1 Introduction, EPC to EEAS (4 hours)	Keukeleire, Stephan and Tom Delreux. (2014) "The Foreign Policy of the European Union", Palgrave MacMillan
	Theme 2: EU Diplomacy Post-Lisbon (8 hours)	Keukeleire, Stephan and Tom Delreux. (2014) "The Foreign Policy of the European Union", Palgrave MacMillan Smith Michael, Stephan Keukeleire and Sophie Vanhoonacker (eds) (2016) "The Diplomatic System of the EU: Evolution, Change and Challenges", Routledge, 29-94.
	Theme 3: EU Foreign Policy and Foreign Policy of the Member-States (8 hours)	Keukeleire, Stephan and Tom Delreux. (2014) "The Foreign Policy of the European Union", Palgrave MacMillan Hadfield, A., I. Manners & R. Whitman (eds.), <i>Foreign Policies of EU Member States</i> , London, Routledge, forthcoming. Balfour, R., Carta, C. & Raik, K. (eds) <i>The European External Action Service and National Foreign Ministries: Convergence or Divergence?</i> , Ashgate, 2015
	Theme 4: EU Diplomacy and Normative Power (4 hours)	Laïdi Zaki (2008) "EU Foreign Policy in a Globalized World: Normative Power and Social Preferences", London, Routledge, 21-38
	Theme 5: EU Diplomacy and Values (4 hours)	Lucarelli Sonia and Ian Manners, eds. (2006) "Values and Principles in European Union Foreign Policy" London, Routledge, 19-42. 201-216.
	Theme 6: EU in Multilateral Diplomacy (4 hours)	Smith Michael, Stephan Keukeleire and Sophie Vanhoonacker (eds) (2016) "The Diplomatic System of the EU: Evolution, Change and Challenges", Routledge, 77-113

	Theme 7–14: EU and other international actors/ Member-States in EU Diplomacy (24 hours) (Seminars): (24 hours)	Literature and other sources will be recommended based on individual tasks and seminars
<b>Mandatory literature</b>	<ul style="list-style-type: none"> <li>- Keukeleire, Stephan and Tom Delreux. (2014) "The Foreign Policy of the European Union", Palgrave MacMillan</li> <li>- Smith Michael, Stephan Keukeleire and Sophie Vanhoonacker (eds) (2016) "The Diplomatic System of the EU: Evolution, Change and Challenges", Routledge, 29-94. 77-113</li> <li>- Hadfield, A., I. Manners &amp; R. Whitman (eds.), <i>Foreign Policies of EU Member States</i>, London, Routledge, forthcoming.</li> <li>- Balfour, R., Carta, C. &amp; Raik, K. (eds) <i>The European External Action Service and National Foreign Ministries: Convergence or Divergence?</i>, Ashgate, 2015</li> <li>- Laïdi Zaki (2008) "EU Foreign Policy in a Globalized World: Normative Power and Social Preferences", London, Routledge, 21-38</li> <li>- Lucarelli Sonia and Ian Manners, eds. (2006) "Values and Principles in European Union Foreign Policy" London, Routledge, 19-42. 201-216.</li> </ul>	
<b>Optional literature</b>	TBD	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	The students enrolled in a class will have an opportunity to visit the EU Delegation in BiH and EUFOR HQ. In addition to that, they will be able to attend lectures and talk the ambassadors of the Member-States holding the EU presidency and/or of other Member-States ambassadors depending on current EU and international issues.	

## Joint MA in Political Science: Integration and Governance

### Module: European Integration

### Course: EU Enlargement Policy

<b>Course Title</b>	EU Enlargement Policy			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Course</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60 per semester			
<b>Lecturers</b>	Nedžma Džananović, Assistant Professor, UNSA			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science Department			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E			
<b>Entry level criteria</b>	Course Basic Texts in European Integration			
<b>Recommended for semester</b>	3 or 4			

<b>Course description</b>	<p>The course offers an insight into one of the most striking policies of the EU, the policy of enlargement. The successive enlargements not only brought the membership of the EU from 6 to 28, but also constituted major events in the history of European integration. The course will shed more light on the process of enlargement and its history, since each round of enlargement affected the Union's institutions, policies and policy-making and most have also been controversial. The biggest round in 2004 brought ten new members, Romania and Bulgaria joined in 2007, and finally Croatia became 28<sup>th</sup> member in 2013 while Iceland withdrew its application for membership. While many on the EU side dwell on the enlargement fatigue, other countries, especially in the Western Balkans, remain determined to join EU. In addition to a coherent and comprehensive assessment of historical and theoretical context of enlargement and its implications, the course also analyses major challenges that both sides face in this process. The candidate countries' capacities to implement required reforms and fulfil the conditions, as well as Union's political, institutional and normative capacity to enlarge further. The issue of longstanding Turkish candidacy is also tackled as one of most controversial, but also of great strategic importance for the EU.</p> <p>The schedule will be as follows:  Theme 1: History of EU Enlargement (8 hours)  Theme 2: Theoretical Paradigm of Enlargement (4 hours)  Theme 3: Multilevel institutional framework and procedural controversies (8 hours)  Theme 4: Geopolitical Implications for EU vs Member States' Interests (4 hours)  Theme 5: The conditionality and enlargement negotiations (8 hours)  Theme 6: Enlargement fatigue and reform capacities (4 hours)  Theme 7: Turkish EU Accession: How distant future?  Theme 8–14: (Seminars) Policy transfer and transformation: Enlargement case studies</p>
<b>Intended learning outcomes</b>	<p>The main expected learning outcomes are:</p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-on the evolution and importance of enlargement policy;</li> <li>-about the impact on institutions, policies and policy-making in EU;</li> <li>-about the narratives and controversies surrounding different rounds of enlargement;</li> <li>-about the major challenges for both the EU and the candidate countries in future enlargements;</li> </ul> <p><b>COMPETENCES</b></p> <ul style="list-style-type: none"> <li>-the ability to prepare different written assignments, policy analysis (research papers, memos etc.) on a topic of enlargement;</li> <li>-the ability to present a complex topic in a limited timeframe;</li> <li>-the ability to work in teams and to understand that team works brings better results;</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>-connecting theory of European integration and theories of enlargement;</li> <li>-analysis and synthesis about different issues concerning the debate on EU enlargement.;</li> <li>-the ability to participate in a debate on this topic and understand positions of both sides;</li> </ul>

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The main contribution of this course to the module consists of: (a) explaining the main logic of enlargement policy; (b) understanding challenges in the current process for both the EU as well as for the candidate countries; (c) acquire knowledge on process of enlargement and methodology of accession negotiation;												
<b>Expected prerequisite knowledge</b>	The expected knowledge is the knowledge of history of EU integration and EU political system. To enrol in a class one needs to be familiar with the themes analysed in courses EU Governance and Policy-Making and CFSP/ESDP.												
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<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>											
	Theme 1: : History of EU Enlargement (8 hours)	Tatham, Alan F. 2009. "Enlargement of the European Union" Alphen aan den Rijn: Kluwer International, chs. 1-7, (1-193)											

	Theme 2: Theoretical Paradigm of Enlargement (4 hours)	<p>Kerimae, Tannel and Lehte Roots, 2013. <i>"Changing Theoretical Paradigm of EU Enlargement"</i> in Laursen, Finn. 2013. <i>"EU Enlargement: Current Challenges and Strategies"</i>, Brussels: P.I.E. Peter Lang, 59-75</p> <p>Mehlhausen, Thomas.2016. "Theoretical Perspectives on European Union Enlargement" in Mehlhausen, Thomas. 2016. "European Union Enlargement, Material Interests, Community Norms and Anomie" London: Routledge, 13-37</p>
	Theme 3: Multilevel institutional framework and procedural controversies (8 hours)	<p>Tatham, Alan F. 2009. "Enlargement of the European Union" Alphen aan den Rijn: Kluwer International, ch. 9 (239-268)</p> <p>Gateva, Eli. 2013. <i>"EU Enlargement Policies and Institutional Battles. Can the Commission's Entrepreneurship Make up for the Lack of Strong Political Will in the Council?"</i> in Laursen, Finn. 2013. <i>"EU Enlargement: Current Challenges and Strategies"</i>, Brussels: P.I.E. Peter Lang, 37-59</p>
	Theme 4: Geopolitical Implications for EU vs Member States' Interests (4 hours)	<p>Bindi, Federiga and Irina Angelescu.2013. <i>"The Geopolitical Implications of Future EU Enlargements"</i> in Laursen, Finn. 2013. <i>"EU Enlargement: Current Challenges and Strategies"</i>, Brussels: P.I.E. Peter Lang, 75-87</p>
	Theme 5: The conditionality and enlargement negotiations (4 hours)	<p>Tatham, Alan F. 2009. "Enlargement of the European Union" Alphen aan den Rijn: Kluwer International, ch.8 ( 198-236)</p> <p>Mbaye, Heather A.D. 2013. <i>"The Multiple Dimensions of Compliance in the European Union. Lessons for Applicant States"</i> in Laursen, Finn. 2013. <i>"EU Enlargement: Current Challenges and Strategies"</i>, Brussels: P.I.E. Peter Lang,87-111</p>
	Theme 6: Enlargement fatigue and reform capacities (4 hours)	<p>Elezi, Gentian. 2013. <i>"Weak Conditionality and Uncertain Membership Perspective, Discussing EU Integration in Western Balkans"</i> in Laursen, Finn. 2013. <i>"EU Enlargement: Current Challenges and Strategies"</i>, Brussels: P.I.E. Peter Lang, 237-253</p>
	Theme 7: Turkish EU Accession: How distant future? (4 hours)	<p>Stefanova, Boyka. 2013. "The End of Enlargement? The Case of Turkey, or Thinking Beyond the Widening Versus Deepening Dichotomy" in Laursen, Finn. 2013. <i>"EU Enlargement: Current Challenges and Strategies"</i>, Brussels: P.I.E. Peter Lang, 327-349</p>



	Theme 8: (Seminars) Policy transfer and transformation: Enlargement case studies (24 hours)	Literature and other sources will be recommended based on individual tasks and seminars
<b>Mandatory literature</b>	<ul style="list-style-type: none"> <li>- Laursen, Finn. 2013. <i>“EU Enlargement: Current Challenges and Strategies”</i>, Brussels: P.I.E. Peter Lang;</li> <li>- Tatham, Alan F. 2009. “Enlargement of the European Union” Alphen aan den Rijn: Kluwer International;</li> <li>- Mehlhausen, Thomas. 2016. “European Union Enlargement, Material Interests, Community Norms and Anomie” London: Routledge</li> </ul>	
<b>Optional literature</b>	TBD	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	The students enrolled in a class will have an opportunity to visit the EU Delegation in BiH, Foreign Ministry of BiH and Directorate for European Integration of BiH. In addition to that, they will be able to attend lectures and talk the ambassadors of the Member-States that joined E in 2004 and since about the experiences of their countries and lessons learned.	

# Joint MA in Political Science: Integration and Governance

## Module: European Integration

### Course: Regional (Cohesion) Policy of the EU

<b>Course Title</b>	Regional (Cohesion) Policy of the EU			
<b>Course Number</b>				
<b>Module</b>	European Integration			
<b>Type of Course</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60 per semester			
<b>Lecturers</b>	Nedžma Džananović, Assistant Professor, UNSA			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science Department			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	E		E	E
<b>Entry level criteria</b>	Course Basic Texts in European Integration			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>Regional differences, both within the EU and within individual Member States, have always been seen as obstacles to achieving what the Treaty of Rome defined as "harmonious development" or the Single European Act as "cohesion". Thus it is not surprising that in recent years the EU's cohesion policy has become one of the key areas of EU activities. The primary goal of this course is understanding and analysis of EU cohesion policy - its objectives, principles, decision-making processes and latest developments.</p> <p>The schedule will be as follows:</p> <p>Theme 1: Creation and development of cohesion policy (4 hours)</p> <p>Theme 2: Objectives and principles of implementing the cohesion policy (4 hours)</p> <p>Theme 3: Means for the implementation of cohesion policy – Europe 2020 (4 hours)</p> <p>Theme 4: EU cohesion policy process (4 hours)</p> <p>Theme 5: Financial perspective and the EU budget (4 hours)</p> <p>Theme 6: NUTS regionalization model (4 hours)</p> <p>Theme 7: "Europe of Regions" and the new regionalism (4 hours)</p> <p>Theme 8: Multilevel decision-making in the EU (4 hours)</p> <p>Theme 9: EU cohesion policy in selected states: case studies (20 hours)</p>			

<b>Intended learning outcomes</b>	<p>KNOWLEDGE/UNDERSTANDING:</p> <ul style="list-style-type: none"> <li>- To obtain insight into models and theories about the processes of making and implementation of EU cohesion policy from a political science perspective.</li> <li>- To acquaint with the analytical tools through which it is possible to understand variations between the processes of policymaking and implementation with respect to different (territorial) political dimensions.</li> <li>- To apply obtained theoretical knowledge to the specific cases (short written products and seminar papers), which students analytically and critically comment</li> </ul> <p>COMPETENCES and SKILLS:</p> <ul style="list-style-type: none"> <li>- Analytical skills: independent analytical work, analysis, consulting, knowledge synthesis;</li> <li>- The use of methodological tools: the implementation, coordination and organization of research, application of various research methods and techniques tailored to research and analysis of selected public policies;</li> <li>- Strategic orientation on the field of EU cohesion policy: planning, evaluation, and the ability of looking into the future, anticipating the development of events, separation of substantial from non-substantial, and search for sustainable solutions of fundamental problems;</li> <li>- Communication skills: ability of written expression, public presentation and argumentation, language expression, a clear, active argumentation appearance.</li> </ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <p>(a) explaining the main logic and driving force behind the EU's Regional policy;</p> <p>(b) understanding challenges in defining goals, priorities and principles as well as in the implementation of the policy that needs to contribute to a "harmonious development" in the EU;</p> <p>(c) acquire knowledge on policy-making and policy implementation process in this particular field;</p>										
<b>Expected prerequisite knowledge</b>	<p>The expected knowledge is the knowledge of history of EU integration and EU political system.</p> <p>To enrol in a class one needs to be familiar with the themes analysed in course EU Governance and Policy-Making.</p>										
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<b>Course content</b>	<p>The schedule will be as follows:</p> <p>Theme 1: Creation and development of cohesion policy (4 hours)</p> <p>Theme 2: Objectives and principles of implementing the cohesion policy (4 hours)</p> <p>Theme 3: Means for the implementation of cohesion policy – Europe 2020 (4 hours)</p> <p>Theme 4: EU cohesion policy process (4 hours)</p> <p>Theme 5: Financial perspective and the EU budget (4 hours)</p> <p>Theme 6: NUTS regionalization model (4 hours)</p> <p>Theme 7: "Europe of Regions" and the new regionalism (4 hours)</p> <p>Theme 8: Multilevel decision-making in the EU (4 hours)</p> <p>Theme 9: EU cohesion policy in selected states: case studies (20 hours)</p>	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Theme 1: Creation and development of cohesion policy (4 hours)	Bachtler, John. Carlos Mendez. Fiona Wishlade. 2013. " <i>EU Cohesion Policy and European Integration</i> ", Farham: Ashgate, Ch I
	Theme 2: Objectives and principles of implementing the cohesion policy (4 hours)	Leonardi, Robert. 2005. " <i>Cohesion Policy in the European Union</i> " London: Palgrave MacMillan, Ch 2-3, 67-106
	Theme 3: Means for the implementation of Cohesion policy – Europe 2020 (4 hours)	Baun, Michael. Dan Marek. 2014. " <i>Cohesion Policy in the European Union</i> " London: Palgrave Macmillan. Ch 4 & 5, 104-144 & 178-208 Michie, Rona and Rona Fitzgerald 2013. " <i>The Evolution of Structural Funds</i> " in Bachtler, John and Ivan Turok (eds). 2013. " <i>The Coherence of EU Regional Policy: Contrasting Perspectives on the Structural Funds</i> " London: Routledge
	Theme 4: EU Cohesion policy process (4 hours)	Baun, Michael. Dan Marek. 2014. " <i>Cohesion Policy in the European Union</i> " London: Palgrave Macmillan. Ch 5, 146-176
	Theme 5: Financial perspective and the EU budget (4 hours)	Baun, Michael. Dan Marek. 2014. " <i>Cohesion Policy in the European Union</i> " London: Palgrave Macmillan. Ch 3, 71-102
	Theme 6: NUTS regionalization model (4 hours)	Baun, Michael. Dan Marek. 2014. " <i>Cohesion Policy in the European Union</i> " London: Palgrave Macmillan. Ch 5, 146-176
	Theme 7: "Europe of Regions" and the new regionalism (4 hours)	Leonardi, Robert. 2005. " <i>Cohesion Policy in the European Union</i> " London: Palgrave MacMillan, Ch 7, 173-190

	Theme 8: Multilevel decision-making in the EU (4 hours)	Baun, Michael. Dan Marek. 2014. <i>"Cohesion Policy in the European Union"</i> London: Palgrave Macmillan.Ch 5, 146-176
	Theme 9: EU cohesion policy in selected states: case studies (20 hours)	Literature and other sources will be recommended based on individual tasks and seminars
<b>Mandatory literature</b>	<ul style="list-style-type: none"> <li>- Baun, Michael. Dan Marek. 2014. <i>"Cohesion Policy in the European Union"</i> London: Palgrave Macmillan</li> <li>- Bachtler, John. Carlos Mendez. Fiona Wishlade. 2013. <i>" EU Cohesion Policy and European Integration"</i>, Farnham: Ashgate</li> <li>- Bachtler, John and Ivan Turok (eds). 2013. <i>"The Coherence of EU Regional Policy: Contrasting Perspectives on the Structural Funds"</i> London: Routledge</li> <li>- Leonardi, Robert (2005): <i>Cohesion Policy in the European Union: The Building of Europe</i>. Palgrave Macmillan.</li> <li>-</li> </ul>	
<b>Optional literature</b>	TBD	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	The students enrolled in a class will have an opportunity to visit the EU Delegation in BiH and Directorate for European Integration of BiH. In addition to that, they will be able to attend lectures and talk the ambassadors of the Member-States about the experiences of their countries as EU members.	

## Joint MA in Political Science: Integration and Governance

### Module: European Integration

#### Course: European Integration and the Geopolitics of States in Western Balkans

Course Title	European Integration and the Geopolitics of States in Western Balkans			
Course Number				
Module	European Integration			
Type of Courses	Lecture and seminar			
ECTS credits	6			
Number of teaching hours	60			
Lecturers	Klodiana Beshku (PhD)			
Assistant lecturers				
Department	Political Sciences, University of Tirana			
Curricula				
Compulsory/elective	E	E	E	E
Entry level criteria	Paper (Research, essay) related to this course			
Recommended for semester	[3, 4]			

<p><b>Course description</b></p>	<p>This course will cover the process of the European Integration of each of the Western Balkan countries from 1990; first focussing on the historical and political changes of the WB6 from 1990-1999 and the role of the EC/EU in this process and second focussing on the single path of each of the WB countries to the EU. In the third part of the course, the focus will be on the current issues that the WB are facing both to the <b>process of European Integration and the Integration between them</b>.</p> <p>So far, a short political history overview will be included in introductory part of the course, in order to better understand the current geopolitical positions of each Western Balkan country in their process of the European Integration. The course will analyse continuously <b>thetension</b> of the EU driving forces of the integration of the WB states from one hand and the geopolitical national interest on the other. The course will thus shift in a multilevel analysis: <b>From Global relations, EU integration and to the domestic level of geopolitics of WB region</b>.</p> <p>In this way, European integration is indented as a process of a continuousshaping of the national interest of the WB6 countries and on the other hand Geopolitics is indented as the field where the national interest is developed. Shifting from a level to the other will be a specific task in this course.</p> <p>The students will be able <b>to better understand both the European Integration and the Geopolitics</b>, both phenomena that the globalization forces have strengthen in the last two decades. Thus, Regional cooperation, Security and Energy politics will be discussed in both plans: Integration and Nationalist approach, EU level and WB level, Global and Regional forces will be analysed within the current debate.</p> <p>The <b>three main Integration theories will be also faced</b>: Neofunctionalism vs. Intergovernmentalism, and in the context of the Western Balkans the Constructivist approach will be further deployed. Also a rational choice theory will be discussed case by case.</p> <p>Students will be able <b>to know the past in order to better understand the present</b> through this course. A political history of each WB state and their way to the EU will be discussed from an actual geopolitical situation within the Western Balkans Region, from a domestic level of policy-making and interests that drive the regional cooperation in the WB. The <b>Energy Security</b> field will be taken in consideration as a key study for <b>a neo-functionalist tool of the WB integration to the EU</b>.</p>
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<p><b>Intended learning outcomes</b></p>	<p>The expected outcomes of this course consist in:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Theorize integration from EU perspective and from a specific state perspective.</li> <li>• Compare different approaches of EU integration in a WB lenses and reality.</li> <li>• An overall knowledge on each WB state's process of integration.</li> <li>• A geopolitical view of the WB region as a whole and as single states composing this region</li> <li>• Acquire knowledge to apply theoretical approaches when dealing with different states of WB.</li> <li>• Acquire the ability to understand the specifics of each WB countries and not to consider them "as a block".</li> </ul> <p><b>Competences:</b></p> <ul style="list-style-type: none"> <li>• Learn about different processes of integration concerning WB countries</li> <li>• Ability to obtain a certain historical and political background on different characteristics of each WB country</li> <li>• Ability to consider the WB as a region but also as separated states with different needs and characteristics</li> <li>• Assessment of the single country position of WB in their way to EU</li> <li>• Ability to conduct a complex research on Integration of WB countries and their geopolitical interests in the region</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will acquire knowledge on the historical and the political background of the region</li> <li>• Students will learn the meaning of the diversity in universality</li> <li>• Students will be able to compare different theoretical approaches of EU integration in the case of the WB as a region.</li> <li>• Students will be able to conduct complex research and deconstruct complicated situations concerning the WB in their way to EU</li> <li>• Students will learn how to apply theoretical frameworks of the EU integration in the WB case studies</li> <li>• Students can assess the role of negotiators for the geopolitical positions of the WB countries in the integration process</li> </ul>
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<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p><b>This course contributes to:</b></p> <ul style="list-style-type: none"> <li>• Knowledge about the specific theories and theoretic debates concerning European integration, political processes and interactions across different levels and are able to analyse this critically and apply it to new political developments.</li> <li>• The ability to understand current research and academic debate in the field of European integration and to transfer their knowledge to other thematic areas such as Geopolitics of WB countries</li> <li>• Understand the research design and the methods of current research concerning European integration and the multilevel system and are able to assess them critically</li> <li>• The ability to individually set up a research design and to conduct research within the area of European integration and to apply the different methodological and theoretical approaches according to the needs of the WB region</li> <li>• The ability to connect research and practice and to implement practice-oriented research projects concerning the European Integration of the Western Balkans</li> </ul>														
<b>Expected prerequisite knowledge</b>	Students registering ideally would have completed a Bachelor level of studies and have basic knowledge on European Integration, International Relations and European Studies and/or Contemporary World History.														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>5%</td></tr> <tr> <td>Midterm</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	5%	Midterm	20 %	Final Exam	50 %	Paper (Essay, Research)	20 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage														
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Paper (Essay, Research)	20 %														
Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>	Students will have to prepare an original paper for this course.														
<b>Pre-Conditions for examination</b>	Presentation of paper 70 % class attendance														

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>60 %</td></tr><tr><td>2. Presentations</td><td>20 %</td></tr><tr><td>3. Seminar Paper</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	60 %	2. Presentations	20 %	3. Seminar Paper	20 %	<b>Total</b>	<b>100 %</b>	Bringing teaching activities and assessment methods together:			
	Activity	Percentage														
	1. <i>Ex cathedra</i>	60 %														
	2. Presentations	20 %														
	3. Seminar Paper	20 %														
	<b>Total</b>	<b>100 %</b>														
Assignment / Activity	Teaching activity	Work load	Assessment activity	Assessment criteria	Percentage of final grade											
Ex cathedra	Ex cathedra	90	Written examination	Classical written exam	60 %											
Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group presentation	Clearness of presentation ; sufficient summary; ...	20%											
Seminar paper	Discuss topic of paper; review of ongoing work (when posted to Moodle), ..	30	Continuous writing, presentation (Moodle) and final finishing of paper.	Completeness , consistency, accuracy, ... of the text.	20%											
Total		150 h <sup>9</sup>			100 %											
Course content	<p><b>Part I -The role of the EC/EU in the Dissolution of Ex-Yugoslavia (1991-1999)</b> <b>Topic 1</b> - The historical-political background of the dissolution of Yugoslavia and the transition from the dictatorial Regime in Albania. <b>Topic 2</b> - The role of the EC/EU in the region in the '90s. <b>Part II -The process of Integration of the WB states from 2000.</b> <b>Topic 3</b> –Albania and the EU <b>Topic 4</b> - FYR of Macedonia and the EU <b>Topic 5</b> –Serbia and the EU <b>Topic 6</b> –Montenegro and the EU <b>Topic 7</b> –Bosnia-Herzegovina and the EU <b>Topic 8</b> –Kosovo and the EU <b>Part III - Current debate: Integration issues and Regional Cooperation</b> <b>Topic 9</b> - Neofunctionalism vs. Intergovernmentalism in the WB. European Integration and Geopolitics of WB. The constructivist approach. <b>Topic 10</b> - The bilateral disputes between WB states and the Berlin Process. The Energy Security field of cooperation as a key study.</p>															
List of	Topic		Required reading													

<sup>9</sup> based on [EXCT-CP \* 25], here 4 are assumed

<b>contents/topics</b>	<b>Topic 1:</b> The historical-political background of the dissolution of Yugoslavia and the transition from the dictatorial Regime in Albania	Chapters from Lucarelli S., (2000). Europe and the breakup of Yugoslavia. A Political Failure in Search a Scholarly Explanation. London: Kluwer Law International.
	<b>Topic 2:</b> The role of the EC/EU in the region in the '90s.	Chapters from Lucarelli S., (2000). Europe and the breakup of Yugoslavia. A Political Failure in Search a Scholarly Explanation. London: Kluwer Law International.
	<b>Topic 3:</b> Albania and the EU	Chapter on Albania from Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge
	<b>Topic 4:</b> FYR of Macedonia and the EU	Chapter on FYR of Macedonia from Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge
	<b>Topic 5:</b> Serbia and the EU	Chapter on Serbia from Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge
	<b>Topic 6:</b> Montenegro and the EU	Chapter on Montenegro from Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge
	<b>Topic 7:</b> Bosnia-Herzegovina and the EU	Chapter on BeH from Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge.
	<b>Topic 8:</b> Kosovo and the EU	Chapter on Kosovo from Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge.
	<b>Topic 9:</b> Neofunctionalism vs. Intergovernmentalism in the WB. European Integration and Geopolitics of WB. The constructivist approach.	Chapters from Lucarelli S., (2000). Europe and the breakup of Yugoslavia. A Political Failure in Search a Scholarly Explanation. London: Kluwer Law International.
	<b>Topic 10:</b> The bilateral disputes between WB states and the Berlin Process. The Energy Security field of cooperation as a key study.	Chapters from Hayden M., R., (2013). From Yugoslavia to the Western Balkans. Studies of a European Disunion 1991-2011. Leiden: Brill.

<b>Mandatory literature</b>	<p>Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge.</p> <p><i>Chapters from</i> Hayden M., R., (2013). From Yugoslavia to the Western Balkans. Studies of a European Disunion 1991-2011. Leiden: Brill.</p> <p><i>Chapters from</i> Lucarelli S., (2000). Europe and the breakup of Yugoslavia. A Political Failure in Search a Scholarly Explanation. London: Kluwer Law International.</p>
<b>Optional literature</b>	<p>Bieber F., et al (eds) (2014). Debating the End of Yugoslavia. London: Ashgate.</p> <p>Dyker A., D., Vejdova I., Yugoslavia and after. A study on Fragmentation and Rebirth. London: Routledge.</p> <p>Zielonka I., (2007). Europe as Empire. The nature of the Enlarged European Union. Oxford: Oxford university Press.</p> <p>Bjelić I., D., Savić O., (2002) Balkans as a Metaphor, Between Globalization and Fragmentation, Massachussets: Mit Press.</p> <p>Farrell M., Fella S., Newman M., (2002). European Integration in 21<sup>st</sup> Century. Unity in Diversity? London: Sage.</p> <p>Lucarelli S., (2000). Europe and the breakup of Yugoslavia. A Political Failure in Search a Scholarly Explanation. London: Kluwer Law International.</p> <p>Bideleux R., Jeffries I., (2007). The Balkans. A post-Communist History. London: Routledge.</p> <p>Beshku K., Malltezi O., (2013). Albania and Europe in a Political Regard, Cambridge: Cambridge Scholar Publishing.</p>
<b>Scheduled dates</b>	[...]
<b>Additional Information</b>	A screening of the BBC Documentary “The Death of Yugoslavia” is suggested for this course.

**Joint MA in Political Science: Integration and Governance**  
**Module: Political Theory**  
**Course: Democracy and Legitimacy (Basic Texts)**

<b>Course Title</b>	Democracy and Legitimacy			
<b>Course Number</b>				
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	2 hours per week/14-15 times per semester			
<b>Lecturers</b>	Sonja Puntscher-Riekmann/Jessica Fortin-Rittberger			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science and Sociology, PLUS			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	C for module Political Theory	C		
<b>Entry level criteria</b>	None.			
<b>Recommended for semester</b>	1			
<b>Course description</b>	<p>The course on “Democracy and Legitimacy” introduces students to the literature on two basic principles of modern democratic states. Whereas legitimacy applies to all political systems, democracies are confronted with specific requirements to ensure legitimacy. General, direct, equal, free and secret ballot and the majority rule constitute one side of the coin, the other being representation, participation and procedure of accountability and control. The interplay of chances for input and the quality of output defines the degree of legitimacy and thus of the stability of a democratic political system. Moreover, we have to distinguish between the general support for the system as a whole on the one hand and the support for single concrete decisions produced by specific institutions on the other. Legitimacy is a complex concept that does not only imply diffuse support but also openly articulated consent in regard to institutions and their decisions. At the same time these general principles vary across different democracies in terms of formal rules (e.g. constitutions, electoral and party systems etc.) as well as of informal practices (e.g. political culture, access and influence of interest groups, media and public opinion etc.). Both lead to different forms and outcomes of democratic societies.</p> <p>The course aims at a general conspectus of the most important theoretical and empirical literature of the 20th and 21th century. It will thus allow for an understanding of general principles and of variance among and change of democracies in the wake of political and socio-economic transformation. Hence the literature analysing democratic change due to globalisation and Europeanisation and to strategies of norm diffusion into non-democratic states will also discussed.</p>			

Intended learning outcomes	<b>Knowledge</b> <ul style="list-style-type: none"><li>to know the functions of theoretical approaches;</li><li>to gain a detailed understanding of theories in the thematic area of democracy and legitimacy;</li><li>to be familiar with different theories on democracy and legitimacy and the variation among democracies;</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>to interpret reality in the light of theories;</li><li>to analyse theoretical approaches;</li><li>to assess highly specialized literature in the thematic area;</li></ul> <b>Competence</b> <ul style="list-style-type: none"><li>to develop independently innovative research questions in the field</li></ul>																																															
Contribution of this course to the learning outcomes of the module (or program)	The course offers an introduction to two core topics in Political Theory, Democracy and Legitimacy, and lays the foundations for students' specialization in the field. By getting insight, understanding of and the ability to apply theories in the field, students are equipped to continue their specialization in the field.																																															
Expected prerequisite knowledge	None.																																															
Assessment methods	Students will be able to receive a maximum of 10 points that will be granted as follows: <ul style="list-style-type: none"><li>(1) Active participation in class (2 points)</li><li>(2) Presentation and discussion of texts (2 points)</li><li>(3) Mid-term exam (2 points)</li><li>(4) Final exam (4 points)</li></ul>																																															
Specific requirements																																																
Pre-Conditions for examination	Students shall not miss more than two sessions.																																															
Teaching methods	<p>Texts will be presented and discussed by students. There will be mid-term and final exams.</p> <table><tr><th>Assignment/Activity</th><th>Teaching activity</th><th>Work-load</th><th>Assessment activity</th><th>Assessment criteria</th><th>Percentage of final grade</th></tr><tr><td>Ex cathedra</td><td>Ex cathedra</td><td>30</td><td>Class attendance</td><td>List of class attancance</td><td>Basic requirement</td></tr><tr><td>Readings</td><td></td><td>30</td><td></td><td></td><td>20 %</td></tr><tr><td>Presentation and discussion of texts</td><td></td><td>20</td><td></td><td>.</td><td>20 %</td></tr><tr><td>Preparation for mid-term exam</td><td></td><td>15</td><td>Exam</td><td></td><td>20 %</td></tr><tr><td>Final exam</td><td></td><td>55</td><td>Exam</td><td></td><td>40 %</td></tr><tr><td>Total</td><td></td><td>150 h<sup>1</sup></td><td></td><td></td><td>100 %</td></tr></table>						Assignment/Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance	Basic requirement	Readings		30			20 %	Presentation and discussion of texts		20		.	20 %	Preparation for mid-term exam		15	Exam		20 %	Final exam		55	Exam		40 %	Total		150 h <sup>1</sup>			100 %
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Final exam		55	Exam		40 %																																											
Total		150 h <sup>1</sup>			100 %																																											
Course content	Cf. course description above!																																															
List of contents/topics	Topic			Required reading (selections; English literature)																																												

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

	<ol style="list-style-type: none"> <li>1. Normative and Analytical Definitions of Democracy</li> <li>2. Normative and Analytical Definitions of Legitimacy</li> <li>3. Democracy and Legitimacy in the EU</li> <li>4. Representation: Theory</li> <li>5. Contemporary issues gender and race</li> <li>6. Empirical treatment/measurement</li> <li>7. Patterns of democracy</li> <li>8. Political participation and civic engagement</li> <li>9. Deliberative democracy: An alternative Approach</li> <li>10. System support</li> <li>11. Dissatisfied democrats</li> <li>12. Democracy and its critics</li> </ol>	<p>Warren 2011; Canovan 2006; Sartori 1987.</p> <p>Easton 1965; Beetham 1991.</p> <p>Bellamy/Castiglione 2011; Peter/Thomassen 2010; Hix/Marsh 2007; Bellamy/Weale 2015.</p> <p>Pitkin 1967; Mansbridge 2003; Rehfeld 2009.</p> <p>Pitkin 1967; Phillips 1995; Mansbridge 1999; Dovi (2002)</p> <p>Munck/Verkuilen 2002; Collier/Levitsky 1997; Alvarez et al. 1996.; Bühlmann et al. 2012; Lindberg et al. 2014.</p> <p>Lijphart 2012; Bingham 2000; Armingeon 2002.</p> <p>Teorell 2006; Blais 2006; Brady et al. 1995; Dalton 2013.</p> <p>Elster 1998.</p> <p>Biezen et al. 2012; Wagner et al. (2009); Braun/Tausendpfund (2014).</p> <p>Lubbers et al. 2002; Krouwel/Koen 2007; Meguid 2005; Bolleyer/Bytze 2014.</p> <p>Dahl 1989.</p>
<b>Mandatory literature</b>	Cf. the list of course readings (appendix).	
<b>Optional literature</b>	Cf. the list of course readings (appendix).	
<b>Scheduled dates</b>	TBA	

<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.
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**Joint MA in Political Science: Integration and Governance**  
**Module: Political Theory**  
**Course: Critical Theory**

<b>Course Title</b>	Critical Theory			
<b>Course Number</b>				
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	2 hours per week/14-15 times per term			
<b>Lecturers</b>	Doris Wydra			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science and Sociology; PLUS			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	C for Political Theory			
<b>Entry level criteria</b>	Course Basic Texts of Political Theory (Democracy and Legitimacy) recommended			
<b>Recommended for semester</b>	2			
<b>Course description</b>	<p>"There is no right life in the wrong one". This sentence of Adorno in the Minima Moralia is directed against weak life compromises under inhuman social circumstances, as we find them in fascism, but also capitalism. Based on the ideas of Hegel and Marx, the Frankfurt School is founded in the 1920s. The critical approaches developed there are not only directed against positivism, but also aim at a re-thinking and change of existing social circumstances. According to Max Horkheimer critical theory has to fulfill three requirements: it has to be explanatory, practical and normative. Not only the contradictions of modern society have to be highlighted, but also mechanisms and actors have to be identified, that can bring about change on the basis of clear norms. "Not the good, but the bad is the object of theory. Its element is freedom, its theme is oppression". Critical theory tries to liberate human beings from the circumstances of society, that enslave them.</p> <p>This seminar focuses on this "theory of social change". On the basis of original texts, the main elements of the theory are carved out, and at the same time the criticism is applied to current political and social problems. Starting out with the first generation of philosophers at the Frankfurt school (Marcuse, Adorno, Horkheimer, Benjamin, Fromm), the course moves on to authors like Habermas and Žižek, but also includes ideas of postmodern critical theory, including texts from Foucault, Derrida and Chomsky. Students will further see how the theory influenced critical feminist approaches (Nancy Fraser) and radical political ecology.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• to understand the sources of critical theory (Marx, Hegel, Freud);</li> <li>• to understand different aspects of social critique;</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• to analyse theoretical approaches;</li> <li>• to critically examine political ideologies;</li> <li>• to critically read and assess the approaches of “critical theory”;</li> <li>• to explain and assess the position of women and the role of gender aspects;</li> <li>• to assess connections between different approaches;</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• to apply criticism to current political and social issues;</li> <li>• to develop independently innovative research questions</li> </ul>	
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course offers a concrete example of a political theory in its various appearances and its application to current political debates, issues and problems. Students thus will be further equipped not only to understand normative political theories but also to use them in their research.	
<b>Expected prerequisite knowledge</b>		
<b>Assessment methods</b>	<p>The grade consists of four parts, each 25 %. Each of these requirements has to be fulfilled for a positive grade.</p> <ol style="list-style-type: none"> <li>1. Regular participation and active discussion in plenum and groups.</li> <li>2. Individual or group presentations</li> <li>3. A poster has to be created.</li> <li>4. 4 text reviews have to be submitted (5 pages, 2.000 words).</li> </ol>	
<b>Specific requirements</b>		
<b>Pre-Conditions for examination</b>	Students shall not miss more than two sessions.	
<b>Teaching methods</b>	During the seminar the texts, which have to be prepared in advance, will be discussed. The texts will be first discussed in plenum, and question of comprehension will be clarified. Specific questions of the texts will be discussed in groups and results are to be presented again in plenum. This is added by text presentations, text reviews and a poster, which has to be prepared for the text presentation.	
<b>Course content</b>	Cf. course description above!	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading (cf. mandatory literature)</i>

	<ol style="list-style-type: none"> <li>1. What is Critical Theory?</li> <li>2. Marx – Contradictions of Capitalism</li> <li>3. Adorno / Horkheimer – Dialectic of the Enlightenment</li> <li>4. Fromm – Fear of Freedom</li> <li>5. Marcuse – One-Dimensional Man</li> <li>6. Habermas – Communicative Action and the Discourse of Modernity</li> <li>7. Foucault and Agamben – Biopolitics</li> <li>8. Derrida and Lacan – Deconstructions</li> <li>9. Chomsky and Žižek – Radical Politics</li> <li>10. Fraser and Butler – Gender and identity</li> <li>11. Said – Orientalism</li> </ol>	
<b>Mandatory literature</b>	<p>(Selection of the English literature):</p> <ul style="list-style-type: none"> <li>• Jürgen Habermas (2002), Toward a European Political Community, in: Society, S. 58 - 61.</li> <li>• Agamben, Giorgio (1995), We Refugees. Symposium: A Quarterly Journal in Modern Literatures, 49:2.</li> <li>• Slavoj Žižek (2002), Welcome to the desert of the Real! Five Essays on September 11 and Related Dates. London, New York: Verso.</li> <li>• Noam Chomsky (1973/1982), Towards a New Cold War. Essays on the Current Crisis and How We Got there. New York: Pantheon Books.</li> <li>• Nancy Fraser (2007), Feminist Politics in the Age of Recognition: A Two-Dimensional Approach to Gender Justice, in: Studies in Social Justice, 1 (1), 23-35.</li> <li>• Judith Butler (1988), Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory, in: Theatre Journal, 40(4), 519-531.</li> <li>• Edward W. Said (1980), Islam through Western Eyes. The Nation, January 2, 1980.</li> <li>• Goody, Jack (2006), The Theft of History. Cambridge: Cambridge University Press.</li> </ul>	
<b>Optional literature</b>		
<b>Scheduled dates</b>	TBA	

<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.
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# Joint MA in Political Science: Integration and Governance

## Module: Political Theory

### Course: Politics of the Enlightenment

<b>Course Title</b>	Politics of the Enlightenment			
<b>Course Number</b>				
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	2 hours per week/14-15 times per term			
<b>Lecturers</b>	Mario Wintersteiger			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science and Sociology; PLUS			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science; PLUS		
<b>Compulsory/elective</b>	C for Political Theory			
<b>Entry level criteria</b>	Course Basic Texts of Political Theory (Democracy and Legitimacy) recommended			
<b>Recommended for semester</b>	2			
<b>Course description</b>	<p>This course deals with the influential political thought of the 18<sup>th</sup> century (from the Enlightenment to the early forms of Romanticism). As is well-known, it culminates in the great French Revolution of 1789, which is generally considered as the source of the most important modern ideologies. The course deals with the "Zeitgeist", the enlightened and rousseauist criticisms of society, religion and culture, the concepts of political order and their historical impact until today. Radical Enlightenment and Pre-Romanticism (Voltaire, D. Diderot, d'Alembert, d'Holbach, the infamous Marquis de Sade, J.-J. Rousseau) are one main focus, but the seminar will also deal with the more moderate representatives of these movements (D. Hume, A. Smith, E. Burke).</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• to deepen knowledge in the history of ideas;</li> <li>• to sharpen the consciousness for the political impact of the Enlightenment etc.;</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• to analyse theoretical approaches;</li> <li>• to understand modern classics of political philosophy in their social and historical contexts;</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• to use the tools of hermeneutics and genealogy in order to give plausible interpretations of political texts and work out the intentions of their authors;</li> <li>• to critically examine political ideologies;</li> <li>• to develop independently innovative research questions</li> </ul>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course offers a concrete example of politics of enlightenment in its various appearances and their meaning for today's political ideas but also political practices. Students will be able to analyse current political problems in the light of history of ideas, especially those of enlightenment, and be able to carry out independent research in the field with relevance to today's political debates.
<b>Expected prerequisite knowledge</b>	Basic knowledge of political theory and the history of ideas as taught in the course Democracy and Legitimacy.
<b>Assessment methods</b>	<p>The final grade will be composed on the basis of the following criteria:</p> <ol style="list-style-type: none"> <li>(1) Participation in discussions and reflection paper (20 %)</li> <li>(2) Presentation performance and handout (20 %)</li> <li>(3) Final paper (60 %)</li> </ol>
<b>Specific requirements</b>	
<b>Pre-Conditions for examination</b>	Students shall not miss more than two sessions.

<b>Teaching methods</b>	In order to study seminal texts and problems of modern political thought, this course combines readings, presentations and discussions.				
	<b>Assignment/Activity</b>	<b>Teaching activity</b>	<b>Work-load</b>	<b>Assessment activity</b>	<b>Assessment criteria</b>
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance
	Readings and reflection paper on it	Provide criteria for the reflection paper	30	Reflection paper on selected readings	20 %
	Presentation and discussion of texts		20		20 %
	Final paper	General guidance; provide criteria for review	70	Development of a research plan for a topic related to the seminar paper	60 %
<b>Total</b>			<b>150 h<sup>2</sup></b>		<b>100 %</b>
<b>Course content</b>	<p>Cf. course description above!</p> <p>Among the political problems to be dealt with are the following:</p> <ul style="list-style-type: none"> <li>• Political writings and persecution</li> <li>• Political economy</li> <li>• Progressivism and the costs of progress</li> <li>• Social equality and inequality</li> <li>• State of nature and social order as political topics</li> <li>• Political aesthetics</li> <li>• Modern natural law, sovereignty, theories of the social contract and civil religion</li> <li>• New pedagogic ways and “natural” education</li> <li>• Political criticism of religion</li> <li>• The “dark” side of Enlightenment and Pre-Romanticism</li> </ul>				
<b>List of contents/topics</b>	<i>Topic</i>			<i>Required reading (selections)</i>	

<sup>2</sup> based on [EXCT-CP \* 25], here 6 are assumed

	1. Hermeneutics for modern political philosophy	Strauss, "Persecution and the Art of Writing"; Bloom, "Giants and Dwarfs"
	2. Approaching the "Zeitgeist" and political thought of the European Enlightenment	Hazard, "European Thought in the Eighteenth Century"; Diderot, "Philosophical Thoughts"
	3. The "Encyclopédie" as prime project of the Enlightenment – politically read	Voegelin, "From Enlightenment to Revolution"; Diderot, "The Encyclopedia"
	4. Cultural criticism of the "Enlightenment" and the costs of scientific progress	Rousseau, "A Discourse on the Moral Effects of the Arts and Sciences; Strauss, "On the Intention of Rousseau"
	5. Natural equality, human "perfectability" and artificial inequality	Babbitt, "Democracy and Leadership"; Rousseau, "On the Origin of Inequality"; Masters, "Jean-Jacques Is Alive and Well"
	6. Political positions of the enlightenment/pre-romantic anthropology	Rothbard, "A Note on Burke's Vindication of Natural Society"; Burke, "A Vindication of Natural Society"
	7. Outline of (pre-)romantic mentality and aesthetics – politically read	Eagleton, "Aesthetics and Politics in Edmund Burke"; Burke, "A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful"
	8. Modern natural law, sovereignty, theories of the social contract and civil religion	Dumont, "Essays on Individualism", Rousseau, "The Social Contract"; Scott, „Politics as the Imitation of the Divine in Rousseau's Social Contract"
	9. New pedagogic ways in the 18 <sup>th</sup> century – a "natural" education?	Rousseau, "Emile"
	10. Political criticism of religion in the French Enlightenment	Voegelin, "From Enlightenment to Revolution"; d'Holbach, "Christianity Unveiled"
	11. The Scottish Enlightenment from the perspective of the history of political ideas	Hume, "A Treatise on Human Nature"
	12. The "dark" side of Enlightenment and Romanticism – politically read	Praz, "The Romantic Agony"; Corey, "Marquis de Sade"
	13. The influence of Enlightenment and Preromanticism on the French Revolution	Furet/Ozouf (ed.), "A Critical Dictionary of the French Revolution"



<b>Mandatory literature</b>	All required texts are offered as a reader. Cf. required reading above!
<b>Optional literature</b>	
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

**Joint MA in Political Science: Integration and Governance**  
**Module: Political Theory**  
**Course: Political Development and Democracy**

<b>Course Title</b>	<b>POLITICAL DEVELOPMENT AND DEMOCRACY</b>			
<b>Course Number</b>				
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Prof. dr. Žiga Vodovnik			
<b>Assistant lecturers</b>				
<b>Department</b>	University of Ljubljana, Department of Political Science			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory for Political Theory			
<b>Entry level criteria</b>	Course Basic Texts in Political Theory recommended.			
<b>Recommended for semester</b>	2			
<b>Course description</b>	<p>The course will address the major theories of democracy, historical debates on democracy, and highlight the modern conceptions of democratic theories and practices – <i>i.e.</i> their role in a globalized world. Throughout the semester the following topics will be covered: understanding of democracy; the limits and dilemmas of democracy; democracy in the various political traditions; sources of democracy; democracy and political participation; individual, society, and democracy; democracy and political power; democratic transition; democracy, violence and disobedience; democracy in a globalized world democracy; democracy and social movements; post-democracy. The idea of political development will also be explored comparatively in terms of basic political institutions, attitudes, behaviors, aspirations, ideologies, and economic realities. The course provides a comparative perspective on the fundamental concepts and categories necessary for the study of political processes in a globalized world.</p>			
<b>Intended learning outcomes</b>	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of major theories democracy;</li> <li>• Identify a range of key actors and principal institutions involved in democratization and development;</li> <li>• Understand and articulate the moral dimensions and ethical considerations of democratic development and political economy;</li> <li>• Develop competency in written and oral self-expression, and sharpen critical and analytical skills.</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	Course "Political development and democracy" is specialized course in the module Political Theory, deepening understanding and comprehension of the political theory, political development on the various vertical and horizontal levels and the notion of democracy in different settings.
<b>Expected prerequisite knowledge</b>	This course will require prerequisite knowledge from the basic text course in the Political Theory module.
<b>Assessment methods</b>	<p>The course grade, on a 100-point scale, will be assessed as follows:</p> <p><b><u>A. Class Attendance and Participation (20 points)</u></b>  20 points of the course grade will be based on regular attendance and active participation throughout the course. Students who have no unexcused absences and participate regularly in class discussion will earn the full 20 points. One unexcused absences and limited participation will earn 10 points. More than one unexcused absences and very limited participation will earn 0 points. Classroom participation will form an integral part of the course, and students will be expected to develop the ability to think clearly and critically, to ask significant questions, and to express their ideas in a logical, concise manner.</p> <p><u>IMPORTANT:</u> Regular participation is mandatory.</p> <p><b><u>B. Oral Presentation (30 points)</u></b>  Each student will sign up to deliver a brief oral presentation on one of the readings from the book. A sign-sheet will be made available in class, and the presentations will start by the third class session. The presentations will be a brief 5 minute review of key points in the chapter, followed by commentary/analysis, and helping lead the class into a brief discussion to follow.</p> <p><b><u>C. Final Exam (50 points)</u></b>  Final exam will consist of essay (cca. 20 pages) that should reflect a clear understanding of the readings and ideas we considered throughout semester. It should make reference to some of the course reading materials, discussions, videos. The essay paper is due by XXX, and should be e-mailed directly (preferably in Word) to the instructor at <a href="mailto:ziga.vodovnik@fdv.uni-lj.si">ziga.vodovnik@fdv.uni-lj.si</a>. Topics TBA.</p> <p>Students are encouraged to consult with the instructor if they need any additional clarification. Please note that improvement throughout the course will be rewarded in the final grade. Evidence of inadequate preparation or participation, on the other hand, will also be reflected very strongly in the final grade.</p>
<b>Specific requirements</b>	/
<b>Pre-Conditions for examination</b>	Regular participation in classes.

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>30 %</td></tr><tr><td>2. Student active participation</td><td>30 %</td></tr><tr><td>3. Oral presentation</td><td>40 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	30 %	2. Student active participation	30 %	3. Oral presentation	40 %	<b>Total</b>	<b>100 %</b>
	Activity	Percentage										
	1. <i>Ex cathedra</i>	30 %										
	2. Student active participation	30 %										
	3. Oral presentation	40 %										
	<b>Total</b>	<b>100 %</b>										
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade						
Ex cathedra	Ex cathedra lectures	30	Class attendance	List of class attendance	20%							
Paper	General guidance given to the students, discussion on the chosen topics.	40	Continuous writing and final finishing of paper.	Completeness, consistency and accurateness, of the text.	Basic requirement							
Oral presentation	Special presentation of the paper in front of the class	15	Proven knowledge from literature.	Correctness, accurateness, knowledge from required readings, oral presentation and style.	30%							
Final exam	Written exam	65	Final exam grading	Correctness of the answers given	50%							
<b>Total</b>		<b>150 h<sup>3</sup></b>			<b>100 %</b>							

List of contents/topics	Topic	Required reading
Mandatory literature	Christian W. Haerpfer et al. (eds.) (2009): <i>Democratization</i> . New York: Oxford University Press. Additional reading materials will be posted on the course web page as PDF files and web links.	
Optional literature	Students are encouraged to seek and find out additional literature on the topic.	
Scheduled dates	/	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	/	

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

# Joint MA in Political Science: Integration and Governance

## Module: Political Theory

### Course: Democracy and Human Rights

<b>Course Title</b>	Democracy and Human Rights			
<b>Course Number</b>				
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60			
<b>Lecturers</b>	Emanuela Ceva, Klementin Mile, Valida Repovac Nikšić, Klejd Këlliçi			
<b>Assistant lecturers</b>				
<b>Department</b>	University of Pavia, University of Tirana, University of Sarajevo, European University of Tirana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Course Basic Texts Political Theory (Democracy and Legitimacy)			
<b>Recommended for semester</b>	3 and 4			
<b>Course description</b>	<p>This is an advanced course focusing on normative theories of democracy and human rights. The course will revolve around four main questions concerning different ways in which the ideas of democracy and human rights may relate to each other: (1) Are human rights a precondition for democracy? (2) May human rights justify democracy? (3) What issues affect the protection of human rights in contemporary democracies? (4) Is there a human right to democracy?</p> <p>The goal of this course is to improve students' understanding of complex issues concerning the politics of human rights in its relation to democracy. In addition, the course aims at providing students with the analytic and critical skills necessary to engage in the normative discussion of these issues.</p>			

<b>Intended learning outcomes</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>- To understand the nature and justification of human rights;</li> <li>- To identify two generations of human rights and their respective normative features;</li> <li>- To disentangle the different ways in which the protection of human rights relates to the establishment of a democratic form of government;</li> <li>- To describe the evolution of human rights within the context of democracies.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To assess the current status of human rights implementation across democracies from a normative perspective;</li> <li>- To analyse practical cases of human right implementation across contemporary democracies;</li> <li>- To summarize and assess alternative normative approaches to human rights</li> </ul> <p>Competences:</p> <ul style="list-style-type: none"> <li>- To argue about different normative theories of human rights;</li> <li>- To develop a critical approach to the quality of democracies in view of their capacity to protect human rights.</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>															
<b>Expected prerequisite knowledge</b>															
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>5%</td></tr> <tr> <td>Group work (Presentation)</td><td>30 %</td></tr> <tr> <td>Final Exam (Oral exam)</td><td>30 %</td></tr> <tr> <td>Individual paper (Essay)</td><td>30 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Active Participation	5%	Group work (Presentation)	30 %	Final Exam (Oral exam)	30 %	Individual paper (Essay)	30 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage														
Active Participation	5%														
Group work (Presentation)	30 %														
Final Exam (Oral exam)	30 %														
Individual paper (Essay)	30 %														
Attendance	5 %														
<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>															
<b>Pre-Conditions for examination</b>	Individual seminar paper; presentation of group work; 80 % class attendance.														
<b>Teaching methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>1. <i>Ex cathedra</i> (lectures)</td><td>40 %</td></tr> <tr> <td>2. Seminars</td><td>60 %</td></tr> <tr> <td>- Individual work (seminar paper) 30%</td><td></td></tr> <tr> <td>- Group work (presentation) 30%</td><td></td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	1. <i>Ex cathedra</i> (lectures)	40 %	2. Seminars	60 %	- Individual work (seminar paper) 30%		- Group work (presentation) 30%		<b>Total</b>	<b>100 %</b>		
Activity	Percentage														
1. <i>Ex cathedra</i> (lectures)	40 %														
2. Seminars	60 %														
- Individual work (seminar paper) 30%															
- Group work (presentation) 30%															
<b>Total</b>	<b>100 %</b>														

<p><b>Course content</b></p>	<p>The course is designed to give a specific overview of the different ways in which human rights and their protection relate to the theory and practice of democracy. In particular, it revolves around five major issues:</p> <ul style="list-style-type: none"> <li>-The nature of HR</li> <li>-HR as precondition for democracy</li> <li>-The justification of democracy through the protection of HR</li> <li>-HR issues in the context of contemporary democracies</li> <li>- The plausibility of a HR to democracy itself</li> </ul> <p>It is divided into two parts. In the first part, we shall analyse the nature and concept of rights. The second will discuss possible normative responses to the major issues above. While the first part of the course will consist mainly of lectures, the second part will be articulated along a mixture of lectures and seminars. These latter will be centred on the discussion of articles addressing such specific themes as agonistic democracy, natural rights, the instrumental justification of democracy, minority rights, migration, the security dilemma, and the refugee crisis.</p>	
<p><b>List of contents/topics</b></p>	<p><i>Topic</i></p>	<p><i>Required reading</i></p>
	<p>1. Introduction to the course</p>	<p>None</p>
	<p>2. Lecture: What kind of rights are human rights?</p>	<p>Griffin, J. (2009), <i>On Human Rights</i> (Oxford: Oxford University Press), Ch. 1&amp;2</p>
	<p>3. Lecture: First generation of rights (basic liberties or negative rights)</p>	<p>Griffin, J. (2009), <i>On Human Rights</i> (Oxford: Oxford University Press), Ch. 9</p>
	<p>4. Lecture: Second generation of rights (socio-economic or positive rights)</p>	<p>Griffin, J. (2009), <i>On Human Rights</i> (Oxford: Oxford University Press), Ch. 10</p>
	<p>5. Recapitulation on models of democracy</p>	<p>Christiano, T. (2006), <i>Democracy</i>, <i>Stanford Encyclopedia of Philosophy</i>, ed. E. Zalta, <a href="http://plato.stanford.edu/entries/democracy/">http://plato.stanford.edu/entries/democracy/</a></p>
	<p>6. Are human rights a precondition for democracy?</p>	<p>Meckled-Garcia, S. (2014), What comes first, democracy or human rights?, <i>Critical Review of International, Social, and Political Philosophy</i>, 17, 681-88.</p>
	<p>7. Seminar: Human rights as natural rights</p>	<p>Hart, H. L. A. (1955), Are There Any Natural Rights?, <i>Philosophical Review</i> 64, 175-91.</p>
	<p>8. Seminar: Human rights as constraints on democracy</p>	<p>Dworkin, R. (1977), <i>Taking Rights Seriously</i> (Boston MA: Harvard University Press), Ch. 6&amp;7.</p>
	<p>9. Seminar: Agonistic democracy</p>	<p>Mouffe, Ch. (1999), Deliberative Democracy or Agonistic Pluralism?, <i>Social Research</i>, 66, 745-58.</p>
	<p>10. Lecture: May human rights justify democracy?</p>	<p>Griffin, J. (2009), <i>On Human Rights</i> (Oxford: Oxford University Press), Ch. 14.</p>
	<p>11. Seminar: The instrumental justification of democracy</p>	<p>Arneson, R.J. (2003), Defending the Purely Instrumental Account of Democratic Legitimacy, <i>Journal of Political Philosophy</i>, 11, 122–32.</p>
	<p>12. Seminar: Democracy and the protection of minority rights</p>	<p>Kymlicka, W. (1995) <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i> (Oxford: Oxford University Press), Ch. 3, 6, 7.</p>

	13. Seminar: Human rights, state neutrality, and affirmative action	Young, I.M. (2011), <i>Justice and the Politics of Difference</i> (Princeton: Princeton University Press), Ch. 4&7.
	14. Lecture: What issues affect the protection of human rights in contemporary democracies?	Griffin, J. (2009), <i>On Human Rights</i> (Oxford: Oxford University Press), Ch. 11.
	15. Seminar: The security dilemma	Lever, A (2013), Democracy and Security, <i>The Philosophers' Magazine</i> , 93, 99-110.
	16. Seminar: The rights of refugees	Benhabib, S. (2004), <i>The Rights of Others: Aliens, Residents, and Citizens</i> (Cambridge: Cambridge University Press), Ch. 1&4.
	17. Seminar: Migration and welfare	Hartley, D. (2011) The Ethics of Migrant Welfare, <i>Ethics and Social Welfare</i> , 5, 18-35.
	18. Lecture: Is there a human right to democracy?	Miller, D. (2015), Is There a Human Right to Democracy?, <i>CSSJ Working Paper Series</i> , SJ032.
	19. Seminar: The justification of a human right to democracy	Christiano, T. (2011), An Instrumental Argument for a Human Right to Democracy, <i>Philosophy &amp; Public Affairs</i> , 39, 142-76.
	20. Closing Remarks and discussion of essay topics	None
<b>Mandatory literature</b>	<ul style="list-style-type: none"> <li>• Arneson, R.J. (2003), Defending the Purely Instrumental Account of Democratic Legitimacy, <i>Journal of Political Philosophy</i>, 11, 122–32.</li> <li>• Benhabib, S. (2004), <i>The Rights of Others: Aliens, Residents, and Citizens</i> (Cambridge: Cambridge University Press), Ch. 1&amp;4.</li> <li>• Christiano, T. (2011), An Instrumental Argument for a Human Right to Democracy, <i>Philosophy &amp; Public Affairs</i>, 39, 142-76.</li> <li>• Dworkin, R. (1977), <i>Taking Rights Seriously</i> (Boston MA: Harvard University Press), Ch. 6&amp;7.</li> <li>• Griffin, J. (2009), <i>On Human Rights</i> (Oxford: Oxford University Press).</li> <li>• Hart, H. L. A. (1955), Are There Any Natural Rights?, <i>Philosophical Review</i> 64, 175-91.</li> <li>• Hartley, D. (2011), The Ethics of Migrant Welfare, <i>Ethics and Social Welfare</i>, 5, 18-35.</li> <li>• Kymlicka, W. (1995) <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i> (Oxford: Oxford University Press)</li> <li>• Lever, A (2013), Democracy and Security, <i>The Philosophers' Magazine</i>, 93, 99-110.</li> <li>• Mouffe, Ch. (1999,) Deliberative Democracy or Agonistic Pluralism?, <i>Social Research</i>, 66, 745-58.</li> <li>• Young, I.M. (2011), <i>Justice and the Politics of Difference</i> (Princeton: Princeton University Press).</li> </ul>	
<b>Optional literature</b>	<ul style="list-style-type: none"> <li>• Christiano, T. (2006), Democracy, <i>Stanford Encyclopedia of Philosophy</i>, ed. E. Zalta, <a href="http://plato.stanford.edu/entries/democracy/">http://plato.stanford.edu/entries/democracy/</a>.</li> <li>• Meckled-Garcia, S. (2014), What comes first, democracy or human rights?, <i>Critical Review of International, Social, and Political Philosophy</i>, 17, 681-88.</li> <li>• Miller, D. (2015), Is There a Human Right to Democracy?, <i>CSSJ Working Paper Series</i>, SJ032.</li> </ul>	



<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	<p>Students of SSST will have the opportunity to attend this particular SoE at the Faculty of Political Sciences of University of Sarajevo</p> <p>Students of European University of Tirana will have the opportunity to attend this particular SoE at the University of Tirana.</p>

# Joint MA in Political Science: Integration and Governance

## Module: Political Theory

### Course: Populism, Populisms and Democracy

<b>Course Title</b>	Populism, Populisms and Democracy			
<b>Course Number</b>				
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Elective			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60			
<b>Lecturers</b>	Flavio Chiapponi, Valida Repovac Nikšić, Klejd Këlliçi, Klementin Mile			
<b>Assistant lecturers</b>				
<b>Department</b>	University of Pavia, University of Sarajevo, European University of Tirana, University of Tirana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Course Basic Texts Political Theory (Democracy and Legitimacy)			
<b>Recommended for semester</b>	3, 4			
<b>Course description</b>	<p>The course is designed to provide an understanding of two intertwined political phenomena, populism and democracy. Populism is intended in singular and plural describing not only the concept per se but also its varieties. Being located in the wider frame, that of political theory, populism and democracy shall be analysed in how populist practices emerge in the context of representation. The course shall explore the dimension of how the term people and populism is/are intended. Secondly the course shall provide an analysis providing populist arguments and criticism toward democracy. A third dimension will cover populism as a national phenomenon and its relation to international commitments. The course shall cover some specific cases of populism comparatively</p>			

<b>Intended learning outcomes</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• To locate populism in the context of political theory</li> <li>• describe various types of populism</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• analyse empirical cases dealing with populism and democracy</li> <li>• argue empirical findings in order to construct an interpretation of political fact</li> </ul> <p>Competences:</p> <ul style="list-style-type: none"> <li>• summarize different alternative approaches to democracy and populism</li> <li>• to judge which approach fits better to empirical findings</li> </ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>											
<b>Expected prerequisite knowledge</b>											
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Active Participation</td><td>20%</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>30 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Active Participation	20%	Final Exam	50 %	Paper (Essay, Research)	30 %	<b>Total</b>	<b>100 %</b>
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<b>Total</b>	<b>100 %</b>										
<b>Specific requirements</b>											
<b>Pre-Conditions for examination</b>	having taken compulsory courses, paper deliverance ;										

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	<b>Total</b>	<b>100 %</b>				
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	<b>Total</b>	<b>100 %</b>																
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement												
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	25%												
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	40	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	33,3%													
Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (when- ever posted to Moodle) following given criteria.	Completness, usefulness, ... of review	25%													
Research plan	General guidance; provide criteria for review	20	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	16,7%													
Total		150 h <sup>4</sup>			100 %													
Course content	The course is divided in three parts. In the first one, concepts are analysed and defined especially concerning the People and Democracy. In the second part the course analyses the reasons and the ideological dimension of populism, actualized in a series of seminars on specific populist topics spread across the left-right spectrum. The third part focus the historical dimension of populism and single case studies across three continents Latin America, North America and Europe.																	
List of contents/topics	Topic			Required reading														

<sup>4</sup> based on [EXCT-CP \* 25], here 6 are assumed

	1-Introduction to concepts and definitions	Daniele Albertazzi and Duncan McDonnell (edited by) <i>Twenty-First Century Populism: The Spectre of Western European Democracy</i> , Palgrave MacMillan, 2008-selected readings ; Sergiu Gherghina, Sergiu Miscoiu and Sorina Soare (edited by), <i>Contemporary Populism: A Controversial Concept and Its Diverse Forms</i> , Newcastle, Cambridge Scholars, 2013 – selected readings.
	2- Democracy, representation and engagement	Daniele Albertazzi and Duncan McDonnell (edited by) <i>Twenty-First Century Populism: The Spectre of Western European Democracy</i> , Palgrave MacMillan, 2008-selected readings; Margaret Canovan, <i>Trust the People! Populism and the two faces of democracy</i> , «Political Studies», XLVIII (1999), pp. 2-16;
	3-Who is the people	Margaret Canovan, <i>The People</i> , Cambridge, Polity Press, 2005;
	4-The other: local and international dimension	Cas Mudde and Cristobal Rovira-Kaltwasser, <i>Populism in Europe and the Americas: Threat or Corrective for Democracy?</i> , Cambridge, Cambridge University Press, 2012
	6-Twilight of party politics	; Stijn Van Kessel, <i>Populist Parties in Europe: Agents of Discontent?</i> , New York, Palgrave, 2015
	7- The ideological dimension of populism	Francisco Panizza <i>Populism and the Mirror of Democracy</i> , London, Verso 2005 (edited by),Selected readings
	8-Seminar: Resentment	Hans-Georg Betz, <i>Radical Right-Wing Populism in Western Europe</i> , New York ST. Martin's Press, 1994;
	9-Seminar: Identity	Canovan, <i>The People</i> ;

	10-Seminar:Against the elites	Gherghina et al.,
	11-Seminar:Inclusion	; Gherghina et al., Mudde and Rovira-Kaltwasser,
	12-Varieties of populism: Old and New	Gherghina et al.,
	13- Seminar:US	Michael Kazin, <i>The Populist Persuasion: An American History</i> , Cornell University Press, 1995;
	14-Seminar: Latin America	Mudde and Rovira Kaltwasser; Gino Germani, <i>Authoritarianism, Fascism and National Populism</i> , New Brunswick, Transaction Books, 1978;
	15-Populism in Europe: West vs East	Gherghina et al., selected readings; Mudde and Rovira-Kaltwasser, selected readings; Van Kessel, <i>passim</i>
	16-Seminar Uk& France	Van Kessel; Mény and Surel, <i>Par le peuple...</i> ; Mény and Surel, <i>Democracies...</i>
	17- Seminar Italy & Greece	Daniele Albertazzi and Duncan McDonnell (edited by) <i>Twenty-First Century Populism: The Spectre of Western European Democracy</i> , Palgrave MacMillan, 2008-selected readings
	18-Seminar Hungary& Poland	Van Kessel
	19-Seminar: Western Balkans	
	20-Conclusions	
<b>Mandatory literature</b>	Reading pack containing selected readings	
<b>Optional literature</b>	Peter Mair <i>Ruling the void: The hollowing-out of Western Democracy</i> , London, Verso 2013 Benjamin Arditti <i>Politics at the Age of Liberalism: Difference, Populism, Agitation and Resistance</i>	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.	

# Joint MA in Political Science: Integration and Governance

## Module: Political Theory

### Course: Political Theory – Identity Politics

<b>Course Title</b>	Political Theory - Identity Politics			
<b>Course Number</b>	TBA			
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Goran Janev / Jana Jevtic / Mario Wintersteiger			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Institute for Sociological, Political and Juridical Research, UKIM Skopje/ Department of Political Science und International Relations, SSST / Department of Political Science and Sociology, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance.			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Second year within the programme; Course: Basic Texts in Political Theory			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>This course explores the political power of identity across an array of contexts and from a variety of perspectives. It provides an overview of political manifestations of identity as defined in terms of religion, ideology, nation and ethnicity, class, gender and sexuality. Students are encouraged to critically (re)examine the mythmaking that underpins many conceptions of identity. By doing so, they assess the relevance of identity in the political sphere.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>to identify the processes that underpin the political construction of identities</li> <li>to locate various expresses of identity within the political sphere</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>to employ an interdisciplinary approach to the study of the links between identity and politics</li> <li>to break down the various components of political mythmaking</li> <li>to explain the driving forces behind identity politics</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>to interpret relevant debates on the cleavages that challenge/maintain the established political order</li> <li>to discuss the multitude of political theory approaches to identitarian movements</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	This course provides knowledge about debates on identities and about theories concerning identity politics and questions of political ideology. Students will be able to critically assess approaches on these topics and therefore will gain the competence to analyse recent political movements in the field of identity politics. The course enables them to conduct independent research in political theory and to critically examine recent political developments in their various contexts.														
<b>Expected prerequisite knowledge</b>															
<b>Assessment methods</b>	<table> <tr> <th>Activity</th><th>Percentage</th></tr> <tr> <td>Mid-term exam</td><td>20 %</td></tr> <tr> <td>Final exam</td><td>40 %</td></tr> <tr> <td>In-class discussions</td><td>10 %</td></tr> <tr> <td>Presentation</td><td>10 %</td></tr> <tr> <td>Reflection Papers</td><td>20 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </table>	Activity	Percentage	Mid-term exam	20 %	Final exam	40 %	In-class discussions	10 %	Presentation	10 %	Reflection Papers	20 %	<b>Total</b>	<b>100 %</b>
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<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>															
<b>Pre-Conditions for examination</b>	80 % class attendance														



Teaching methods	In order to understand the relation of the human condition and politics, this course combines readings, presentations, discussions, reflection papers and two exams.																		
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Presentation</td><td>20 %</td></tr><tr><td>3. Exams</td><td>30 %</td></tr><tr><td>4. In-class discussions</td><td>20 %</td></tr><tr><td>5. Reflection Papers</td><td>10 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Presentation	20 %	3. Exams	30 %	4. In-class discussions	20 %	5. Reflection Papers	10 %	Total	100 %
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade													
Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement														
Presentation	Critical examination of the required readings	30	Presentation, handouts including discussion questions	Clearness of presentation, critical exploration of the weekly topic	10 %														
Exams	Preparing exam questions/topics, developing criteria; use of literature	45	In-class writing of exam essays	Clarity of argument; critical analysis of the exam questions	60 %														
In-class discussions	General guidance, moderating student participation	30	Active engagement in the discussions	Quality of the arguments; ability to follow topics	10 %														
Reflection Papers	Providing guidelines for the papers; topic selection	15	Writing papers on required readings; a literature review	Completeness, consistency, accurateness of the text.	20 %														
Total		150 h <sup>5</sup>			100 %														
Course content	See below																		
List of contents/topics	Week 1: Introduction – On Identity and Politics Week 2: Methodological Nationalism – Container Model of Society Week 3: Identity in the Myth Week 4: Identity of the Crowd – Mass Psychology and Violence Week 5: Fundamentalism – Violence as a Religious Duty Week 6: Totalitarianism – Ideology and Terror Week 7: Nationalism and the Myth of the Nation Week 8: We the people – The Rise of the Populist Movements Week 9: “The multicultural riddle” – Nation, ethnicity and religion Week 10: Social Movements – old and new Week 11: Class Identity and Contesting Power Week 12: Gendering Identities Week 13: Add a sexy title for Sexual Politics Week 14: Urban Movements - Beyond Identity Politics Week 15: Conclusions																		

<sup>5</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>Mandatory literature</b></p>	<p>Week 1: Introduction – On Identity and Politics</p> <ul style="list-style-type: none"> <li>○ Richard Jenkins, <i>Social Identity Key Ideas</i>, London: Routledge 2014 (selections).</li> <li>○ Mary Bernstein, "Identity Politics", in: <i>Annual Review of Sociology</i> 31 (2005), pp. 47-74.</li> </ul> <p>Week 2: Methodological Nationalism – Container Model of Society</p> <ul style="list-style-type: none"> <li>○ Ulrich Beck/Elisabeth Beck-Gernsheim, "Global Generations and the Trap of Methodological Nationalism. For a Cosmopolitan Turn in the Sociology of Youth and Generation", in: <i>European Sociology Review</i> 25 (2009), No. 1, pp. 25-36.</li> <li>○ Daniel Chernilo, <i>A Social Theory of the Nation-State. The political forms of modernity beyond methodological nationalisms</i>, London: Routledge 2007, Ch. 1.</li> <li>○ Andreas Wimmer/Nina Glick-Schiller, "Methodological Nationalism and beyond: nation-state building, migration and the social sciences", in: <i>Global Networks</i> 2 (2002), No. 4, pp 301-334.</li> <li>○ Nina Glick-Schiller/Ayse Caglar/Thaddeus Guldbrandsen, "Beyond the Ethnic Lens. Locality, Globality and born again in Cooperation", in: <i>American Ethnologist</i> 33 (2006), No. 4, pp. 612-633.</li> </ul> <p>Week 3: Identity in the Myth</p> <ul style="list-style-type: none"> <li>○ Émile Durkheim, <i>The elementary forms of the religious life</i>, London: Allen &amp; Unwin 1971 (selections).</li> <li>○ Ellie Kedorie, "Dark gods and their rites", in: John Hutchinson/Anthony Smith (eds.), <i>Nationalism</i>, Oxford: Oxford University Press 1994, pp. 205-209.</li> <li>○ Alexis de Tocqueville, <i>Democracy in America</i>, Chicago: Encyclopaedia Britannica 1991 (selections).</li> </ul> <p>Week 4: Identity of the Crowd – Mass Psychology and Violence</p> <ul style="list-style-type: none"> <li>○ Gustave Le Bon, <i>The Crowd. A Study of the Popular Mind</i>, London: Benn 1938 (selections).</li> <li>○ Georges Sorel, <i>Reflections on Violence</i>, in: <i>Daedalus</i> 88 (1959), No. 2, pp. 363–368.</li> <li>○ Frederic Vanderberge, "Avtars of the Collective: A Realist Theory of Collective Subjectivities", in: <i>Sociological Theory</i> 25 (2007), No. 4, pp. 295-324.</li> <li>○ Arjun Appadurai, "Dead Certainty: Ethnic Violence in the Era of Globalisation", in: <i>Public Culture</i>, 10 (1998), No. 2, pp. 225-247.</li> </ul> <p>Week 5: Fundamentalism – Violence as a Religious Duty</p> <ul style="list-style-type: none"> <li>○ Scott Appleby, "Violence as a Sacred Duty: Paterns of Religious Extremism", in: Scott Appleby (ed.), <i>The Ambivalence of the Sacred</i>, New York: Rowman &amp; Littlefield 2000, pp. 81-121.</li> <li>○ Manuel Castels, "Communal Havens: Identity and Meaning in the Network Society", in: Manuel Castels (ed.), <i>The Power of Identity</i>, London: Blackwell Publishing 1997, pp. 5–71.</li> <li>○ S. N. Eisenstadt, <i>Fundamentalism, Sectarianism, and Revolution. The Jacobin Dimension of Modernity</i>, Cambridge: Cambridge University Press 1999 (selections).</li> </ul> <p>Week 6: Totalitarianism – Ideology and Terror</p> <ul style="list-style-type: none"> <li>○ Hannah Arendt, <i>The Origins of Totalitarianism</i>, San Diego: Harvest Book 1979 (selections).</li> <li>○ Eric Voegelin, "Political Religions", in: <i>The Collected Works of Eric Voegelin</i>, vol. 5, Columbia: University of Missouri Press 1999 (selections).</li> </ul> <p>Week 7: Nationalism and the Myth of the Nation</p> <ul style="list-style-type: none"> <li>○ Eric Hobsbawm/Terence Ranger, <i>The Invention of Tradition</i>, Cambridge: Cambridge University Press 2012 (selections).</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>, London: Verso 2006 (selections).</li> <li>○ Thomas Hylland-Eriksen, <i>Ethnicity and Nationalism: Anthropological Perspectives</i>, London: Pluto Books 2010 (selections).</li> </ul> <p>Week 8: We the people – The Rise of the Populist Movements</p> <ul style="list-style-type: none"> <li>○ Margaret Canovan, “Trust the People! Populism and the Two Faces of Democracy”, in: <i>Political Studies</i> 47 (1999), No. 1, pp. 2–16.</li> <li>○ Mabel Berezin, <i>Illiberal politics in neoliberal times: culture, security and populism in the new Europe</i>, Cambridge: Cambridge University Press 2009 (selections).</li> <li>○ Robert S. Jansen, “Populist Mobilization: A New Theoretical Approach to Populism”, in: <i>Sociological Theory</i> 29 (2011), No. 2, pp. 75-96.</li> </ul> <p>Week 9: “The multicultural riddle” – Nation, ethnicity and religion</p> <ul style="list-style-type: none"> <li>○ Gerd Baumann, <i>The Multicultural Riddle: Rethinking National, Ethnic and Religious Identities</i>, London: Routledge 1999.</li> <li>○ Pnina Webrner, <i>Imagined Diasporas Among Manchester Muslims: The Performance of Pakistani Transnational Identity Politics</i>, London: James Curry 2002 (selections).</li> <li>○ Tariq Modood, “Introduction”, in: Tariq Modood/Pnina Webrner (ed.s) <i>The Politics of Multiculturalism in the New Europe: Racism, Identity and Community</i>, New York: Zed Books 1997, pp. 1-27.</li> </ul> <p>Week 10: Social Movements – old and new</p> <ul style="list-style-type: none"> <li>○ Marc Edelman, “Social Movements: Changing Paradigms and Forms of Politics”, in: <i>Annual Review of Anthropology</i> 30 (2001), pp. 285-317.</li> <li>○ Andre G. Walder “Political Sociology and Social Movements”, in: <i>Annual Review of Sociology</i> 35 (2009), pp. 393-412.</li> </ul> <p>Week 11: Class Identity and Contesting Power</p> <ul style="list-style-type: none"> <li>○ Friedrich Engels, <i>The Condition of the Working Class in England</i>, Oxford: Oxford University Press 2009 (selections).</li> <li>○ Michael Bakunin, <i>God and the State</i>, First Rate Publishers 1970 (selections).</li> <li>○ Anders Hylmö/Mgnus Wennerhag, “Does Class Matter in Anti-Austerity Protests?”, in: ed. Marco Giugni/Maria Grasso (eds.): <i>Austerity and Protests: Popular Contention in Times of Economic Crisis</i>, New York: Routledge 20, pp. 83-111.</li> <li>○ Haesook Chae, “Marx on the Family and Class Consciousness”, in: <i>Rethinking Marxism</i> 26 (2014), No. 2, pp. 262-277.</li> </ul> <p>Week 12: Gendering Identities</p> <ul style="list-style-type: none"> <li>○ Judith Butler, <i>Gender Trouble. Feminism and the Subversion of Identity</i>. London: Routledge 2002 (selections).</li> <li>○ Virginia Held, “Feminism and Political Theory”, in: Robert L. Simon (ed.): <i>The Blackwell Guide to Social and Political Philosophy</i>, Oxford: Blackwell 2002, pp. 154-177.</li> </ul> <p>Week 13: Add a sexy title for Sexual Politics</p> <ul style="list-style-type: none"> <li>○ Jimmie Manning, Introduction. Because the Personal is the Political – Connecting the Queer, the Political and the Relational, in: Bruce Drushel/Kathleen German (eds.), <i>Queer Identities / Political Realities</i>, Cambridge: Cambridge Scholars Publishing 2009, pp. 1–11.</li> <li>○ David P. Terry, Deputy Queer: Performativity, Politics, Aesthetics and Ethics, in: Bruce Drushel/Kathleen German (eds.), <i>Queer Identities / Political Realities</i>, Cambridge: Cambridge Scholars Publishing 2009, pp. 99–113.</li> <li>○ Mark Johnson, “Global Desierings and Translocal Loves: Transgendering and Same-Sex Sexualities in the Southern Philippines”, in: <i>American Ethnologist</i> 25 (4), 595–711.</li> </ul> <p>Week 14: Urban Movements - Beyond Identity Politics</p>
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	<ul style="list-style-type: none"> <li>○ Neil Brenner/Nik Theodore, Spaces of Neoliberalism. Urban Restructuring in North America and Western Europe, Oxford: Blackwell 2002, Ch. 1.</li> </ul> <p>Week 15: Conclusions</p>
<b>Optional literature</b>	Ernesto Laclau (ed.), The Making of Political Identities. New York: Verso 1994.
<b>Scheduled dates</b>	TBA.
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	

# Joint MA in Political Science: Integration and Governance

## Module: Political Theory

### Course: Political Theory – The Anthropology of Politics

<b>Course Title</b>	Political Theory – The Anthropology of Politics			
<b>Course Number</b>	TBA			
<b>Module</b>	Political Theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Goran Janev / Jana Jevtic / Mario Wintersteiger			
<b>Assistant lecturers</b>	TBA			
<b>Department</b>	Institute for Sociological, Political and Juridical Research, UKIM Skopje/ Department of Political Science und International Relations, SSST / Department of Political Science and Sociology, University of Salzburg			
<b>Curricula</b>	Joint MA in Political Science : Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Second year within the programme; Course Basic Texts of Political Theory			
<b>Recommended for semester</b>	3 or 4			
<b>Course description</b>	<p>This course examines the relation of the human condition and politics – on the one hand the natural and on the other hand the cultural. Reading critically both the classic and contemporary texts, this course expands the prism of Political Theory by encompassing a wider temporal span and spatial scope. It reflects on the fundamental issues of anthropology and, in doing so, points out their importance for the field of political science in general. Some of these concerns are hierarchy and leadership, power and inequality, conflict and counter-politics.</p>			

Intended learning outcomes	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>to outline both the natural and the cultural relationship between the human condition and politics</li><li>to differentiate between natural and cultural approaches to the study of mankind</li><li>to summarize seemingly contrasting perspectives on politics and the human condition</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>to relate the classical texts to contemporary political theories of power, hierarchy and leadership</li><li>to critically analyse the findings of current anthropology in context of debates on political structures</li><li>to interpret ethnographic data in light of recent democratic uprisings and counter-politics</li></ul> <p><b>Competences</b></p> <ul style="list-style-type: none"><li>to answer questions raised in classical texts with findings of present day anthropological and political thought</li><li>to appreciate the development of political thought on equality and inequality in various spatial and temporal contexts</li></ul>														
Contribution of this course to the learning outcomes of the module (or program)	This course provides comprehensive knowledge of anthropological theories on political phenomena, esp. on questions of political power. Students will be enabled to interpret political reality in the light of these anthropological findings. They will be enabled to conduct innovative research in this field. The course also aims at providing tools for the critical examination of political ideologies and recent developments.														
Expected prerequisite knowledge															
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Mid-term exam</td><td>20 %</td></tr><tr><td>Final exam</td><td>40 %</td></tr><tr><td>In-class discussions</td><td>10 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td>Reflection Papers</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>	Activity	Percentage	Mid-term exam	20 %	Final exam	40 %	In-class discussions	10 %	Presentation	10 %	Reflection Papers	20 %	<b>Total</b>	<b>100 %</b>
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Reflection Papers	20 %														
<b>Total</b>	<b>100 %</b>														
Specific requirements															
Pre-Conditions for examination	80 % class attendance														

Teaching methods	In order to understand the relation of the human condition and politics, this course combines readings, presentations, discussions, reflection papers and two exams.																		
	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Presentation</td><td>20 %</td></tr><tr><td>3. Exams</td><td>30 %</td></tr><tr><td>4. In-class discussions</td><td>20 %</td></tr><tr><td>5. Reflection Papers</td><td>10 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Presentation	20 %	3. Exams	30 %	4. In-class discussions	20 %	5. Reflection Papers	10 %	<b>Total</b>	<b>100 %</b>
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	2. Presentation	20 %																	
	3. Exams	30 %																	
	4. In-class discussions	20 %																	
	5. Reflection Papers	10 %																	
	<b>Total</b>	<b>100 %</b>																	
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade													
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement													
	Presentation	Critical examination of the required readings	30	Presentation, handouts including discussion questions	Clearness of presentation, critical exploration of the weekly topic	10 %													
	Exams	Preparing exam questions/topics, developing criteria; use of literature	45	In-class writing of exam essays	Clarity of argument; critical analysis of the exam questions	60 %													
In-class dussions	General guidance, moderating student participation	30	Active engagement in the discussions	Quality of the arguments; ability to follow topics	10 %														
Reflection Papers	Providing guidelines for the papers; topic selection	15	Writing papers on required readings; a literature review	Completness, consistency, accuratness of the text.	20 %														
<b>Total</b>		<b>150 h<sup>6</sup></b>			<b>100 %</b>														
Course content	See below																		

<sup>6</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>List of contents/topics</b></p>	<p>Week 1: Introduction: What is Political Anthropology?</p> <p>Week 2: Politics and the Study of Mankind</p> <p>Week 3: Nature vs. Culture – Reading the Debate Politically</p> <p>Week 4 : Social Evolutionism and the Concept of Primitive Society</p> <p>Week 5: Rethinking the “Other” – Hierarchy and Political Systems Reexamined</p> <p>Week 6: Political Leadership</p> <p>Week 7: Power and the Symbols</p> <p>Week 8: History, Hegemony and Power</p> <p>Week 9: Politics of Ethnography I – Writing Culture</p> <p>Week 10: Politics of Ethnography II – Writing Against Culture</p> <p>Week 11: Continuity and Change, Conflict and Fragmentation</p> <p>Week 12: Equality and Inequality</p> <p>Week 13: Representations of Power and Mobilising Publics</p> <p>Week 14: Democracy and the Legitimacy of Political Systems</p> <p>Week 15: Conclusions</p>
<p><b>Mandatory literature</b></p>	<p>Week 1: Introduction: What is Political Anthropology?</p> <p>Week 2: Politics and the Study of Mankind</p> <ul style="list-style-type: none"> <li>○ Plato, <i>The Republic</i>, New York: Basic Books 1968 (selections).</li> <li>○ Aristotle, <i>Politics</i>, Kitchener: Batoche Books 1999 (selections).</li> <li>○ Anthony J. Parel, <i>The Comparative Study of Political Philosophy</i>, in: <i>Comparative Political Philosophy. Studies Under the Upas Tree</i>, ed. Anthony J. Parel/Ronald C. Keith, New Dehli-Newbury-London: Sage 1992, pp. 11–28.</li> </ul> <p>Week 3: Nature vs. Culture – Reading the Debate Politically</p> <ul style="list-style-type: none"> <li>○ Jean-Jacques Rousseau, <i>Discourse on the Origin of Inequality</i>. Indianapolis: Hacket Publishing 1992 (selections).</li> <li>○ Adam Kuper, <i>Culture. The Anthropologist’s Account</i>, Cambridge: Harvard University Press 1999, Ch. 1.</li> <li>○ Larry Arnhart, <i>Biopolitical Science</i>, in: <i>Politics and the Life Sciences</i> 29 (2010), no. 1, pp. 24–47.</li> <li>○ Tim Ingold (ed.), <i>Companion Encyclopedia of Anthropology</i>, London: Routledge 2003 (selections).</li> </ul> <p>Week 4: Social Evolutionism and the Concept of Primitive Society</p> <ul style="list-style-type: none"> <li>○ David Christian, <i>Maps of Time. An Introduction to Big History</i>. Berkeley: University of California Press 2005, pp. 82–93; 139–144; 152–184.</li> <li>○ Adam Kuper, <i>Invention of Primitive Society. Transformations of an Illusion</i>, London: Routledge 1988.</li> <li>○ Edward Tylor, <i>Primitive Culture: Vol. I</i>. London: John Murray 1871, Ch. 1.</li> <li>○ Lucien Lévy-Bruhl, <i>How Natives Think</i>, Princeton: Princeton University Press 1910, pp. 13–32.</li> </ul> <p>Week 5: Rethinking the “Other” – Hierarchy and Political Systems Reexamined</p> <ul style="list-style-type: none"> <li>○ M. Fortes/E. E. Evans Pritchard (eds.), <i>African Political Systems</i>, Oxford: Oxford University Press 1950, Introduction.</li> <li>○ Christopher Boehm, <i>Hierarchy in Forest. The Evolution of Egalitarian Behavior</i>, Cambridge: Harvard University Press 1999, pp. 30–35; 125–</li> </ul>



148; 197–203; 225–228.

**Week 6: Political Leadership**

- E. R. Leach, *The Political Systems of Highland Burma. A Study of Kachin Social Structure*, London: The Athlone Press 1970 (selections)
- Frederic Barth, *Political Leadership among Swat Pathans*, London: The Athlone Press 1975 (selections).
- Arnold M. Ludwig, *King of the Mountain. The Nature of Political Leadership*, Lexington: University Press of Kentucky 2002, pp. xi–xiii; 1–21; 50–78; 437–438.
- Frans de Waal, *Chimpanzee Politics. Power and Sex among Apes*, Baltimore: John Hopkins University Press 2007, pp. 3–5; 205–209.

**Week 7: Power and the Symbols**

- Abner Cohen, *Political Anthropology: The Analysis of the Symbolism of Power Relations*, in: (Man)/JRAI 4 (1969), no. 2.
- Simon Harrison, *Four Types of Symbolic Conflict*, in: JRAI 1 (1995), no. 2.
- Diego A. von Vacano, *The Art of Power. Machiavelli, Nietzsche, and the Making of Aesthetic Political Theory*, Lanham: Lexington Books 2007, pp. 1–9; 21–38; 43–53; 61–65.
- Sherry Ortner (1973), “On Key Symbols”, *American Anthropology*, 75 (5), 1338–1346.
- James Fernardecky, (1974), *The Mission of Metaphor in Expressive Culture* *Current Anthropology* 15(2): 119–145.

**Week 8: History, Hegemony and Power**

- Talal Asad, *The Anthropology and the Colonial Encounter*. New York: Humanities Press 1973, Introduction.
- Eric Wolfe, *Europe and the People without History*. Berkeley: University of California Press 1982, Introduction.
- John Gledhill, *Power and Its Disguises. Anthropological Perspectives on Politics*, London: Pluto Press 1994 (selections).
- Antonio Gramsci, *Prison Notebook*. London: Lawrence & Wishart 1971 (selections).
- Dan Rabinowitz (1985), *Themes in the Economy of Sinai Bedouin in the 19th and 20th centuries*. *International Journal of Middle Eastern studies* 17, 211–228.

**Week 9: Politics of Ethnography I – Writing Culture**

- Clifford Geertz, *The Interpretation of Cultures: Selected Essays*. New York: Basic Books 1973, pp. 3–30.
- Clifford James, “Introduction: Partial Truths”, in: *Writing Culture. The Poetics and Politics of Ethnography*, ed. Clifford James/George E. Marcus, Berkeley: University of California Press 1986, pp. 1–26.
- Vico, Giambattista. 1961 [1725]. *The New Science*. NY: Anchor Books. Selected Chapters, p. 144–163.
- Renato Rosaldo (1986), “From the Door of His Tent: The Fieldworker and the Inquisitor” in: Clifford & Marcus (Eds.), *Writing Culture : The Poetics and Politics of Ethnography* (Berkeley, Calif. : University of California Press), pp.77– 97

**Week 10: Politics of Ethnography II – Writing Against Culture**

- Lila Abu-Lughod, “Writing Against Culture”, in: Richard Fox (ed.). *Recapturing Anthropology. Working in the Present*, Santa Fe: School of American Research Press, 137–162.
- Edward Said, *Orientalism*, London: Vintage 1978.
- Myerhoff, Barbara & Ruby, Jay (1982), *A Crack in the Mirror*. (Philadelphia: University of Pennsylvania Press). Introduction, pp.1–35.
- Trouillot, Michel-Rolph. 2002. *Adieu, Culture: A New Duty Arises*. In:

	<p>Fox, Richard and King, Barbara (eds). Anthropology beyond Culture, Oxford/N.Y: Berg, pp. 37-60.</p> <p>Week 11: Continuity and Change, Conflict and Fragmentation</p> <ul style="list-style-type: none"> <li>○ Mitchell Clyde, The Kalela Dance. Aspects of Social Relationships among urban Africans in Northern Rhodesia, Manchester: Manchester University Press 1956.</li> <li>○ Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy", in: Theory Culture Society 7 (1990), pp. 295–310.</li> <li>○ Roger D. Masters, The Nature of Politics, New Haven: Yale University Press 1989, pp. 3–11, 16–34; 146–160; 234–249.</li> <li>○ Comaroff, John and Jean. 2001. Introduction. In Millennial Capitalism and the Culture of Neoliberalism Durham: Duke University Press</li> </ul> <p>Week 12: Equality and Inequality</p> <ul style="list-style-type: none"> <li>○ Jonathan Friedman, "Globalisation, Disintegration, Reorganisation: The Transformations of Violence", Jonathan Friedman (ed.), Globalisation, the State and Violence, Walnut Creek: Altamira Press 2003, pp. 1–35.</li> <li>○ Frederic Jameson, Postmodernism or the Cultural Logic of Late Capitalism, London: Verso 1992.</li> <li>○ André Béteille, "Inequality and Equality", in: Tim Ingold (ed.), Companion Encyclopedia of Anthropology, London: Routledge 2002, pp. 1010-1040.</li> </ul> <p>Week 13: Representations of Power and Mobilising Publics</p> <ul style="list-style-type: none"> <li>○ Michel Foucault, The birth of biopolitics. Lectures at the College de France, 1978-79, Basingstoke: Palgrave MacMillan 2010 (selections).</li> <li>○ Evelina Dagnino, "Citizenship: A Perverse Confluence", in: Development in Practice 17 (2007), no. 4/5, pp. 549-556.</li> <li>○ Gabriella Coleman, Hacker, Hoaxer, Whistleblower. The many faces of Anonymous, London: Verso 2014.</li> <li>○ Alberto Corsin Jimenez, "The right to infrastructure: a prototype for open source urbanism", in: Environment and Planning D: Society and Space 2014, vol. 32.</li> </ul> <p>Week 14: Democracy and the Legitimacy of Political Systems</p> <ul style="list-style-type: none"> <li>○ Mona Abaza, "Cyberspace and the Changing Face of Protest and Public Culture in Egypt", in: Larbi Sadiki et al. (eds.), Democratic Transition in the Middle East", New York: Routledge 2013, pp. 86-109</li> <li>○ Phillip Pettit, "Varieties of Public Representation", in: Ian Shapiro et al. (eds.), Political Representation, Cambridge: Cambridge University Press 2010, pp. 61–89.</li> </ul> <p>Week 15: Conclusions</p>
<b>Optional literature</b>	
<b>Scheduled dates</b>	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	

# Joint MA in Political Science: Integration and Governance

## Module: Political Theory

### Course: Political Theory – Political leadership

<b>Course Title</b>	Political leadership			
<b>Course Number</b>				
<b>Module</b>	Political theory			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	4			
<b>Number of teaching hours</b>				
<b>Lecturer</b>	Marijana Markovikj, associate professor			
<b>Assistant lecturers</b>				
<b>Department</b>	University of “Ss Cyril and Methodius”, Institute for sociological political and juridical research, Skopje			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	Political Science		
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>				
<b>Recommended for semester</b>	[3, 4]			
<b>Course description</b>	<p>Political leadership can be a profession that serves the public interest, but also it can be destructive. Leadership attracts various kinds of people with various motivations. Many disciplines have contributed to the study of leadership, including political theory, history, psychology and management studies. In this course political leadership will be studied mainly through the psychological aspect.</p> <p>One section of the course will explore many of the competing definitions and theories of political leadership</p> <p>Another segment of the course will provide in-depth reviews of a variety of methodological approaches (e.g., personality assessment-at-a-distance profiling techniques; currently used in the discipline to study political leadership.</p> <p>The course will examine how political leaders are selected and socialized, what factors affect the character of their leadership, and the ways in which leader personalities, or individual characteristics, affect their leadership</p> <p>Students will also take part in a simulation during the semester in which they take on the role of professional leader analysts. Different world leader can be selected for analysis and, over the course of the semester, an assessment-at-a-distance profile of this leader will be produced.</p>			

<b>Intended learning outcomes</b>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-To define and describe the concept “political leadership</li> <li>- To understand the complexity of scientific approach in exploring the role of political leaders</li> </ul> <p><b>-COMPETENCE</b></p> <p>To analyse the influence of personality in politic</p> <p>To compare and discuss different political leadership styles</p> <ul style="list-style-type: none"> <li>-To explain the interconnection between circumstances in society and political leadership styles</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>-To develop critical thinking approach over political behaviour and political decision making process of the political leaders</li> <li>- To organize own research and critically evaluate information in direction of assessing personality of political leaders and their influence in creating politic.</li> </ul>												
<b>Contribution of this course to the learning outcomes of the module (or program)</b>													
<b>Expected prerequisite knowledge</b>	There are no formal prerequisites for this course.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation</td><td>15%</td></tr> <tr> <td>Final Exam</td><td>60%</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td>Attendance</td><td>5 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation	15%	Final Exam	60%	Paper (Essay, Research)	20 %	Attendance	5 %	<b>Total</b>	<b>100 %</b>
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Attendance	5 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>													
<b>Pre-Conditions for examination</b>	Written paper (seminar) and presentation (teacher and other students from the group)												

Teaching methods			<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>40%</td></tr><tr><td>2. Presentations</td><td>45 %</td></tr><tr><td>3. Activity</td><td>15 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>	Activity	Percentage	1. <i>Ex cathedra</i>	40%	2. Presentations	45 %	3. Activity	15 %	<b>Total</b>	<b>100 %</b>				
	Activity	Percentage															
	1. <i>Ex cathedra</i>	40%															
	2. Presentations	45 %															
	3. Activity	15 %															
	<b>Total</b>	<b>100 %</b>															
	Example II, bringing teaching activities and assessment methods together:																
	<b>Assignment/ Activity</b>	<b>Teaching activity</b>	<b>Work- load</b>	<b>Assessment activity</b>	<b>Assessment criteria</b>	<b>Percentage of final grade</b>											
	Ex cathedra	Ex cathedra		Exams	Classical examination (written)	40%											
	Seminar paper ,Research plan	Discuss topic of paper; review of ongoing work (when posted to Moodle), ..		Development of a research plan for a topic related to the seminar paper. Continuous writing, presentation (Moodle) and final finishing of paper.	Clearness of presentation; consistency, clarity, argumentation, own analysis, understanding of key concepts	45%											
Laboratory practices, Team work	Personal experience of phenomenon		Group and individual work, Produced materials	Critical and analytical thinking	15%												
<b>Total</b>					<b>100 %</b>												
<b>Course content</b>	Topic 1: Introduction to the concept of political leadership. Who becomes a political leader? Topic 2: Personality and Political Behaviour Topic 3: Leadership theories Topic 4: Methodological approach in accessing personality of political leaders.																
<b>List of contents/topics</b>	<i>Topic</i>			<i>Required reading</i>													
	Topic 1: . Introduction to the concept of political leadership. Who becomes a political leader? - Characteristics of personality of political leaders – what affect their political behaviour  -Political leadership in Political science			Rhodes R.A.W and Hart P. (Editors). 2014. The Oxford Handbook of political leadership. Oxford University Press Chapter 8 (118-131)  Paige, D.G The scientific Study of political leadership. New York: The free press, London: Collier Macmillan Publisher Chapter I (1-11)													

	<p>Topic 2: Personality and political behaviour</p> <ul style="list-style-type: none"> <li>- Concept of personality in Politics</li> <li>- Motives and political Behaviour</li> <li>- Cognition and political behaviour</li> <li>- Social context and political behaviour</li> </ul> <p>-The impact of personality on events</p> <ul style="list-style-type: none"> <li>- Leadership and Morality:</li> </ul>	<p>Sears, D, Huddy, L Jervis R (Editors) 2003. Oxford handbook of political psychology Chapter I, Part 3 (110-146)</p> <p>Jost, T. J and Sidanius, J. (Editors) 2004. New York: Taylor and Francis group Part II, Reading 5 and 6 (108-134)</p> <p>Paschen, M &amp; Dihsmiaier E. 2014. The Psychology of Human Leadership. New Your: Springer (213-233)</p>
	<p>Topic 3: Leadership theories</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>Goertzen. B.J.2012. Contemporary theories of leadership. Jones &amp; Bartlette Learning. Chapter 6 (83-99)</p>
	<p>Topic 4: methodological approach in accesing personality of political leaders</p> <p>Assesing leaders at the distance: the political personality profile</p>	<p>Post, A.J.2006. The psychological assessment of political leaders : with profiles of Saddam Hussein and Bill Clinton / Michigan: The University of Michigan Press</p>
<b>Mandatory literature</b>	<p>Rhodes R.A.W and Hart P. (Editors). 2014. The Oxford Handbook of political leadership. Oxford: Oxford University Press.</p> <p>Paige, D.G. The scientific Study of political leadership. New York: The free press, London: Collier Macmillan Publisher.</p> <p>Sears, D, Huddy, L Jervis R (Editors) 2003. Oxford: Oxford handbook of political psychology.</p> <p>Jost, T. J and Sidanius, J. (Editors) 2004. New York: Taylor and Francis group.</p> <p>Goertzen. B.J.2012. Contemporary theories of leadership. <u>Burlington</u> : Jones &amp; Bartlette Learning.</p> <p>Post, A.J.2006. The psychological assessment of political leaders : with profiles of Saddam Hussein and Bill Clinton. Michigan: The University of Michigan Press.</p>	

<b>Optional literature</b>	<p>Teles, F. 2012. Political leaders: the paradox of freedom and democracy. Revista enfoques vol. x vol. x, n° 16, , 113-131.</p> <p>Paschen, M &amp; Dihsmiaier E. 2014. The Psychology of Human Leadership. New Your: Springer.</p> <p>Feldman, O, Valent L. O. 2001. Profiling Political Leaders: Cross-cultural Studies of Personality and Behavior. Westport: Greenwood Publishing Group.</p> <p>Ludwig, <u>A. M.</u> 2002. King of the Mountain: The Nature of Political Leadership. Lexington: University Press of Kentucky.</p>
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	

**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Contemporary Approaches to Public Policy and Administration**

<b>Course Title</b>	<b>CONTEMPORARY APPROACHES TO PUBLIC POLICY AND ADMINISTRATION</b>			
<b>Course Number</b>				
<b>Module</b>	Public Policy and Administration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Dr. Simona Kukovič			
<b>Assistant lecturers</b>	Prof. dr. Miro Haček			
<b>Department</b>	University of Ljubljana, Department of Political Science			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory Course			
<b>Entry level criteria</b>	None			
<b>Recommended for semester</b>	1			
<b>Course description</b>	<p>Public Policy and Administration is a core area of the discipline of Political Science. It concerns itself with the understanding of the processes of policy making and implementation in different forms of governance and under diverse institutional, cultural and socioeconomic conditions. This introductory course to Public Policy and Administration module introduces students to the nature of the field of the public policy and administration and its main themes, as well as approaches. This core course enables students to understand the theoretical approaches in the study of public policy and administration, and to familiarise themselves with the basic concepts, themes, institutions and processes in public policy and administration. At the end of the course students are able to gain knowledge on the main theories, concepts, and themes in relation to the public policy and administration; understand the institutions and their functions and processes of policy formation and administration; value and importance attached to public policy.</p>			



<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• comprehensive knowledge on political and administrative institutions, political and administrative actors and decision-making processes;</li> <li>• knowledge about the specific theories and theoretic debates concerning public policy and administrative system in national and supra-national perspective;</li> <li>• practical knowledge about the public policy and administrative processes in comparative perspective.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• detailed understanding of research, analytical methods and theories in the thematic areas of public policy and public administration;</li> <li>• competence to summarize and assess highly specialized literature in the thematic areas of public policy and public administration;</li> <li>• ability to analyse complex scientific problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>• develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• to connect research and practice and to implement practice-oriented research projects;</li> <li>• to analyse theoretic approaches critically and apply it to new political and/or policy developments;</li> <li>• to follow current policy and/or administrative developments;</li> <li>• to apply the knowledge acquired throughout the programme concerning the processes within political and administrative institutions and the competences of different actors, to work with or within these institutions;</li> <li>• to participate in and conduct complex political and/or administrative decision-making procedures.</li> </ul>										
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>This core course will survey major topics and the most important theoretical and conceptual building blocks in the sub-fields and intersections of public policy and public administration, enabling student to understand and follow two additional courses in the Public Policy and Administration module. The core course prepares students for positions of leadership in the public service. A career of leadership may involve management and/or policy at several levels of government, in non-profit agencies and in parts of the private sector areas where knowledge of government is important. The objectives of the course include providing knowledge, skills, and experience that can be directly utilized by public and private sector professionals in their changing work environment.</p>										
<b>Expected prerequisite knowledge</b>	/										
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Participation</td><td>25 %</td></tr> <tr> <td>Oral presentation of mid-term paper topic</td><td>25%</td></tr> <tr> <td>Final paper</td><td>50 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Participation	25 %	Oral presentation of mid-term paper topic	25%	Final paper	50 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage										
Participation	25 %										
Oral presentation of mid-term paper topic	25%										
Final paper	50 %										
<b>Total</b>	<b>100 %</b>										

Specific requirements	Students are required to: <ul style="list-style-type: none"><li>• attend all class meetings</li><li>• do all required readings</li><li>• select topic and present mid-term paper</li><li>• participate actively in the class discussions</li><li>• select topic for final paper and hand over final paper on time.</li></ul>															
Pre-Conditions for examination	/															
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>40 %</td></tr><tr><td>2. Discussions</td><td>40%</td></tr><tr><td>3. Presentations</td><td>20 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>						Activity	Percentage	1. <i>Ex cathedra</i>	40 %	2. Discussions	40%	3. Presentations	20 %	Total	100 %
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	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade										
	Ex cathedra	Ex cathedra lectures	30	Class attendance	List of class attendance	Basic requirement										
Discussions	Discussion on the compulsory weekly readings.	30	Discussion activity	Completeness, knowledge of the topic discussed and accurateness.	25%											
Presentation	Presentation (15-20min) of selected topic for mid-term paper.	30	Proven knowledge from literature review and additional literature	Completeness, presentation style, presentation language accurateness.	25%											
Final paper	Final paper on the chosen topic	60	Continius writing, presentation style, finishing of paper. Development of a literature review for a topic selected.	Completness, expert terminology used, consistency, accuratness.	50%											
Total		150 h <sup>1</sup>			100 %											

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

Course content	In the field of public policy and administration, there have been several enduring questions. In a larger context, what is the role of government? There has always been conflict in our society regarding the proper role of government. How should public organizations be structured to reflect the will of the public? How do we ensure accountability? What is the proper role of the public administrator/analyst in policy implementation? How should programs be evaluated? This core course will provide the students with an overview of the field of public administration, particularly the distinctions that set management of public organizations apart from that of private-sector organizations. Students will begin with an examination of the history and perception of the role of government in the provision of services; then course will examine the context in which public administrators deliver services to citizens. Public administrators must also possess a basic knowledge of managing organizations and people in order to implement policy – this includes an understanding of organization theory, personnel administration, budgeting, and the administration and evaluation of policies and programs. By the end of this course, students will gain a broader understanding of public organizations, the administration of public programs, and a greater appreciation for public service.	
List of contents/topics	Topic	Required reading
	Week 1 Topic 1: Introduction and structure of the course	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, introduction.
	Week 2 Topic 2.1: History of public administration Topic 2.2: Organisation and organisational theories	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part three and part four. Also see Sabine Kuhlmann and Helmut Wollman, (2014), Introduction to Comparative Public Administration, chapter 3.
	Week 3: Topic 3: Public management: old and new approaches to public policy and administration	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part one.
	Week 4: Topic 4: Human resources management	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part two.
	Week 5: Reading week (no organized meetings)	/
	Week 6: Topic 6: Policy design and implementation	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part five. Also see Guy B Peters et al (2016), Public Administration: Research strategies, concepts and methods, chapters 4 and 5.
	Week 7: Topic 6: Law, politics and administration	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part six and part seven. Also see Guy B Peters et al (2016), Public Administration: Research strategies, concepts and methods, chapter 1.

	Week 8: Topic 7: Administration and society	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part eight.
	Week 9: Topic 9: Public policy and administration: budgeting, financing and accountability	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part nine and part thirteen.
	Week 10: Topic 10: Administrative reforms	Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, part eleven. Also see Sabine Kuhlmann and Helmut Wollman, (2014), Introduction to Comparative Public Administration, chapter 4.
<b>Mandatory literature</b>	<ol style="list-style-type: none"> <li>1. Jon Pierre and Guy B Peters (2012), Handbook of Public Administration, London and New Delhi: SAGE.</li> <li>2. Sabine Kuhlmann and Helmut Wollman, (2014), Introduction to Comparative Public Administration, Edward Elgar, London.</li> <li>3. Guy B Peters, Tero Erkkila and Patrick von Maravić (2016), Public Administration: Research strategies, concepts and methods, London: Routledge.</li> </ol>	
<b>Optional literature</b>	Students are encouraged to seek and find out additional literature at each topic presented and discussed at class.	
<b>Scheduled dates</b>	Scheduled dates of the core course will be defined prior of the each summer semester, given the flexibility of the semester period at the ULJU and availability of the lecture rooms at the FSS-ULJU. Planned are eight three hours meetings and one meeting, stretching over four hours period.	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	<p>Final paper (50%) 15 pages + written proposal required</p> <p>The final paper should be a synthesis on a chosen topic students have negotiated with the lecturer, and should be at least loosely related to this course. Final paper should examine the relevant literature with a critical viewpoint regarding theoretical and empirical developments. Students should discuss the strengths and limitations of methodological or conceptual conventions in that literature, as well as the importance and relevance of the questions around which it is organized. Final paper should therefore include literature review of the chosen topic and should have a critical core; students are also encouraged to collect their own data, if applicable. It goes without saying that the expectation is that students will expand significantly on the required + recommended readings. Recommended readings may be a good start for further reading, but the review should not be limited only to the readings listed in the syllabus. Student should be creative.</p>	

# Joint MA in Political Science: Integration and Governance

## Module: Public Policy and Administration

### Course: Leadership in Public Sector

Course Title	LEADERSHIP IN PUBLIC SECTOR			
Course Number				
Module	Public Policy and Administration			
Type of Courses	Seminar			
ECTS credits	6			
Number of teaching hours	30 per Semester			
Lecturers	Dr. Simona Kukovič			
Assistant lecturers				
Department	University of Ljubljana, Department of Political Science			
Curricula	Joint MA in Political Science: Integration and Governance			
Compulsory/elective	Compulsory			
Entry level criteria	None			
Recommended for semester	1			
Course description	<p>The course “Leadership in Public Sector” provides students with the capability to understand what leadership is as well as an insight to prevailing leadership theories and models focusing on leadership practices in public and non-profit organizations. While general leadership theories prevail all the sectors, leading public and non-profit organization requires special knowledge and understanding of the characteristics of these organizations. Leaving this course, students will have the basic understanding of leadership concepts, different leadership approaches, and abilities to apply various skills and techniques deemed to be essential for successful leadership to actual organizational context and broader societal setting.</p>			

<p><b>Intended learning outcomes</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive theoretical and practical knowledge on public leadership;</li> <li>• knowledge about the specific theories and theoretic debates concerning public leadership in national, regional and local perspective;</li> <li>• practical knowledge about the public policy and administrative processes from the viewpoint of leadership.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• detailed understanding of research, analytical methods and theories in the thematic areas of public policy and public administration;</li> <li>• understanding public leadership and different approaches of leadership;</li> <li>• competence to summarize and assess highly specialized literature in the thematic areas of public policy, public administration and public leadership;</li> <li>• ability to analyse complex scientific problems and to draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>• develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• to connect research and practice and to implement practice-oriented research projects;</li> <li>• to analyse theoretic approaches critically and apply it to new political and/or policy developments;</li> <li>• to follow current leadership developments;</li> <li>• to apply the knowledge acquired throughout the programme concerning the processes within political and administrative institutions and the competences of different actors, to work with or within these institutions;</li> <li>• to participate in and conduct complex political and/or administrative decision-making procedures;</li> <li>• to know how to lead in the public sector;</li> <li>• to use motivation and communication skills while leading;</li> <li>• to use various leadership approaches.</li> </ul>
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The course “Leadership in Public Sector” provides students with the capability to understand what leadership is as well as an insight to prevailing leadership theories and models focusing on leadership practices in public and non-profit organizations. The course prepares students for positions of leadership in the public service. A career of leadership may involve management and/or policy at several levels of government, in non-profit agencies and in parts of the private sector areas where knowledge of government is important. The objectives of the course include providing knowledge, skills, and experience that can be directly utilized by public and private sector professionals in their changing work environment.</p>
<p><b>Expected prerequisite knowledge</b></p>	<p>This course will require prerequisite knowledge, given by the core course (Contemporary Approaches to Public Policy and Administration) in the Public Policy and Administration module.</p>

<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th data-bbox="754 255 995 311">Activity</th><th data-bbox="995 255 1150 311">Percentage</th></tr> </thead> <tbody> <tr> <td data-bbox="754 311 995 367">Active participation</td><td data-bbox="995 311 1150 367">30 %</td></tr> <tr> <td data-bbox="754 367 995 423">Research paper</td><td data-bbox="995 367 1150 423">30%</td></tr> <tr> <td data-bbox="754 423 995 479">Final Exam</td><td data-bbox="995 423 1150 479">40 %</td></tr> <tr> <td data-bbox="754 479 995 544"><b>Total</b></td><td data-bbox="995 479 1150 544"><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active participation	30 %	Research paper	30%	Final Exam	40 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage										
Active participation	30 %										
Research paper	30%										
Final Exam	40 %										
<b>Total</b>	<b>100 %</b>										
<b>Specific requirements</b>	Original research paper is the basic requirement (i.e. no second submission of a paper used already in another course).										
<b>Pre-Conditions for examination</b>	a) Positive grade of the research paper. b) Seminar attendance of at least 75%. c) Class attendance of at least 60%.										

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>30 %</td></tr><tr><td>2. Student active participation</td><td>40 %</td></tr><tr><td>3. Research paper</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	30 %	2. Student active participation	40 %	3. Research paper	30 %	<b>Total</b>	<b>100 %</b>				
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	<b>Assignment/ Activity</b>	<b>Teaching activity</b>	<b>Work- load</b>	<b>Assessment activity</b>	<b>Assessment criteria</b>	<b>Percentage of final grade</b>										
	Ex cathedra	Ex cathedra lectures	25	Class attendance	List of class attendance (at least 60%)	Basic requirement										
	Research paper	General guidance given to the students, discussion on the chosen topics .	35	Continuous writing and final finishing of paper.	Completeness, consistency and accurateness, of the text.	30%										
	Seminar	Special seminar organised on four specific topics.	50	Proven knowledge from seminar literature.	Correctness, accurateness, knowledge from required readings, active participation	30%										
	Final exam	Written exam	40	Final exam grading	Correctness of the answers given	40%										
	<b>Total</b>		<b>150 h<sup>2</sup></b>			<b>100 %</b>										

<sup>2</sup> based on [EXCT-CP \* 25], here 6 are assumed



<b>Course content</b>	<p>Effective leadership is crucial in managing an organization whether it is a business, public, or non-profit organization. Organizations succeed not just because of the top leader's actions. Rather, it is the positive leadership climate that pervades the organization, which helps it to learn, adapt, and perform at a high level. Therefore, it is important for everyone to understand the topic of leadership, from the CEO to the frontline supervisors. Course "Leadership in Public Sector" provides students with the capability to understand what leadership is as well as an insight to prevailing leadership theories and models focusing on leadership practices in public and non-profit organizations. While general leadership theories prevail all the sectors, leading public and non-profit organization requires special knowledge and understanding of the characteristics of these organizations. Leaving this course, students will have the basic understanding of leadership concepts, different leadership approaches, and abilities to apply various skills and techniques deemed to be essential for successful leadership to actual organizational context and broader societal setting.</p>	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Topic 1: <b>Introduction to Public Leadership</b>	Chapter 1 and 2 of 't Hart (2014)
	Topic 2: <b>Charisma and Transformational Leadership</b>	Chapter 3 of Dubrin (2007) and chapter 9 of Northouse (2007)
	Topic 3: <b>Power and Leadership</b>	Chapter 7 of Dubrin (2007)
	Topic 4: <b>National, Regional and Local Government Leadership</b>	Chapter 5 of 't Hart (2014)
	Topic 5: <b>Modern Approaches to Leadership</b>	Chapter 9 of Dubrin (2007) and chapter 4 of 't Hart (2014)
	Topic 6: <b>Ethics and Leadership</b>	Chapter 6 of Dubrin (2007) and chapter 14 of Northouse (2007)
	Seminar: <b>Discovering styles of leadership</b>	Chapter 4 of Dubrin (2007) and chapter 4 of Northouse (2007)
	Seminar: <b>Motivation Skills and Leadership</b>	Chapter 10 of Dubrin (2007)
	Seminar: <b>Communication Skills and Leadership</b>	Chapter 12 of Dubrin (2007)
	Seminar: <b>Strategic Leadership and Leadership in Times of Crisis</b>	Chapter 13 of Dubrin (2007) and chapter 6 of 't Hart (2014)

<b>Mandatory literature</b>	<ul style="list-style-type: none"> <li>▪ Dubrin, Andrew J. 2007. <i>Leadership: Research Findings, Practice, and Skills</i>. Boston, New York: Houghton Mifflin Company.</li> <li>▪ Northouse, Peter G. 2007. <i>Leadership: Theory and practice</i>. London: Thousand Oaks; New Delhi: Sage Publications.</li> <li>▪ 't Hart, Paul. 2014. <i>Understanding Public Leadership</i>. Houndmills: Palgrave.</li> </ul>
<b>Optional literature</b>	<ul style="list-style-type: none"> <li>▪ Grint, K. 2010. <i>Leadership: A very short introduction</i>. Oxford: Oxford University Press.</li> </ul> <p>Students are encouraged to seek and find out additional literature on the topic.</p>
<b>Scheduled dates</b>	Scheduled dates of the course will be defined prior of the each summer semester, given the flexibility of the semester period and availability of the lecture rooms.
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	/

**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: The Policy Process and Contemporary Democratic Governance**

<b>Course Title</b>	<b>The policy process and contemporary democratic governance</b>			
<b>Course Number</b>				
<b>Module</b>	Public Policy & Administration			
<b>Type of Courses</b>	Compulsory			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30 per semester			
<b>Lecturers</b>	Tomaž Deželan			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science Department University of Ljubljana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	C for specialization in PAA		C	C
<b>Entry level criteria</b>	Core course/Basic Texts in PAA (Contemporary Approaches to PPA) recommended.			
<b>Recommended for semester</b>	2			

<b>Course description</b>	<p>The policy process is the manner in which (i) issues are conceptualized and brought to the government as problems needing action; (ii) policies are designed and selected; and (iii) policies are implemented, monitored, evaluated, and revised. The policy process is also the study of political behaviour, especially how people interact and exercise power to allocate public resources, benefits, and burdens. Trying to understand and explain the policy process requires an understanding of the relationships among an uncountable number of factors in a dynamic system with nested levels of interactions and uncertain inputs and outputs. Hundreds of formal (official) and informal (unofficial) actors with different beliefs and interests interact in contemporary democratic governance, and their interactions are embedded in a community with its own history, geological conditions, and institutions/rules. How can we possibly make sense of it all? How can we participate and be effective in achieving our goals in such a complex system? How can we best prepare ourselves to write a capstone? The best way to approach complex phenomena is to employ multiple theoretical lenses, which help to simplify complexity, identify the critical causal factors, and, hopefully, increase our personal efficacy. In this course students will learn to apply several theoretical lenses for viewing the policy process including the stages heuristic, Hofferbert's tunnel of causality, diffusions and innovations, punctuated equilibrium theory, multiple streams framework, social construction, institutional analysis and development, the advocacy coalition framework, and an implementation framework. A special emphasis shall be put on the policy cycle framework due to its appeal as a normative model for ideal-type, rational, evidence-based policy making; congruence with a basic democratic understanding of elected politicians taking decisions which are then carried out by a neutral public service (tacit concurrence with the traditional dichotomy of politics and administration); and the stages perspective that helped to overcome the bias of political science on the input-side (political behaviour, attitudes, interest organizations) of the political system. This framework shall be applied to the context of contemporary democratic governance.</p>
<b>Intended learning outcomes</b>	<p>The objectives of this course and the reasons for learning these theories/frameworks of the policy process, with the special focus on the policy cycle, are to help students:</p> <ol style="list-style-type: none"> <li>1. Simplify overly complex political systems into familiar stimuli that can be identified, stored in memory, and adapted to with effective strategies.</li> <li>2. Offer strategies for adapting to obstacles encountered in a policy process.</li> <li>3. Anticipate future events in a policy process beyond a current obstacle.</li> <li>4. Avoid deep detours/failures in achieving objectives.</li> <li>5. Enhance the sophistication of useable strategies through previous/existing empirical applications of the theories/frameworks.</li> <li>6. Provide a foundation for thinking and learning about public affairs and democratic governance as a practitioner and as a citizen.</li> </ol>
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The course "The policy process and contemporary democratic governance" provides students with the capability to understand what policy process is as well as an insight to prevailing public policy theories and practices in public and non-profit organizations. The course prepares students for positions of leadership in the public service. The objectives of the course include providing knowledge, skills, and experience that can be directly utilized by public and private sector professionals in their changing work environment.</p>
<b>Expected prerequisite knowledge</b>	<p>This course will require prerequisite knowledge, given by the core course (Contemporary Approaches to Public Policy and Administration) in the Public Policy and Administration module.</p>

Assessment methods	<table><tr><th colspan="3">Activity</th><th colspan="3">Percentage</th></tr><tr><td colspan="3">Final Exam</td><td colspan="3">50 %</td></tr><tr><td colspan="3">Coursework</td><td colspan="3">50 %</td></tr><tr><td colspan="3">Total</td><td colspan="3">100 %</td></tr></table>						Activity			Percentage			Final Exam			50 %			Coursework			50 %			Total			100 %							
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Pre-Conditions for examination	No pre-conditions.																																		
Teaching methods	Students will achieve the course objectives by critically reading the course readings, by actively participating during in-class discussion/activities. The course format includes a mix of lecture, class discussions, small-group discussions, presentations, class activities, and out-of class activities. The readings from the peer-reviewed journals will cover a range of public policy topics including environmental policy, education policy, science policy, social policy, and international policy.																																		
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Course content	See course description.																																		
List of contents/topics	Topic			Required reading																															
Mandatory literature	Smith, Kevin, B. and Christopher W. Larimer. 2009. <i>The Public Policy Theory Primer</i> . Boulder, CO: Westview Press. Sabatier, Paul (ed). 2007. <i>Theories of the Policy Process. 2nd Edition</i> . Boulder, CO: Westview Press.																																		
Optional literature	/																																		
Scheduled dates	[...]																																		

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	
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**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Social Policy**

<b>Course Title</b>	Social Policy			
<b>Course Number</b>				
<b>Module</b>	Public Policy and Administration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	24 per semester			
<b>Lecturers</b>	Prof. Assoc. Dr. Merita XHUMARI (VASO)			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Sciences, Faculty of Social Sciences, University of Tirana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	<b>Elective</b>			
<b>Entry level criteria</b>	Successfully finalised the first year of the module Public Policy and Administration in this Master level - Course Basic Texts in Public Policy and Administration (Contemporary Approaches to PPA) and introduction courses to methodology			
<b>Recommended for semester</b>	3			
<b>Course description</b>	<p><b>PART I</b> gives a social change approach to social policy with particular stress upon the guaranteeing of human rights. Based upon this understanding of some of the structural issues pertaining to poverty and unemployment, this course explores the "way out" of this socially unjust order, by moving toward an examination of political action strategies toward social equality and understanding of controversial social policy issues. For explaining evidence based social policy formulation as a contemporary tendency, will have as a point of reference the statistical data of EUROSTAT, LSMS, LFS, Census, etc. The new approaches in social policy administration giving beneficiaries and interested groups a voice in decision making process.</p> <p><b>PART II</b> gives examples on the contextualization of various models of social welfare policies referring to the main social policy institutions: social insurance, health policy, employment and the active labour market policies, inclusive education and vocational training, social services and social assistance. The instrument of Open Method of Coordination used in EU countries for developing the common objectives, indicators and sharing the best experiences in social policy can be also used in Western Balkans.</p>			

<p><b>Intended learning outcomes</b></p> <p><b>Knowledge</b></p> <p><b>Skills</b></p> <p><b>Competencies</b></p>	<p><b>Knowledge:</b></p> <p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how social policy is guaranteeing human rights.</li> <li>• Describe the structural issues pertaining to poverty and unemployment.</li> <li>• Explore the "way out" of the socially unjust order.</li> <li>• Examine the political action strategies toward social equality</li> </ul> <p><b>Skills:</b></p> <p>Furthermore, upon completion of this course, students will have the ability:</p> <ul style="list-style-type: none"> <li>• To create skills needed for analysing social policy changes to respond to the citizens needs.</li> <li>• To organize own research and critically evaluate the information.</li> <li>• To prepare effective written argument and presentation.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• Select and analyze social change strategies toward the creation of a human rights culture.</li> <li>• Debate about the way of social policy formulation and decision making based on need assessment.</li> <li>• Predict the behaviour and pressure of various actors in social policy</li> <li>• Academic writing in the field in accordance to the academic level of an MA programme.</li> </ul>														
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>• Explaining the main characteristics of a public policy</li> <li>• Referring to the new public administration models: public, semi-public, private, partnership public-private;</li> <li>• Results based evaluation using the criteria of effectiveness in social policies referring to the public policy standards of evaluation.</li> <li>• Combining the acquired knowledge from the course Contemporary Approaches to Public Policy and Administration/Basic Texts.</li> </ul>														
<p><b>Expected prerequisite knowledge</b></p>															
<p><b>Assessment methods</b></p>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Literature/ Legislation Scanning</td><td>10%</td></tr> <tr> <td>Midterm</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>40 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td>Active Participation, Attendance</td><td>10 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Literature/ Legislation Scanning	10%	Midterm	20 %	Final Exam	40 %	Paper (Essay, Research)	20 %	Active Participation, Attendance	10 %	<b>Total</b>	<b>100 %</b>
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<b>Total</b>	<b>100 %</b>														
<p><b>Specific requirements</b></p>	<ul style="list-style-type: none"> <li>- Original paper based on the framework formulated with the supervision of the professor;</li> <li>- A second submission of a paper used already in another course is not allowed</li> </ul>														



<b>Pre-Conditions for examination</b>	<ul style="list-style-type: none"><li>- Having taken the 50% of the scores in midterm exam, if less should be presented another essays/papers/case study;</li><li>- Presentation of essay/paper in class, not just sign it;</li><li>- 80 % class attendance.</li></ul>																	
<b>Teaching methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>						Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	<b>Total</b>	<b>100 %</b>
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	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement												
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continuous presentation of group work status	Clearness of presentation; sufficient summary; ...	25%												
	Seminar paper	Discuss topic of paper; review of ongoing work (when posted to Moodle), ..	40	Continuous writing, presentation (Moodle) and final finishing of paper.	Completeness, consistency, accuracy, ... of the text.	33,3%												
	Review of other's papers	Provide criteria for the review	30	Continuous review of two colleagues papers (when-ever posted to Moodle) following given criteria.	Completeness, usefulness, ... of review	25%												
Research plan	General guidance; provide criteria for review	20	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	16,7%													
<b>Total</b>		<b>150 h<sup>4</sup></b>			<b>100 %</b>													

<sup>4</sup> based on [EXCT-CP \* 25], here 6 are assumed

<p><b>Course content</b></p>	<p><b>Part I - Explaining social policy</b></p> <p><b>Topic 1</b> - The strength approach in social policy analysis  <b>Topic 2</b> – The need for a new welfare state  <b>Topic 3</b> – The mixed model of welfare states after 1990 in the SEE.  <b>Topic 4</b> – Quasi - markets and social policy.  <b>Topic 5</b> – Decentralization and de-institutionalization in contemporary social services.  <b>Topic 6</b> - Social policy argument: equity, efficiency, security, freedom of choice, policy as exclusion versus inclusion.  <b>Topic 7</b> – Profiles in social policy: giving beneficiaries a voice</p> <p><b>Part II – The social policy institutions</b></p> <p><b>Topic 8</b> – Contemporary trends in the world social protection  <b>Topic 9</b> – New approaches on social inclusion policies in SEE  <b>Topic 10</b> – Inclusive education and VET policies  <b>Topic 11</b> – Pro-active labour market policies  <b>Topic 12</b> –The EU instrument of Open Method of Coordination</p>	
<p><b>List of contents/topics</b></p>	<p><b>Topic</b></p>	<p><b>Required reading</b></p>
	<p><b>Topic 1</b> – The strength approach in social policy analysis</p>	<p>Tice, J., C. &amp; Perkins, K., (2002) <i>The faces of social policy, a strength perspective</i>, Brooks/Cole Thomson Learning, USA.</p>
	<p><b>Topic 2</b> – The need for a new welfare state</p>	<p>-Andersen, E.,(2002)<i>Why We Need a New Welfare State</i>, Oxford University Press</p>
	<p><b>Topic 3</b> – Social Policy in Central and Eastern Europe.</p>	<p>Potucek, M., Leloup, T.L., Jenei, G., &amp; Varadi, L., (2003) <i>Public policy in Central and Eastern Europe: Theories, Methods, Practices</i>, NISPAcee.</p>
	<p><b>Topic 4</b> - Quasi - markets and social policy</p>	<p>J. Le Grand and W. Bartlett (1993) <i>Quasi - Markets and Social Policy</i>, London: Macmillan</p>
	<p><b>Topic 5</b> – Decentralization and de-institutionalization in contemporary social policy.</p>	<p>Handikap Internacional for SEE (2001) “Beyond de-institutionalization”</p>
	<p><b>Topic 6</b> – Social policy argument: equity, efficiency, security, freedom of choice, policy as exclusion versus inclusion.</p>	<p>Stone, D. (2012). <i>Policy Paradox</i>. New York: W.W. Norton, Part 1 and 2.</p>
	<p><b>Topic 7</b> – Profiles in social policy: giving beneficiaries a voice</p>	<p>McConnell, A., (2010) <i>Understanding Policy Success</i>, Palgrave Macmillan</p>

	<b>Topic 8</b> – Contemporary trends in the world social protection	International Labour Organization (ILO), (2014) <i>World Social Protection 2014/15, Building economic recovery, inclusive development and social justice</i> , ILO Geneva.  Xhumari, M., (2011) Pension Trajectories in Western Balkans, Pegi, Tirane.
	<b>Topic 9</b> – The new approach on social inclusion in SEE	Bartlett, W., & Uvalic, M.,(2013) The social Consequences of the Global Economic Crisis in South East Europe, LSE Research on SEE
	<b>Topic 10</b> – Inclusive education and VET policies	Council of Europe and European Training Foundation studies on SEE on inclusive education and VET, 2013, published in their websites.
	<b>Topic 11</b> – Pro-active labour market policies	World Bank, (2006), A comparative analysis of labour market development during transition in Central and East european countries, with a focus on Albania, Washington DC: World Bank. World Bank. (2015). Insights into Key Challenges of the Albanian Labor Market. Washington DC: World Bank.  ILO (2004, 2006, 2008, 2009, 2012) Global Employment Trends for Youth. International LaborOffice: Geneva.
	<b>Topic 12</b> – The EU instrument of Open Method of Coordination	Council of Europe, 2010, Coordination of social security.
<b>Mandatory literature</b>	It is specified for each topic. Students are also strongly encouraged to read the national publications related to social policy, strategies, studies, legislation as often as possible and with a critical attitude.	

<b>Optional literature</b>	<a href="http://ec.europa.eu">http://ec.europa.eu</a> <a href="http://www.worldbank.org">http://www.worldbank.org</a> <a href="http://www.ilo.org/publns">http://www.ilo.org/publns</a> <a href="http://www.issa.int">http://www.issa.int</a> <a href="http://epp.eurostat.ec.europa.eu">http://epp.eurostat.ec.europa.eu</a> <a href="http://www.Intersentia.be">http://www.Intersentia.be</a> Social Europe Series <a href="http://www.humanrightsculture.org">www.humanrightsculture.org</a>
<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Policy Process and Institutions**

<b>Course Title</b>	Policy process and Institutions			
<b>Course Number</b>				
<b>Module</b>	Public Policy and Administration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	60 per term			
<b>Lecturers</b>	Prof. Assoc. Dr. Merita XHUMARI (VASO)			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Sciences, Faculty of Social Sciences, University of Tirana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	<b>Elective</b>			
<b>Entry level criteria</b>	Successfully finalised the first year of the module Public Policy and Administration in this Master level; Course Basic Texts in Public Policy and Administration (Contemporary Approaches to PPA) and introduction courses to methodology			
<b>Recommended for semester</b>	3			
<b>Course description</b>	<p>This course provides a theoretical and practical understanding of the policy process, institutions coming out as its products, and their impact in the society. Factors and actors that dominate public policy priorities, agendas, choices, legitimating, implementation and evaluation will be discussed referring to the various policy programs. The new typologies of public-semi public, public-civil society, public-private partnership institutions will be seen as a shift in new roles and functions of public institutions in the pluralistic democratic societies. Policy outputs and outcomes will be measured based on the new approaches on policy success, especially contextualization of public policy analysis in South East Europe.</p>			

<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <p>After the completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• To explore the complexity of decision-making processes in democratic societies;</li> <li>• To describe how the political systematic changes create a continuous cycle with predicted and unpredicted consequences;</li> <li>• To explain the rationale behind the administrative institutions and actors</li> <li>• To prove practical knowledge about the public policy and administrative processes in contemporary society.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To create specific skills needed for explaining and evaluating public policies and public administration;</li> <li>• To implement practice-oriented research projects e.g. in improving the legislation or decision making process;</li> <li>• To analyse theoretic approaches critically and apply it to new political contexts;</li> <li>• To be able to follow current policy and/or administrative developments.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>• To advocate for human rights and social and economic justice.</li> <li>• To undertake research or analytical analysis of special aspects of public policy and public administration;</li> <li>• To summarize and assess highly specialized literature in the thematic areas of public policy and public administration;</li> <li>• To participate in public debate on policy issue or public administration;</li> <li>• To develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers.</li> </ul>														
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>• Explaining the main characteristics of public policy system and public administration institutions</li> <li>• Combining the acquired knowledge from basic text</li> <li>• Explaining the public administration approached to increase the effectiveness of public policy such as: public, semi-public, private, partnership public-private</li> <li>• Developing the ability to analyse complex situation of the civil services to draw correct conclusions by employing qualitative and/or quantitative methods.</li> </ul>														
<b>Expected prerequisite knowledge</b>	Competences on developing policy analysis.														
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Literature/ Legislation Scanning</td><td>10%</td></tr> <tr> <td>Midterm</td><td>20 %</td></tr> <tr> <td>Final Exam</td><td>40 %</td></tr> <tr> <td>Paper (Essay, Research)</td><td>20 %</td></tr> <tr> <td>Active Participation, Attendance</td><td>10 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Literature/ Legislation Scanning	10%	Midterm	20 %	Final Exam	40 %	Paper (Essay, Research)	20 %	Active Participation, Attendance	10 %	<b>Total</b>	<b>100 %</b>
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<b>Total</b>	<b>100 %</b>														
<b>Specific requirements</b>	<ul style="list-style-type: none"> <li>- Original paper based on the framework formulated with the supervision of the professor;</li> <li>- A second submission of a paper used already in another course is not allowed</li> </ul>														

Pre-Conditions for examination	<ul style="list-style-type: none"><li>- Having taken the 50% of the scores in midterm exam, if less should be presented another essays/papers/case study;</li><li>- Presentation of essay/paper in class, not just sign it;</li><li>- 80 % class attendance.</li></ul>																
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Presentations</td><td>50 %</td></tr><tr><td>3. Guest lecturers</td><td>10 %</td></tr><tr><td>4. Case studies</td><td>5 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>					Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Presentations	50 %	3. Guest lecturers	10 %	4. Case studies	5 %	Total	100 %
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	Total	100 %															
	Assignment/ Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade											
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement											
	Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continious presenation of group work status	Clearness of presentation; sufficient summary; ...	25%											
Seminar paper	Discuss topc of paper; review of ongoing work (when posted to Moodle), ..	40	Continius writing, presentation (Moodle) and final finishing of paper.	Completness, consistency, accuratness, ... of the text.	33,3%												
Review of other's papers	Provide criteria for the review	30	Continious review of two colleagues papers (whenever posted to Moodle) following given criteria.	Completness, usefulness, ... of review	25%												
Research plan	General guidance; provide criteria for review	20	Development of a research plan for a topic related to the seminar paper. Post it to Moodle; give feedback to others.	Plan is detailed and realistic	16,7%												
Total		150 h <sup>5</sup>			100 %												

<sup>5</sup> based on [EXCT-CP \* 25], here 6 are assumed

Course content	<p><b>Part I - Understanding of the public policy process and the factors influencing the changes of political system.</b></p> <p><b>Topic 1</b> - A social system change approach.</p> <p><b>Topic 2</b> – The faces of public policy: Government, Markets and the Civil Sector</p> <p><b>Topic 3</b> – Preliminary assessment</p> <p><b>Topic 4</b> – Agenda Formulation</p> <p><b>Topic 5</b> –Policy alternative formulation</p> <p><b>Topic 6</b> –Legitimizing or decision making</p> <p><b>Topic 7</b> –Implementation</p> <p><b>Topic 8</b> –Evaluation and feedback</p> <p><b>Part III – The products of the public policy process</b></p> <p><b>Topic 9</b> – Legislation as the first product of policy process, discussion of the harmonization of the legislation with the Acqui Communitarian in SEE</p> <p><b>Topic 10</b> – National strategies 2020, SEE Strategy 2020 and EU Strategy 2020</p> <p><b>Topic 11</b> – Public Administration and public-private partnerships</p> <p><b>Topic 12</b> – Civil Service, new public roles and functions</p>	
List of contents/topics	<p><b>Topic</b></p>	<p><b>Required reading</b></p>
	<p><b>Topic 1:</b> Theoretical perspectives on policy analysis Approaches to public policy in Central and Eastern Europe</p>	<p>Knoepfel, P., Larrue C., Varone, F., &amp; Hill, M., (2011), University of Bristol, UK.</p> <p>Potucek, M., Leloup, T.L., Jenei, G., &amp; Varadi, L., (2003) Public policy in Central and Eastern Europe: Theories, Methods, Practices, NISPAcee.</p>
	<p><b>Topic 2</b> – Multidisciplinary policy analysis</p>	<p>Dunn, N., W., (2004) Public policy <i>Analysis</i>, third edition, Pearson, Prentice Hall.</p>
	<p><b>Topic 3</b> – The contextualization of public policy analysis in South East Europe</p>	<p>Bartlett, W., &amp; Uvalic, M.,(2013) The social Consequences of the Global Economic Crisis in South East Europe, LSE Research on SEE.</p>
	<p><b>Topic 4</b> – Structuring policy problems</p>	<p>Dunn, N., W., (2004) Public policy <i>Analysis</i>, third edition, Pearson, Prentice Hall.</p>
	<p><b>Topic 5</b> – Dimensions of public policy: Value orientation in public policy choices</p>	<p>Anderson, E.J. (2006) <i>Public Policy Making</i>, sixth edition, Houghton Mifflin, Boston New York.</p>



	<b>Topic 6</b> – Budgeting as a policy process	Lindblom, E. Charles, Woodhouse J. Eduard, 2003, The Policy – Making Process, third edition, Prentice-Hall, Englewood Cliffs, New Jersey 07632.
	<b>Topic 7</b> – Application of Sociological Methods in policy analysis for public policy practice	Weimer L. David, Vining R. Aidan, (1999) Policy Analysis: Concepts and Practice, third edition, Prentice-Hall, Upper Saddle River, New Jersey 07458.
	<b>Topic 8</b> –Evaluation of both: public programs and policy processes	McConnell, A., (2010) Understanding Policy Success, Palgrave Macmillan
	<b>Topic 9</b> – Developing policy arguments.	Dunn, N., W., (2004) Public policy <i>Analysis</i> , third edition, Pearson, Prentice Hall.
	<b>Topic 10</b> – Using theoretical frame on National strategies 2020, SEE Strategy 2020 and EU Strategy 2020	<a href="http://ec.europa.eu">http://ec.europa.eu</a>
	<b>Topic 11</b> – Public Administration, public-private partnerships and the role of non-profit sector	Denhardt, B.R., & Denhardt, V.J., (2008) Public Administration, An Action Orientation, Wadsworth Publishing; 6 edition, US.
	<b>Topic 12</b> – Ethical issues and Civil Service	Denhardt, B.R., & Denhardt, V.J., (2008) Public Administration, An Action Orientation, Wadsworth Publishing; 6 edition, US.  Potucek, M., Leloup, T.L., Jenei, G., & Varadi, L., (2003) Public policy in Central and Eastern Europe: Theories, Methods, Practices, NISPAcee.
<b>Mandatory literature</b>	Referring on the respective topics.	
<b>Optional literature</b>	Students are strongly encouraged to read the national publications related to social policy, strategies, studies, legislation as often as possible and with a critical attitude.	
<b>Scheduled dates</b>	TBA	
<b>Additional Information</b>	None.	

**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Collaborative policy**

<b>Course Title</b>	Collaborative Policy			
<b>Course Number</b>	TBA			
<b>Module</b>	PUBLIC POLICY and ADMINISTRATION			
<b>Type of Courses</b>	Elective			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Mirjana Najchevska			
<b>Assistant lecturers</b>				
<b>Department</b>	UKIM, Institute for sociological, political and juridical research			
<b>Curricula</b>				
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>	Basic texts in Public policy and public administration			
<b>Recommended for semester</b>	3,4			

<p><b>Course description</b></p>	<p>The aim of this course is to examine the theory and practice of development of public administration from responsiveness to collaboration. The course will deal with the question how the collaboration and cooperation with various social players such as the private sector, the third sector, and citizens as socially desirable trend is challenging “responsive” public administration, and how collaborative strategies can improve public decision-making, public administration, and policy implementation. The starting point will be recent criticism of the responsiveness-oriented thinking which leads toward passivism among citizens as clients and at the same time support the idea that citizens should keep their distance from the administrative work and the decision-making centers (let the professionals do their work). The collaborative processes will be effective when applied to complex policy questions that affect multiple, interdependent interests, where all the diverse parties affected have compelling reasons to engage with one another in a search for a joint policy or program outcome, and where sufficient time and resources are available to support the process. This will be accomplished through case studies of different examples and practices of the involvement of citizens on all levels of decision making process and work of administration. The case study approach will add the analysis of real-world data, which means that part of it will be the research-based student/led seminar series, with students researching one country and presenting that to the group.</p> <p>The course will also have a variety of readings, discussions and films or presentations on these topics.</p> <p>Topic 1 – Citizen involvement policies  Topic 2 - Public Participation and Civic Engagement  Topic 3 – Innovations through collaboration  Topic 4 – Culture of participation  Topic 5 – Creation of open ended processes  Topic 6 - Collaboration and Democracy</p>
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<p><b>Intended learning outcomes</b></p>	<p>The expected learning outcomes pertain to:</p> <p><b>KNOWLEDGE</b></p> <p><b>After the completion of the course, students will be able to</b></p> <ul style="list-style-type: none"> <li>- Explain the history and evolution of collaborative policy in the modern state building</li> <li>- Understand the collaborative policy making process</li> <li>- Explore some of the arguments for and against collaborative approaches.</li> <li>- Examine the five stages that collaborative policy making typically involves: Assessment, Organization, Education, Negotiation, and Implementation</li> <li>- Describe the theoretical frameworks that can be used to organize the knowledge of collaborative processes and outcomes.</li> </ul> <p><b>SKILLS:</b></p> <p><b>Furthermore, upon completion of this course, students will have the ability:</b></p> <ul style="list-style-type: none"> <li>- To organize own research and critically evaluate the information related to collaboration and participation</li> <li>- To prepare effective written argument and presentation using the spectrum of public participation</li> <li>- Critically reflect upon data and select situations when the collaborative processes will be effective and when they can be applied.</li> </ul> <p><b>COMPETENCIES:</b></p> <ul style="list-style-type: none"> <li>- Select and analyse long-range strategic planning and visioning based on principles of collaboration</li> <li>- Debate about the Inclusive and participatory public participation processes on emerging and controversial policy issues.</li> <li>- Build the capacity of public agencies, stakeholder groups, and the public to use collaborative strategies to improve policy outcomes.</li> <li>- Make academic writing according to the academic level.</li> </ul>
<p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p>	<p>The main contribution of this course to the module consists of:</p> <ul style="list-style-type: none"> <li>(a) Explaining the main characteristics of politics build up on the participation of citizens and collaboration on horizontal level;</li> <li>(b) Combining the acquired knowledge from PA basic texts with specific knowledge on the collaboration as new principle in administration policy and decision making process</li> <li>(c) Referring to the new public administration models based on collaborative policy.</li> <li>(d) Results based evaluation using the criteria of effectiveness in public sectors which are expected to become more innovative.</li> </ul>
<p><b>Expected prerequisite knowledge</b></p>	<p>Completed basic text courses on public policy &amp; administration and on methodology.</p>

Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Literature/ Legislation Scanning</td><td>10%</td></tr><tr><td>Mid-term exam</td><td>20 %</td></tr><tr><td>Final exam</td><td>40 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td>Analytical Paper</td><td>20 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>		Activity	Percentage	Literature/ Legislation Scanning	10%	Mid-term exam	20 %	Final exam	40 %	Presentation	10 %	Analytical Paper	20 %	Total	100 %																						
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Total	100 %																																					
Pre-Conditions for examination	80 % class attendance, submission of original paper based on the framework formulated with the supervision of the professor and presentation of essay/paper in class, not just sign it.																																					
Teaching methods	There are different teaching methods used, being inter-linked among themselves: <ul style="list-style-type: none"><li>- classical lectures</li><li>- case study analysis</li><li>- debates</li></ul>																																					
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Total		150 h <sup>6</sup>			100 %																																	

<sup>6</sup> based on [EXCT-CP \* 25], here 6 are assumed

<b>Course content</b>	<p>The course is structured in the following way:</p> <p>Topic 1 – Citizen involvement policies</p> <p>Topic 2 - Public Participation and Civic Engagement</p> <p>Topic 3 – Innovations through collaboration</p> <p>Topic 4 – Culture of participation</p> <p>Topic 5 – Creation of open ended processes</p> <p>Topic 6 - Collaboration and Democracy</p>	
<b>List of contents/topics</b>	<i>Topic</i>	<i>Required reading</i>
	Citizen involvement policies	<p>Innes and Booher (2004) "Reframing Public Participation: Strategies for the 21st Century." Planning Theory &amp; Practice 5(4): 419–436.  <a href="http://escholarship.org/uc/item/4gr9b2v5#page-7">http://escholarship.org/uc/item/4gr9b2v5#page-7</a></p> <p>London, S. (2012), 'Building Collaborative Communities', On Collaboration, a collection edited by Marie Bak Mortensen and Judith Nesbitt (London: Tate)</p>
	Public Participation and Civic Engagement	<p>Amsler, Terry (2007) "Planning Public Forums: Questions to Guide Local Officials." (Institute for Local Government, Sacramento, CA).</p> <p>OECD (Organisation for Economic Co-operation and Development). 2001. Citizens as Partners: OECD Handbook on Information, Consultation and Public Participation in Policy-Making. Paris: OECD.</p>
	Innovations through collaboration	<p>Bommert, B. (2010). Collaborative innovation in the public sector. International Public Management Review, 11, 15-33.</p> <p>Nambisan, S. (2008). Transforming government through collaborative innovation. Washington, DC: Harvard Kennedy School of Government</p> <p>Sorensen, E. (2012), The Innovation Journal: The Public Sector Innovation Journal, Volume 17(1), article 1</p>

	Culture of participation	<p>. Agger, Annika and Karl Löfgren (2008) "Democratic Assessment of Collaborative Planning Processes." <i>Planning Theory</i> 7(2): 145–164.</p> <p>Innes, Judith E. and David E. Booher (2003) "Collaborative Policy Making: Governance through Dialogue." in <i>Deliberative Policy Analysis: Understanding Governance in the Network Society</i>. Edited by M. A. Hajer and H. Wagenaar, (Cambridge University Press).</p>
	Creation of open ended processes	<p>Innes, Judith E. and David E. Booher (2010) "Thinking Differently for an Age of Complexity" Preface and Chapter 1 of <i>Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy</i> (Routledge)</p>
	Collaboration and Democracy	<p>Nelson, Nici and Susan Wright. 1995. <i>Power and Participatory Development: Theory and Practice</i> London: Intermediate Technology Publications.</p> <p>King, Cheryl Simrell, Kathryn M. Feltey, and Bridget O'Neill Susel. 1998. The Question of Participation: Toward Authentic Public Participation in Public Administration. <i>Public Administration Review</i> 58(4): 317-326</p>
<b>Mandatory literature</b>		<p>Creighton, James L. (2005) "Defining what Public Participation Is (and Is Not)." Chapter One in <i>The Public Participation Handbook</i>. (John Wiley &amp; Sons).</p> <p>Ansell, Chris and Alison Gash (2008) "Collaborative Governance in Theory and Practice." <i>Journal of Public Administration Research and Theory</i> 18:543–571.</p> <p>Walker, Gregg and Susan Senecah (2010) "Collaborative Governance, Institutions and Actors." Chapter Five in <i>Community-Based Collaboration</i>.</p>

<p><b>Optional literature</b></p>	<p>Davis, Glyn. 1996. Consultation, Public Participation and the Integration of Multiple Interests into Policy Making. Paris: Organisation for Economic Co-operation and Development.</p> <p>Day, Diane. 1997. Citizen Participation in the Planning Process: An Essentially Contested Concept? <i>Journal of Planning Literature</i> 11(3): 421-434.</p> <p>Kinsley, Michael J. 1997. Economic Renewal Guide: A Collaborative Process for Sustainable Community Development. Snowmass CO: Rocky Mountain Institute.</p> <p>Margerum, Richard D. 2002. Collaborative Planning: Building Consensus and Building a Distinct Model for Practice. <i>Journal of Planning Education and Research</i> 21(3): 237-253.</p> <p>McCloskey, Michael. 1996. The Skeptic: Collaboration has its Limits. <i>High Country News</i> 28(9): 7.</p> <p>Hughes-McDermott, Ann Moote, and Cecilia Danks (2011) "Effective Collaboration: Overcoming External Obstacles." Chapter Four in <i>Community-Based Collaboration</i></p> <p>Agranoff, R. and M. McGuire (2003), <i>Collaborative Public Management: New Strategies for Local Governments</i>. Washington, DC: Georgetown University Press.</p>
<p><b>Scheduled dates</b></p>	<p>See above.</p>
<p><b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)</p>	<p>None.</p>



**Joint MA in Political Science: Integration and Governance**  
**Module: Public Policy and Administration**  
**Course: Public Policy Analysis**

<b>Course Title</b>	Public Policy Analysis			
<b>Course Number</b>				
<b>Module</b>	Public Policy and Administration			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Prof. d-r Pande Lazarevski			
<b>Assistant lecturers</b>				
<b>Department</b>	UKIM- Institute for sociological, political and juridical research			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Elective			
<b>Entry level criteria</b>				
<b>Recommended for semester</b>	[3, 4]			
<b>Course description</b>	<p>The course focus public policy analysis as a part of the policy making process. As a political science discipline, policy analysis relies on exact methods and practical approach in explaining real life issues. More precisely, it focuses on the approaches, the procedures and methods for public policy analysis: activities of formulation of the problems of public interest, developing alternative solutions for the problems of public interest, the phases and principles for implementation of public policies, and the instruments and procedures for policy monitoring and evaluation. The course will also contain development of relevant policy documents (Policy Issue Paper, Executive Summary and Policy Memorandum)</p>			
<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li>- To understand real life importance of public policy analysis in policy making process;</li> <li>- To understand the practical use of theoretical policy concepts (including the importance of ideological consistency in policy analysis);</li> <li>- To understand the methodology of policy analysis as crucial in policy making process;</li> <li>- To understand meaning and sequence of methods in policy analysis;</li> <li>- To understand policy implementation;</li> <li>- To learn how to develop policy arguments;</li> <li>- To learn how to develop relevant policy documents (Policy Issue Paper, Executive Summary and Policy Memorandum)</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course contributes to a number of learning outcomes of the module including: practical knowledge about public policy and administrative processes; a detailed understanding of research, analytical methods and theories in the thematic areas of public policy; the ability to connect research and practice and to implement practice-oriented research projects; ability to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers; and the ability to participate in and conduct complex political and/or administrative decision-making procedures.												
<b>Expected prerequisite knowledge</b>	None.												
<b>Assessment methods</b>	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>20%</td></tr><tr><td>Final Exam</td><td>60 %</td></tr><tr><td>Paper (Essay, Research)</td><td>20 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>			Activity	Percentage	Active Participation	20%	Final Exam	60 %	Paper (Essay, Research)	20 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
Active Participation	20%												
Final Exam	60 %												
Paper (Essay, Research)	20 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>	None.												
<b>Pre-Conditions for examination</b>	Having submitted seminar paper.												

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>20 %</td></tr><tr><td>2. Seminar paper</td><td>30 %</td></tr><tr><td>3. Group work</td><td>20 %</td></tr><tr><td>4. Case studies</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	20 %	2. Seminar paper	30 %	3. Group work	20 %	4. Case studies	30 %	<b>Total</b>	<b>100 %</b>				
	Activity	Percentage																
	1. <i>Ex cathedra</i>	20 %																
	2. Seminar paper	30 %																
	3. Group work	20 %																
	4. Case studies	30 %																
	<b>Total</b>	<b>100 %</b>																
	<b>Assignment / Activity</b>	<b>Teaching activity</b>	<b>Work load</b>	<b>Assessment activity</b>	<b>Assessment criteria</b>	<b>Percentage of final grade</b>												
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	20%												
	Seminar paper	Discuss topic of paper; review of ongoing work (when posted to Moodle), ..	45	Continuous writing, presentation (Moodle) and final finishing of paper.	Completeness, consistency, accuracy, ... of the text.	30%												
Groupwork	General guidance; presentation of criteria for successful groupwork; literature in Moodle	30	Group work, continuous presentation of group work status	Clarity of presentation; sufficient summary; ...	20%													
Case studies	General guidance; Interactive approach where students prepare case studies on lobbying on specific issues and present/discuss them.	45	Quality of presentation; Engagement in discussions.	Clarity of presentation; sufficient summary; ...	30%													
<b>Total</b>		<b>150 h<sup>7</sup></b>			<b>100 %</b>													
Course content	[general description]																	

<sup>7</sup> based on [EXCT-CP \* 25], here 4 are assumed

	<i>Topic</i>	<i>Required reading</i>
<b>List of contents/topics</b>	<b>Policy Formation: Problems, Agendas, and Formulation</b> Policy Analysis in the Policy-Making Process Policy Agenda and Agenda Setting Formulation of Policy Proposals	Chapter 1 and 2 of Dunn (2016) Chapter 3 of Anderson (2015)
	<b>Policy Adoption</b> Theories of Decision-Making Decision Criteria Public Interest Styles of Decision-Making	Chapter 4 of Anderson (2015)
	<b>Methods of Policy Analysis</b> Structuring Policy Problems Forecasting Expected Policy Outcomes	Chapter 3 and 4 of Dunn (2016)
	<b>Methods of Policy Analysis</b> Prescribing (Recommending) Preferred Policies Monitoring Observed Policy Outcomes	Chapter 5 and 6 of Dunn (2016)
	<b>Policy Implementation</b> Who Implements Policy? Administrative Organization Administrative Politics Administrative Policymaking	Chapter 6 and 7 of Anderson (2015)
	<b>Policy Impact and Evaluation</b> Policy Impact Evaluating Policy Performance Policy Termination	Chapter 7 of Anderson (2015) Chapter 7 of Dunn (2016)
	<b>Methods of Policy Communication</b> Developing Policy Arguments Communicating Policy Analysis	Chapter 8 and 9 of Dunn (2016)
	<b>Developing Policy Documents</b> Policy Issue Paper Executive Summary Policy Memorandum Planning Oral Briefings	Appendixes 1 -4 of Dunn (2016)
<b>Mandatory literature</b>	Dunn, William N. (2016) Public Policy Analysis , 5th edition. Routledge Anderson, James E. (2015) Public Policymaking, 8th edition, CENGAGE Learning.	

Optional literature	<p>Bardach Eugene (2016) <u>A Practical Guide for Policy Analysis</u>, 5<sup>th</sup> Ed., SAGE</p> <p>Weimer David L. , Vining Aidan R. (2016) Policy Analysis: Concepts and Practice, 5th Ed., Routledge</p> <p>Hill <b>Michael</b>, Hupe Peter (2014) <u>Implementing Public Policy</u>, <b>SAGE</b></p> <p>John Peter (2012) <u>Analyzing Public Policy</u>, 2<sup>nd</sup> ed., Routledge</p> <p>Birkland Thomas A. (2010) <u>An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making</u>, 3<sup>rd</sup> Ed., M. E. Sharpe</p> <p>Fischer Frank, Miller Gerald J. (2006) <u>Handbook of Public Policy Analysis: Theory, Politics, and Methods</u>, CRC Press</p> <p>Cochran Charles L. and Malone Eloise F. (2005) <u>Public Policy: Perspectives and Choices</u>, 3<sup>rd</sup> ed., Lynne Rienner Publishers</p> <p>Pollock III, P.H. (2005), <u>The Essentials of Political Analysis</u>, 2<sup>nd</sup> ed., CQ Press.</p> <p>Heineman Robert , <b>Bluhm</b> William , Kearny Edward , <b>Peterson</b> Steven (2001) <u>The World Of the Policy Analyst: Rationality, Values, &amp; Politics</u>, 3<sup>rd</sup> Edition, Chatham House Publishers</p> <p>Shepsle, K.A, Bonchek, M.S. (1997) <u>Analyzing Politics – Rationality, Behavior, and Institutions</u>, W.W.Norton &amp; Company, Inc.</p> <p>Parsons Wayne (1995). <u>Public Policy - An Introduction to the Theory and Practice of Policy Analysis</u>. Aldershot, UK / Brookfield, US: Edward Elgar</p> <p>Weimar, David L., Vining, Aidan R. (1989). <u>Policy Analysis: Concepts and Practice</u>. Englewood Cliffs: Prentice-Hall Inc.</p> <p>Hogwood, Brian W., Gunn, Lewis A. (1984). <u>Policy Analysis for the Real World</u>. Oxford University Press.</p>
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	No.

# Joint MA in Political Science: Integration and Governance

## Module: Methodology and MA Thesis

### Course: MA Thesis Seminar

<b>Course Title</b>	MA Thesis Seminar			
<b>Course Number</b>				
<b>Module</b>				
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	2 hours/week; between 13 and 15 times per semester			
<b>Lecturers</b>	Lecturers of the Western Balkan EUP			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science Departments at the Western Balkan EUP			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory			
<b>Entry level criteria</b>	Methodology I+II, Basic Texts courses in the field of specialization			
<b>Recommended for semester</b>	2, 3, 4, with a recommendation for the third semester			
<b>Course description</b>	<p>The course accompanies students in the development of their first large self-conducted and independent research project, which is the Master Thesis. The MA Thesis seminar thereby encourages exchange between the students, mainly through the presentation of their research projects, related discussion in class, and feedback by the lecturer. During the seminar, students refresh their methodological knowledge, particularly of a theory-oriented empirical-analytic science understanding. Concepts such as the creation of a research design, the choice of a research question, the selection of methods, hypothesis testing, and causal modelling will be presented, as will practical aspects of political science as a profession.</p> <p>In addition, the seminar gives students the opportunity to present their individual research project and design and to discuss their research question, theoretical framework, and methodological aspects. The seminar thus provides each participant with a public forum for intellectual debate on their own theme.</p>			
<b>Intended learning outcomes</b>	<ul style="list-style-type: none"> <li>• Interactive and discursive course at a high level</li> <li>• Creating a project plan and research design for the MA thesis</li> <li>• Renewing and deepening epistemological knowledge</li> <li>• Refreshing and improving methodological skills</li> <li>• Discussion and explanation of the subject political science as a discipline in practice and research</li> <li>• Presentation of different approaches to political science research</li> </ul>			

<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course accompanies students to develop their MA Thesis research project, by getting support when choosing the research question, the appropriate theoretical framework and the methodological approach. The course thus stands at the beginning of the MA Thesis and should bring students on the right track already at the beginning of the research process. Thus, the MA Thesis Seminar is a major contribution to successfully conclude the Joint MA Degree in Political Science – Governance and Integration.												
<b>Expected prerequisite knowledge</b>	Students should have completed the two obligatory modules and know in which subject they want to write the thesis. The completion of Methodology I and II is recommended but not a necessity. It makes sense to enrol the course before students start writing their thesis.												
<b>Assessment methods</b>	<table border="1"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Active Participation in discussions</td><td>20%</td></tr> <tr> <td>Homework</td><td>30 %</td></tr> <tr> <td>Final MA Thesis Concept/Research Design</td><td>40 %</td></tr> <tr> <td>Presentation of MA Thesis Concept/Research Design</td><td>10 %</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> </tbody> </table>	Activity	Percentage	Active Participation in discussions	20%	Homework	30 %	Final MA Thesis Concept/Research Design	40 %	Presentation of MA Thesis Concept/Research Design	10 %	<b>Total</b>	<b>100 %</b>
Activity	Percentage												
Active Participation in discussions	20%												
Homework	30 %												
Final MA Thesis Concept/Research Design	40 %												
Presentation of MA Thesis Concept/Research Design	10 %												
<b>Total</b>	<b>100 %</b>												
<b>Specific requirements</b>	<p>Students have to complete both written and oral assignments.</p> <p><u>The written assignments comprise</u></p> <ul style="list-style-type: none"> <li>- Homework throughout the semester, which mainly consists of exercises bringing the student step by step towards a research design for their MA thesis</li> <li>- The completion of an MA thesis concept, including the research design, until the end of the semester</li> </ul> <p><u>The oral assignments comprise</u></p> <ul style="list-style-type: none"> <li>- Active participation in class, by contributing to discussions and by preparing the weekly literature discussed in class</li> <li>- Presentation of the MA thesis concept including the research design</li> </ul>												
<b>Pre-Conditions for examination</b>	In order to successfully complete the course, students must be present at 80% of the classes, have to submit all written assignments in time, and hold their presentations on due date.												

Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>35 %</td></tr><tr><td>2. Discussion</td><td>35 %</td></tr><tr><td>3. Presentations</td><td>30 %</td></tr><tr><td><b>Total</b></td><td><b>100 %</b></td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	35 %	2. Discussion	35 %	3. Presentations	30 %	<b>Total</b>	<b>100 %</b>	
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	1. <i>Ex cathedra</i>	35 %											
	2. Discussion	35 %											
	3. Presentations	30 %											
	<b>Total</b>	<b>100 %</b>											
Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade								
Ex cathedra	Ex cathedra	30	Class attendance	List of class attancance (at least 80%)	Basic requirement								
Homework	Student's independent work	50	Review of submitted homework and feedback	Fulfillment of criteria set for homework; completeness	30%								
Final Thesis Concept/Research Design	General guidance, review and constructive feedback	60	Review of concept/research design and feedback	Fulfillment of formal criteria, realistic research plan, innovative research question, etc.	40%								
Presentation	Presentation of MA Thesis concept and research design, state of the art, problems, etc.	10	Assessment of presentation and its content through constructive discussion in class	Content of presentation (and thus thesis concept) and presentation style	10%								
<b>Total</b>		<b>150 h</b>			<b>100 %</b>								
Course content	<p>The course offers a wide range of literature in the fields of general introduction to political science, research design, methodology, epistemology, and so on. Students are required to work through the literature, which will be also discussed in class and is highly relevant for the development for the MA Thesis concept/research design. Students must be prepared to read a large amount of literature every week and to complete written assignments, through which they train the development of a research design.</p> <p>The basic literature used throughout the course is:</p> <ul style="list-style-type: none"><li>- F. Chalmers (1999).What is this Thing Called Science? Hackett Pub. Indianapolis (U. Queensland Press, Queensland Aus.). „TCS”</li><li>- P. Burnham/K.G. Lutz/W. Grant/Z. Laytin-Henry (2008). Research Methods in Politics(2nded.)(Palgrave). „RM”</li><li>- G. Schneider (2011). The Seven Deadly Sins of Academic Writing. In: European Political Science 10 (3), 337-345. „7-DS”</li></ul>												
List of contents/topics	Topic		Required reading										
	Topic 1: Introduction to the course		None										
	Topic 2: Philosophy of Science I: Knowledge, deduction, theory, observation, falsification		“TCS” pp. 1-77; “RM” Introduction & Chapter 1										
	Topic 3: Philosophy of Science II: Causality; limits of falsification; Lakatos: Research Programs; Kuhn: Paradigms		“TCS” pp. 78-end of book										



	Topic 4: Research Design and Process of Research: Structure and meaning of research design; types of research design; limits of comparative research designs; methods of comparative research designs	"RM" Chapters 2 and 3
	Topic 5: Quantitative research and research design/survey: Types of surveys; specific problems with interviews and surveys; case selection and samples	<p>"RM" Chapter 4</p> <p>James Mahoney/Gary Goertz (2006). A Tale of Two Cultures. In: Political Analysis 14 (3), 227–249.</p> <p>Edith De Leeuw (2008). Self-Administered Questionnaires and Standardized Interviews. In: Alasuutari/Bickman/Brannan (eds). SAGE Handbook of Social Research Methods, 313–327.</p>
	Topic 6: Descriptive statistics: Unit of analysis, scaling, measures of central tendency; distribution	"RM" Chapter 5
	Topic 7: Argument, causality, inference: Logical reasoning; identifying causes; problems	"RM" Chapter 6
	Topic 8: Quantitative methods - overview	Literatur: Paul Kellstedt/Guy Whitten (2009). The Fundamentals of Political Science Research. (Cambridge), Kapitel 11 & 12.
	Topic 9: Quantitative methods: Regression/logistic regression	William D. Berry (1993). Understanding Regression Assumptions. (SAGE), Kapitel 2.
	Topic 10: Scientific writing and publishing	<p>„7-DS“</p> <p>Donna Lee Van Cott (2005). A Graduate Student's Guide to Publishing Scholarly Journal Articles. In: PS Political Science &amp; Politics 38 (4), 741–743.</p>
	Topics 11-15: Presentation of students' MA Thesis Concept/Research Design: Research question, theoretical framing, hypotheses, methodology	
<b>Scheduled dates</b>	To be set yet.	

<p>Additional Information</p>	<p><b><u>Steps to the Thesis</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>(A) First Contact &amp; Informal Discussion:</b> This meeting is intended to help clarify vague ideas and help sharpen the focus with respect to tentative plans. The objective is to explore basic feasibility, relevance, and the possible scope of a project.</li> <li>▪ <b>(B) Project Discussion:</b> In this case you already have a clear idea of what it is you want to do but need to discuss the next steps and test the basic soundness of your key concept.</li> <li>▪ Written outline of your intended work (see below) along with a CV. This is the first formal meeting and the first step in the supervision process.</li> <li>▪ <u>The outline needs to contain:</u> <ul style="list-style-type: none"> <li>- Clear working title,</li> <li>- Research question/ puzzle,</li> <li>- Brief description of the problem,</li> <li>- Suggestions for how to approach the research question</li> <li>- Some indication of the methodology employed</li> <li>- <u>Brief bibliography</u></li> </ul> </li> <li>▪ <i>(About <b>3 pages</b> excluding literature and appendix.)</i></li> </ul> <p><b>(C) Research Design – Overview (“Disposition”):</b> About 10-12 Pages</p> <ul style="list-style-type: none"> <li>▪ 1. A brief discussion of your proposed thesis’ substantive importance;</li> <li>▪ 2. A brief and purposive review of the relevant literature.</li> <li>▪ 3. A clear and concise presentation and outline of your theoretical framework.</li> <li>▪ 4. Specification of the theory's principal (testable) hypotheses: explain the theory, or the rationale, that links your independent to the dependent variables;</li> <li>▪ 5. Discussion of your case selection if applicable.</li> <li>▪ 6. Discussion of data that you plan to collect, or use, and the method you are proposing.</li> <li>▪ 7. Discuss limitations of your research design. Can you really demonstrate causality?</li> <li>▪ 8. Annotated bibliography</li> </ul> <p><b>(D) Regular meetings</b> to check on progress and submit chapter for review and discussion. (Printed &amp; e-mail copy).</p> <p><b>(E) Completion of First Draft</b></p> <p><b>(F) Formal Defense and Exam</b> (if First Draft was approved)</p>
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# Joint MA in Political Science: Integration and Governance

## Module: Methodology and MA Thesis

### Course: Political Science Research Methods – Part I

<b>Course Title</b>	Political Science Research Methods – Part One			
<b>Course Number</b>				
<b>Module</b>	Methodology and MA Thesis			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30/2 hrs per week			
<b>Lecturers</b>	Armin Mühlböck			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science and Sociology, PLUS			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	C	C		
<b>Entry level criteria</b>	None			
<b>Recommended for semester</b>	1 and 2			
<b>Course description</b>	<p>Research design is a central aspect of all scholarly work and comprises issues such as the formulation of a research question, the elaboration of a hypothesis (that is, a response to the research question) and considerations of how to empirically examine the argument. In this course, students learn which criteria a political science study (such as an MA thesis) has to fulfill (and why). Furthermore the course provides an introduction to important political science methods (including quantitative methods), with the aim of giving students the ability to understand state-of-the-art research in the field of political science.</p>			
<b>Intended learning outcomes</b>	<p>After the course students will:</p> <ul style="list-style-type: none"> <li>• have acquired good knowledge of political science methods;</li> <li>• be able to apply those methods in an MA thesis; and</li> <li>• have improved your ability to understand and critically evaluate political science research.</li> </ul>			
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>The course is crucial for the successful completion of the MA Thesis as the MA programme's final objective. By learning, understanding and applying social science methods and by gaining the capability of designing a sound research design, the students will be able to carry out their independent research necessary to complete the thesis.</p>			
<b>Expected prerequisite knowledge</b>	BA-level knowledge of research methods and research design.			

Assessment methods	<table><tr><th colspan="4">Activity</th><th colspan="2">Percentage</th></tr><tr><td colspan="4">several short tasks including the review of an article</td><td colspan="2">50 %</td></tr><tr><td colspan="4">Final Exam</td><td colspan="2">50 %</td></tr><tr><td colspan="4">(Attendance</td><td colspan="2">0 %)</td></tr><tr><td colspan="4">Total</td><td colspan="2">100 %</td></tr><tr><td colspan="4"></td><td colspan="2"></td></tr></table>						Activity				Percentage		several short tasks including the review of an article				50 %		Final Exam				50 %		(Attendance				0 %)		Total				100 %													
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Specific requirements	see above																																															
Pre-Conditions for examination	attendance																																															
Teaching methods	<table><tr><th>Assignment/ Activity</th><th>Teaching activity</th><th>Work-load</th><th>Assessment activity</th><th>Assessment criteria</th><th>Percentage of final grade</th></tr><tr><td>Ex cathedra</td><td>Ex cathedra</td><td>20</td><td>Class attendance</td><td>List of class attancance (at least 80%)</td><td>13,3</td></tr><tr><td>Reading</td><td>see below</td><td>30</td><td>Reading</td><td>Detailed knowledge and understanding of the selected texts</td><td>20</td></tr><tr><td>Exam</td><td>Exam</td><td>40</td><td>Exam</td><td>Detailed knowledge and understanding of the selected texts (Reading)</td><td>26,7</td></tr><tr><td>Tasks und review of an article</td><td>Provide criteria for tasks and review</td><td>60</td><td>Tasks and review of an article</td><td>Tasks: Completness, consistency, accuratness, ... Review: Completness, usefulness, ...</td><td>40</td></tr><tr><td colspan="2">Total</td><td>150 h<sup>1</sup></td><td></td><td></td><td>100 %</td></tr><tr><td colspan="2"></td><td></td><td></td><td></td><td></td></tr></table>						Assignment/ Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade	Ex cathedra	Ex cathedra	20	Class attendance	List of class attancance (at least 80%)	13,3	Reading	see below	30	Reading	Detailed knowledge and understanding of the selected texts	20	Exam	Exam	40	Exam	Detailed knowledge and understanding of the selected texts (Reading)	26,7	Tasks und review of an article	Provide criteria for tasks and review	60	Tasks and review of an article	Tasks: Completness, consistency, accuratness, ... Review: Completness, usefulness, ...	40	Total		150 h <sup>1</sup>			100 %						
	Assignment/ Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade																																										
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	Total		150 h <sup>1</sup>			100 %																																										
Course content	See above																																															
List of contents/topics	Topic				Required reading																																											
	Topic 1: Introduction: Research questions																																															

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 2: <b>Theory of science</b>	<ul style="list-style-type: none"> <li>• Popper, Karl (1963) <i>Conjectures and Refutations. The Growth of Scientific Knowledge</i>, Chapter 1 (5 pages).</li> <li>• Kuhn, Thomas S. (1962) <i>The Structure of Scientific Revolutions</i> (Chicago), Chapter 9.</li> <li>• Lakatos, Imre (1970) 'Falsification and the Methodology of Scientific Research Programmes.' In <i>Criticism and the Growth of Knowledge</i>, eds Imre Lakatos and Alan Musgrave (Cambridge: Cambridge University Press), 91–196.</li> </ul>
	Topic 3: <b>Theory: Causality, variables and hypotheses</b>	<ul style="list-style-type: none"> <li>• Hancké, Bob (2009) <i>Intelligent Research Design</i> (Oxford: Oxford University Press), Chapter 1.</li> <li>• In German: Plümper, Thomas (2008) <i>Effizient Schreiben: Leitfaden zum Verfassen von Qualifizierungsarbeiten und wissenschaftlichen Texten</i> (München: Oldenbourg), Chapter 2.</li> </ul>
	Topic 4: <b>Case selection and case studies</b>	<ul style="list-style-type: none"> <li>• Van Evera, Steven (1997) <i>Guide to Methods for Students in Political Science</i> (Ithaca: Cornell University Press), Chapter 2.</li> <li>• Dür, Andreas (2007) 'Discriminating among Rival Explanations: Some Tools for Small-N Researchers.' In <i>Research Design in Political Science: How to Practice What They Preach?</i>, eds Thomas Gschwend and Frank Schimmelfennig (Houndmills: Palgrave), 183–200.</li> </ul>

	Topic 5: <b>Working with sources and literature, and writing process</b>	<ul style="list-style-type: none"> <li>• Johnson, Janet B., Henry T. Reynolds and Jason D. Mycoff (eds) (2007) <i>Political Science Research Methods</i> (CQ Press), Chapter 6.</li> <li>• Plümper (2008), Chapters 3 and 6.</li> </ul>
	Topic 6: <b>Surveys and elite interviews</b>	<ul style="list-style-type: none"> <li>• Burnham, Peter et al. (eds) (2008) <i>Research Methods in Politics</i> (Houndmills: Palgrave), Chapter 9.</li> <li>• Pierce, Roger (2008) <i>Research Methods in Politics: A Practical Guide</i> (London: Sage), Chapter 10.</li> </ul>
	Topic 7: <b>Experiments</b>	<ul style="list-style-type: none"> <li>• Gerber, Alan S., and Donald P. Green (2008) 'Field Experiments and Natural Experiments.' In <i>The Oxford Handbook of Political Methodology</i>, eds Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier (Oxford: Oxford University Press).</li> </ul>
	Topic 8: <b>Basics of quantitative research; presenting data graphically (and introduction to R)</b>	<ul style="list-style-type: none"> <li>• Gelman, Andrew, and Antony Unwin (2013) 'Infovis and Statistical Graphics: Different Goals, Different Looks.' <i>Journal of Computational and Graphical Statistics</i> 22(1): 2–28.</li> </ul>
	Topic 9: <b>Bivariate analysis of data, inference</b>	<ul style="list-style-type: none"> <li>• Agresti, A., and Barbara Finlay (2009) <i>Statistical Methods for the Social Sciences</i>. 4th ed. (Pearson), Chapter 6.</li> </ul>
	Topic 10: <b>Linear Regression</b>	<ul style="list-style-type: none"> <li>• Lewis Beck, Colin, and Michael Lewis Beck (2015) <i>Applied Regression: An Introduction</i>. 2nd ed. (Thousand Oaks: SAGE), Chapters 1 and 2.</li> </ul>
<b>Mandatory literature</b>	See above	
<b>Optional literature</b>	See above	
<b>Scheduled dates</b>	See above	

<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None
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# Joint MA in Political Science: Integration and Governance

## Module: Methodology and MA Thesis

### Course: Political Science Research Methods – Part II

<b>Course Title</b>	Political Science Research Methods – Part Two			
<b>Course Number</b>				
<b>Module</b>	Methodology and MA Thesis			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30/2 hrs per week			
<b>Lecturers</b>	Armin Mühlböck			
<b>Assistant lecturers</b>				
<b>Department</b>	Department for Political Science and Sociology, PLUS			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	C	C		
<b>Entry level criteria</b>	Political Science Research Methods – Part One			
<b>Recommended for semester</b>	2, 3, 4			
<b>Course description</b>	In this course students will further intensify their knowledge of the research methods in the social sciences and practically implement this knowledge in the form of a small research project. Students' research projects will be carried out step by step in parallel to the course. The necessary methodological background will be developed together over the course of the lecture.			
<b>Intended learning outcomes</b>	After the course students will: <ul style="list-style-type: none"> <li>• have acquired sound knowledge of the research methods in the social sciences;</li> <li>• be able to apply these research methods;</li> <li>• be able to design, conduct and report their own research project.</li> </ul>			
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	The course is crucial for the successful completion of the MA Thesis as the MA programme's final objective. By learning, understanding and applying social science methods and by gaining the capability of designing a sound research design, the students will be able to carry out their independent research necessary to complete the thesis.			
<b>Expected prerequisite knowledge</b>				



Assessment methods	<table><tr><th colspan="5">Activity</th><th>Percentage</th></tr><tr><td colspan="5">First three steps of the research project to be handed in during the semester</td><td>30%</td></tr><tr><td colspan="5">Final exam</td><td>40 %</td></tr><tr><td colspan="5">Final report of the research project</td><td>30 %</td></tr><tr><td colspan="5">(Attendance</td><td>0 %)</td></tr><tr><td colspan="5">Total</td><td>100 %</td></tr></table>						Activity					Percentage	First three steps of the research project to be handed in during the semester					30%	Final exam					40 %	Final report of the research project					30 %	(Attendance					0 %)	Total					100 %
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Teaching methods	<table><tr><th>Assignment/ Activity</th><th>Teaching activity</th><th>Work- load</th><th>Assessment activity</th><th>Assessment criteria</th><th>Percentage of final grade</th></tr><tr><td>Ex cathedra and groupwork</td><td>Ex cathedra; General guidance; presentation of criteria for successful groupwork</td><td>40</td><td>Class attendance, active participation and final exam</td><td>List of class attendance (at least 80%) and exam</td><td>20%</td></tr><tr><td>Reading</td><td>see below</td><td>30</td><td>Reading and final exam</td><td>Detailed knowledge and understanding of the selected texts</td><td>20</td></tr><tr><td>Research Project</td><td>General guidance; presentation of criteria for successful research; literature in Moodle</td><td>90</td><td>First three steps of research project to be submitted during the semester, final report</td><td>Guidelines for research projects; Clearness of presentation; sufficient summary; ...</td><td>60</td></tr><tr><td>Total</td><td></td><td>150 h<sup>2</sup></td><td></td><td></td><td>100 %</td></tr></table>						Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade	Ex cathedra and groupwork	Ex cathedra; General guidance; presentation of criteria for successful groupwork	40	Class attendance, active participation and final exam	List of class attendance (at least 80%) and exam	20%	Reading	see below	30	Reading and final exam	Detailed knowledge and understanding of the selected texts	20	Research Project	General guidance; presentation of criteria for successful research; literature in Moodle	90	First three steps of research project to be submitted during the semester, final report	Guidelines for research projects; Clearness of presentation; sufficient summary; ...	60	Total		150 h <sup>2</sup>			100 %						
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Total		150 h <sup>2</sup>			100 %																																					
Course content	See above																																									
List of contents/topics	Topic			Required reading																																						

<sup>2</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 1: Research Design, Causality and Inference	<ul style="list-style-type: none"> <li>• Crawley, Michael. 2015. Statistics: An Introduction Using R. Chichester: Wiley. (Chapter 1).</li> <li>• King, Gary, Keohane, Robert O., and Sidney Verba. 1994. Designing Social Inquiry - Scientific Inference in Qualitative Research. Princeton: Princeton University Press. („The Science in Social Science“, 3-33)</li> <li>• Plümper, Thomas. 2012. Effizient Schreiben. München: Oldenbourg Wissenschaftsverlag. („Kapitel 5: Forschungsdesign und Analyse“, 67-86)</li> </ul>
	Topic 2: Different Types of Data Sources	<ul style="list-style-type: none"> <li>• May, Tim (2011). Social research: issues, methods and process. Buckingham. Open University Press („Documentary research: excavations and evidence“, 175-198)</li> <li>• Stoker, Gerry und Helen Margetts (2010) 'Experiments and Quasiexperiments', in David Marsh und Gerry Stoker (Hrsg.) Theory and Methods in Political Science, 3.Aufl. Basingstoke: Palgrave Macmillan.</li> <li>• Wooldridge, Jeffrey. 2012. Introductory Econometrics: A Modern Approach. Cengage Learning. („Chapter 1: The Nature of Econometrics and Economic Data“, 1-20).</li> <li>• Leech, Beth (2002). Asking Questions: Techniques for Semistructured Interviews. PS: Political Science and Politics 35(4), 665-668.</li> <li>• Burnham, Peter et al. (Hrsg.) (2008) Research Methods in Politics Houndmills: Palgrave. (Kapitel 9).</li> <li>• Pierce, Roger (2008) Research Methods in Politics: A Practical Guide. London: Sage. (Kapitel 10.)</li> </ul>

	Topic 3: Data Management and Description	<ul style="list-style-type: none"> <li>• Crawley, Michael. 2015. Statistics: An Introduction Using R. Chichester: Wiley. (Chapter 2-5).</li> <li>• Kabacoff, Robert. 2015. R in Action: Data Analysis and Graphics with R. Shelter Island: Manning. (Chapter 2, 4, 7).</li> </ul>
	Topic 4: Bivariate Linear Regression	<ul style="list-style-type: none"> <li>• Crawley, Michael. 2015. Statistics: An Introduction Using R. Chichester: Wiley. (Chapter 7).</li> <li>• Kabacoff, Robert. 2015. R in Action: Data Analysis and Graphics with R. Shelter Island: Manning. (Chapter 8).</li> </ul>
	Topic 5: Multiple Linear Regression	<ul style="list-style-type: none"> <li>• Crawley, Michael. 2015. Statistics: An Introduction Using R. Chichester: Wiley. (Chapter 10).</li> </ul>
	Topic 6: Logistic Regression	<ul style="list-style-type: none"> <li>• Pampel, Fred, 2000. Logistic Regression. A Primer. London: SAGE Publications. S. 1-53</li> </ul>
	Topic 7: Modelling More Complex Relationships	<ul style="list-style-type: none"> <li>• Chatterjee, Samprit/Bertram Price, 1995. Praxis der Regressionsanalyse. 2. Auflage ed. München. S. 32-42</li> <li>• Brambor, Thomas/William Roberts Clark/Matt Golder, 2006. Understanding Interaction Models: Improving Empirical Analyses. Political Analysis 14, 63-82.</li> </ul>
<b>Mandatory literature</b>	See above	
<b>Optional literature</b>	See above	
<b>Scheduled dates</b>	See above	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	none	

## Joint MA in Political Science: Integration and Governance

### Module: Methodology and MA Thesis

#### Course: Political Science Research Methods – Part III: Advanced Methods in Political Science

<b>Course Title</b>	Political Science Research Methods – Part Three – Advanced Methods in Political Science			
<b>Course Number</b>				
<b>Module</b>	Methodology and MA Thesis			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30/2 hrs per week			
<b>Lecturers</b>	Gabriele Spilker			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science and Sociology, PLUS			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance	MA in Political Science PLUS		
<b>Compulsory/elective</b>	E			
<b>Entry level criteria</b>	Completion of Political Science Research Methods I; Part II is recommended			
<b>Recommended for semester</b>	2, 3, 4			
<b>Course description</b>	<p>In this course students will intensify their knowledge of the research methods in the social sciences.</p> <p>The course covers also the application of advanced methods to specific Political Science research questions.</p>			
<b>Intended learning outcomes</b>	<p>After the course students will:</p> <ul style="list-style-type: none"> <li>• have gained theoretical knowledge about methods in Social Sciences;</li> <li>• are able to apply competently specific methods when carrying out social science research;</li> <li>• are able to read specific texts, which apply or critically assess advanced social science methods;</li> </ul>			
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	<p>Students choosing this course will have advanced knowledge in political and social science research methods beyond the defined goals of the module.</p> <p>They will be able to carry out high-level empirical research in their MA thesis and qualify for jobs requiring advanced skills, competences and methods in methodology (e.g., statistician).</p>			
<b>Expected prerequisite knowledge</b>				

Assessment methods	For example (depends on the specific orientation of the courses):					
	Activity				Percentage	
	several tasks / Take Home Works				50 %	
	Final Exam				50 %	
	(Attendance				0 %)	
	Total				100 %	
Specific requirements	see above					
Pre-Conditions for examination	attendance					
Teaching methods	For example (depends on the specific orientation of the courses):					
	Assignment/ Activity	Teaching activity	Work-load	Assessment activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra	20	Class attendance	List of class attancance (at least 80%)	13,3
	Reading	see below	30	Reading	Detailed knowledge and understanding of the selected texts	20
	Exam	Exam	40	Exam	Detailed knowledge and understanding of the selected texts (Reading)	26,7
	Tasks / Take Home Works	Provide criteria for tasks and review	60	Tasks /Take Home Works	Tasks: Completness, consistency, accuratness, ...	40
	Total		150 h <sup>3</sup>			100 %
Course content	See above					
List of contents/topics	Topic			Required reading		
	For example (depends on the specific orientation of the courses):					
	Topic 1: Concepts, Variables and Hypotheses			Janet Buttolph Johnson, Richard A. Joslyn, and H. T. Reynolds. 2012. Political Science Research Methods. 5th edition. Chapter 4 and 6.		
	Topic 2: Descriptive Statistics			Janet Buttolph Johnson, Richard A. Joslyn, and H. T. Reynolds. 2012. Political Science Research Methods. 5th edition. Chapter 11.		

<sup>3</sup> based on [EXCT-CP \* 25], here 6 are assumed

	Topic 3: <b>Cross-Tabulation and Statistical Significance</b>	<p>Jarol B. Manheim, Richard C. Rich, Lars Willnat, and Craig Leonard Brians. 2006. <i>Empirical Political Analysis: Research Methods in Political Science</i>. Pearson Education, 6th edition, pp. 268-81.</p> <p>Michael Corbett and Michael K. Le Roy. <i>Research Methods in Political Science</i>. 2008. 5th Ed., pp. 157-164 and 178-189.</p>
	Topic 4: <b>Nominal and Ordinal-Level Measures of Association (including control variables)</b>	<p>See Topic 3</p> <p>Chava Frankfort-Nachmias and David Nachmias, <i>Research Methods in the Social Sciences</i>. 2014. 8th Ed., pp. 426-40</p>
	Topic 5: <b>Correlations (including control variables)</b>	<p>See Topic 3 and 4</p> <p>Debra Wetcher-Hendricks. <i>Analyzing Quantitative Data: An Introduction for Social Researchers</i>. 2011. Chapter 8.</p>
	Topic 6: <b>T-Test</b>	<p>Debra Wetcher-Hendricks. <i>Analyzing Quantitative Data: An Introduction for Social Researchers</i>. 2011. Chapter 6.</p>
	Topic 7: <b>Linear Regression (OLS)</b>	<p>Prem S. Mann. <i>Introductory Statistics</i>. 2013. Chapter 11.</p> <p>Lawrence C. Hamilton. <i>Modern Data Analysis</i>. Books/Cole. 1990. Chapters 14, 15.</p> <p>William D. Berry, Stanley Feldman. <i>Multiple Regression in Practice</i>. 1985. Chapters 2, 4, 6.</p> <p>Peter Kennedy. <i>A Guide to Econometrics</i>. 1998. 4th Edition. Chapters 6-11.</p>
<b>Mandatory literature</b>	See above	
<b>Optional literature</b>	See above	
<b>Scheduled dates</b>	See above	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	none	

## Form for the description of euroPS-courses (Syllabus)

<b>Course Title</b>	Political Science Research Methods – Part Three – Advanced Methods in Political Science (the title depends on the specific orientation of the courses / for example: “ <b>Survey Methodology</b> ”)															
<b>Course Number</b>																
<b>Module</b>																
<b>Type of Courses</b>	Seminar															
<b>ECTS credits</b>																
<b>Number of teaching hours</b>																
<b>Lecturers</b>																
<b>Assistant lecturers</b>																
<b>Department</b>																
<b>Curricula</b>																
<b>Compulsory/elective</b>																
<b>Entry level criteria</b>																
<b>Recommended for semester</b>	[1, 2, 3, 4]															
<b>Course description</b>	In this course students will intensify their knowledge of the research methods in the social sciences. The course covers also the application of advanced methods to specific Political Science research questions.															
<b>Intended learning outcomes</b>	After the course students will: <ul style="list-style-type: none"> <li>• have gained theoretical knowledge about methods in Social Sciences;</li> <li>• are able to apply competently specific methods when carrying out social science research;</li> <li>• are able to read specific texts, which apply or critically assess advanced social science methods;</li> </ul>															
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	---															
<b>Expected prerequisite knowledge</b>	Political Science Research Methods Part One															
<b>Assessment methods</b>	For example (depends on the specific orientation of the courses): <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Activity</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>several tasks / Take Home Works</td><td>50 %</td></tr> <tr> <td>Final Exam</td><td>50 %</td></tr> <tr> <td>(Attendance</td><td>0 %)</td></tr> <tr> <td><b>Total</b></td><td><b>100 %</b></td></tr> <tr> <td></td><td></td></tr> </tbody> </table>				Activity	Percentage	several tasks / Take Home Works	50 %	Final Exam	50 %	(Attendance	0 %)	<b>Total</b>	<b>100 %</b>		
Activity	Percentage															
several tasks / Take Home Works	50 %															
Final Exam	50 %															
(Attendance	0 %)															
<b>Total</b>	<b>100 %</b>															
<b>Specific requirements</b>	see above															

Pre-Conditions for examination	attendance					
Teaching methods	For example (depends on the specific orientation of the courses):					
	Assignment/ Activity	Teaching activity	Work- load	Assessment activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra	20	Class attendance	List of class attancance (at least 80%)	13,3
	Reading	see below	30	Reading	Detailed knowledge and understanding of the selected texts	20
	Exam	Exam	40	Exam	Detailed knowledge and understanding of the selected texts (Reading)	26,7
	Tasks / Take Home Works	Provide criteria for tasks and review	60	Tasks /Take Home Works	Tasks: Completness, consistency, accuratness, ...	40
	Total		150 h <sup>4</sup>			100 %
Course content	See above					
List of contents/topics	Topic			Required reading		
	For example (depends on the specific orientation of the courses):					
	Topic 1: Writing survey questions			Ornstein, Michael. 2013. A Companion to Survey Research. SAGE. pp 1-44.  Fowler, Floyd J Jr. 2014. Survey Research Methods. SAGE, 5th edition. pp 1-13.		
	Topic 2: Questionnaire design			Ornstein, Michael. 2013. A Companion to Survey Research. SAGE. pp 45-58.  Fowler, Floyd J Jr. 2014. Survey Research Methods. SAGE, 5th edition. pp 75-98.		
	Topic 3: Sampling			Ornstein, Michael. 2013. A Companion to Survey Research. SAGE. pp 59-99.  Fowler, Floyd J Jr. 2014. Survey Research Methods. SAGE, 5th edition. pp 14-41.		

<sup>4</sup> based on [EXCT-CP \* 25], here 6 are assumed



	Topic 4: <b>Data Collection</b>	<p>Ornstein, Michael. 2013. A Companion to Survey Research. SAGE. pp 100-140.</p> <p>Fowler, Floyd J Jr. 2014. Survey Research Methods. SAGE, 5th edition. pp 61-74.</p>
	Topic 5: <b>Analysis</b>	<p>Fowler, Floyd J Jr. 2014. Survey Research Methods. SAGE, 5th edition. pp 127-139.</p> <p>Janet Buttolph Johnson, Richard A. Joslyn, and H. T. Reynolds. 2012. <i>Political Science Research Methods</i>. SAGE, 5th edition.</p>
<b>Mandatory literature</b>	See above	
<b>Optional literature</b>	See above	
<b>Scheduled dates</b>	See above	
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	none	

**Joint MA in Political Science: Integration and Governance**  
**Module: Methodology and MA Thesis**  
**Course: Research Design (Methods I)**

Course Title	RESEARCH DESIGN (METHODS I)															
Course Number																
Module	Methodology and MA Thesis															
Type of Courses	Seminar															
ECTS credits	6															
Number of teaching hours	30 per semester															
Lecturers	Samo Krupnik															
Assistant lecturers																
Department	Political Science, University of Ljubljana															
Curricula	Joint MA in Political Science: Integration and Governance															
Compulsory/elective	Compulsory															
Entry level criteria	None.															
Recommended for semester	1 and 2															
Course description	The purpose of the course is to facilitate students of political science to acquire methodological fundamentals that are necessary for conducting empirical research in multi-paradigmatic sciences: i.e. to understand the logic, the scope and the structure of a research process.															
Intended learning outcomes	1) Define, compare and apply the main political science research approaches. 2) Create and revise a research design for basic research problems.															
Contribution of this course to the learning outcomes of the module (or program)	Methodological fundamentals for understanding and conducting research in political science, which is a necessity to complete the MA Thesis for this programme.															
Expected prerequisite knowledge	None															
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>10 %</td></tr><tr><td>Paper: Research Design</td><td>35 %</td></tr><tr><td>Exam</td><td>50 %</td></tr><tr><td>Attendance</td><td>5 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>				Activity	Percentage	Active Participation	10 %	Paper: Research Design	35 %	Exam	50 %	Attendance	5 %	Total	100 %
Activity	Percentage															
Active Participation	10 %															
Paper: Research Design	35 %															
Exam	50 %															
Attendance	5 %															
Total	100 %															
Specific requirements	None															

Pre-Conditions for examination	Active participation									
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>70 %</td></tr><tr><td>2. Presentations</td><td>30 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	70 %	2. Presentations	30 %	Total	100 %
Activity	Percentage									
1. <i>Ex cathedra</i>	70 %									
2. Presentations	30 %									
Total	100 %									
Course content	The structure and the logic of a research process in political science.									
List of contents/topics	Topic	Required reading								
	1) <u>The fundamentals of research design</u> : Methodology in political science. Different research approaches – associating ontology and epistemology with quantitative – qualitative continuum. 2) <u>Ideal types of studies</u> : Exploratory, descriptive and explanatory; basic and applied. 3) <u>Data and evidence</u> : Communication and observation. Level of standardisation. Method of administration. Level of disguise. The setting. Primary and secondary data. Selection of units. Sampling and casing. 4) <u>Analyses</u> : Statistical analysis of variables. Reconstructed logic. Coding. Logic in practise. Mixed-methods.	1) NEUMAN, Ch. 1 and 4; CRESWELL, Ch. 1 and 3  2) NEUMAN, CH. 2; CRESWELL, Ch. 6 and 7  3) NEUMAN, Ch. 7 and 8;  4) NEUMAN, Ch. 12; CRESWELL, Ch. 8, 9 and 10								
Mandatory literature	CRESWELL, J.W. (2009). Research design. Qualitative, Quantitative, and Mixed-Methods Approaches. Third Edition. London: SAGE NEUMAN, W.L (2006). Social Research Methods. Qualitative and Quantitative Approaches. Sixth Edition. Boston: Pearson									
Optional literature	della PORTA, D. & M. KEATING (ed., 2008). Approaches and Methodologies in the Social Sciences. A Pluralist Perspective. Cambridge: Cambridge University Press. EDMONDS, W.A. & T.D. KENNEDY (2013). An Applied Reference Guide to Research Designs: Quantitative, Qualitative and Mixed Methods. SAGE.									
Scheduled dates	TBA									
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None.									

**Joint MA in Political Science: Integration and Governance**  
**Module: Methodology and MA Thesis**  
**Course: Quantitative Methods (Methods II)**

<b>Course Title</b>	QUANTITATIVE METHODS (METHODS II)			
<b>Course Number</b>				
<b>Module</b>	Methodology and MA Thesis			
<b>Type of Courses</b>	Seminar			
<b>ECTS credits</b>	6			
<b>Number of teaching hours</b>	30			
<b>Lecturers</b>	Samo Kropivnik			
<b>Assistant lecturers</b>				
<b>Department</b>	Political Science, University of Ljubljana			
<b>Curricula</b>	Joint MA in Political Science: Integration and Governance			
<b>Compulsory/elective</b>	Compulsory			
<b>Entry level criteria</b>	Course Research Design/Methodology I			
<b>Recommended for semester</b>	1 and 2			
<b>Course description</b>	<p>The purpose of the course is to facilitate students of political science to acquire basic skills that are necessary for conducting quantitative empirical research in political sciences: i.e. to master most frequently used quantitative methods and techniques for data collection and analyses as well as understanding quantitative research results. These skills form a solid fundament for any subsequent more detailed research specialization.</p>			
<b>Intended learning outcomes</b>	<p>1) Create and revise a quantitative research design.  2) Conduct a basic quantitative research study and critically evaluate the results.  3) Professionally, responsibly and critically report quantitative research results in oral and written format.</p>			
<b>Contribution of this course to the learning outcomes of the module (or program)</b>	Skills for conducting quantitative research in political science as an important asset for the MA Thesis research.			
<b>Expected prerequisite knowledge</b>	Understanding of the logic, the scope and the structure of a research process; Course Research Design/Methodology I.			

Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>5%</td></tr><tr><td>Final Exam</td><td>50 %</td></tr><tr><td>Paper: Research Project</td><td>40 %</td></tr><tr><td>Attendance</td><td>5 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>		Activity	Percentage	Active Participation	5%	Final Exam	50 %	Paper: Research Project	40 %	Attendance	5 %	Total	100 %
	Activity	Percentage												
	Active Participation	5%												
	Final Exam	50 %												
	Paper: Research Project	40 %												
	Attendance	5 %												
Total	100 %													
Specific requirements	None													
Pre-Conditions for examination	Positive evaluation of the paper – Research Project													
Teaching methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>1. <i>Ex cathedra</i></td><td>80 %</td></tr><tr><td>2. Presentations</td><td>20 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>		Activity	Percentage	1. <i>Ex cathedra</i>	80 %	2. Presentations	20 %	Total	100 %				
	Activity	Percentage												
	1. <i>Ex cathedra</i>	80 %												
	2. Presentations	20 %												
	Total	100 %												
Course content	Most frequently used quantitative methods and techniques for data collection and analyses.													
List of contents/topics	Topic	Required reading												
	0) <u>Introduction</u> : Quantitative research design. 1) <u>Quantitative data collection</u> : Communication and observation. Level of standardisation. Method of administration. Primary and secondary data. Surveys. Instruments. Sampling. Reliability and Validity. 2) <u>Quantitative data analyses</u> : Statistical analyses. Statistical validity. Univariate analysis. Bivariate analysis. Multivariate analysis. Statistical inference. 3) <u>A project in a neopositivistic framework</u> : Research problem and purpose definition. Research questions and hypotheses. Conceptualisation and operationalisation. Secondary data source selection. Variables. Population and a sample. Statistical analysis: univariate and bivariate. Graphics. SPSS as a tool. Presenting results and drawing conclusions.	1) BRYMAN, Ch. 6 to 13 and 26; NEUMAN: Ch. 6, Ch. 7 and 8 (quantitative subsections)  2) BRYMAN, Ch. 14 and 15; NEUMAN: Ch. 12;  3) BRYMAN, Ch. 3 and 27; NEUMAN, Ch. 4 and 6; SPSS online manual												
Mandatory literature	NEUMAN, W.L (2006). Social Research Methods. Qualitative and Quantitative Approaches. Sixth Edition. Boston: Pearson BRYMAN, A. (2008). Social Research Methods. Third Edition. Oxford: Oxford University Press													
Optional literature	EDMONDS, W.A. & T.D. KENNEDY (2013). An Applied Reference Guide to Research Designs: Quantitative, Qualitative and Mixed Methods. SAGE.													

<b>Scheduled dates</b>	TBA
<b>Additional Information</b> (supplementary issues, related topics, additional learning opportunities associated with the course)	None.



## EuroPS-Accreditation 2016

### Joint Master's Programme in Political Science – Integration and Governance (PoSIG)

#### *Self-Evaluation Report*

November 2016

## General Information

### Terms and Abbreviations

CB	Coordinators Board
EuroPS	The term “EuroPS” refers to the Erasmus+ funded project “Curriculum Development Joint European Political Science MA (EuroPS)”. As the term is well established and the consortium remains the “EuroPS”-consortium, “EuroPS” is still used on many occasions.
PoSIG	The term “PoSIG” refers to Joint Master's Programme in “Political Science – Integration and Governance”, the title finally chosen for the developed Master's programme. “PoSIG” is mostly used in the context of the curriculum.
EuP	EuroPS Project Partners
SB	Student Board
WB	Western Balkans (referring to EuP at the WB)
QA	Quality Assurance
QB	Quality Board

### Summary of EuroPS and PoSIG

The joint Master's programme PoSIG and all accompanying measures have been developed as part of of the **Erasmus+ KA2 Capacity Building Project 561485 - 2015-2017 “Curriculum Development Joint European Political Science MA (EuroPS)”**. This project results from continuous academic exchange of staff and students within several Erasmus Mundus projects and Erasmus+ Credit Mobility.

The project is led by the University of Salzburg (Department of Political Science and Sociology) and aims at developing a joint Master's programme in Political Science to be accredited at all project partners, as well as the multilateral management of this Master's programme. The project aims at implementing a multilateral Joint Degree (JD) for Political Science at the Master's level (120 ECTS credits) with diploma supplements for all participating EUP according to European standards. As a modernization and Europeanisation project, it will support and enhance the standards of European Union EUP and Western Balkan EUP, and intensify regular academic exchange of good practice and

sustainable networking between EU and WB EUP, but especially between WB EUP. The project will run for two years, from October 2015 – September 2017” (taken from <http://euro-ps.org>).

The EuroPS consortium will apply for an additional **Erasmus+ joint degree grant project** following the accreditation process to support the first student cohorts, further support for students will already be available from 2017 onward with **Erasmus+ Credit Mobility grants**.

The “**Joint Master’s Programme in Political Science – Integration and Governance**” (**PoSIG**) is based on **international standards and benchmarks** of teaching political science in accordance **to level 7 of the European Qualification Framework** and **to second cycle qualification of the QF-EHEA**. The EUP contribute with their specific academic profiles in

- **Comparative Politics,**
- **European Integration,**
- **International Relations,**
- **Public Administration and Policy,**
- **Political Theory and**
- **Methodology.**

The Western Balkan partners additionally deliver the specific academic competencies regarding political developments in the region within these subjects.

PoSIG is **highly student centred** with a consistent orientation on learning outcomes and competences and requires a high motivation of students for autonomous decisions about the academic profile they want to develop within the curriculum. Students have to decide about their individual study tracks in two fields of specialization out of all fields of political science and the EUP offering these subjects during the two years of study. Within their Master’s thesis project students have to prove their competences in an independent research project supervised by one teacher from Austria, Slovenia or Italy and a second supervisor from a WB EUP.

All students have to study during their **first year** in Austria, Slovenia or Italy to attend the theory guided Master courses in the two modules selected (out of five) as well as in methodology. In their **second year** they will attend a WB EUP to complete their courses and their Master’s thesis.

The implementation of this curriculum is regulated in a **cooperation agreement** (to be) signed by all EUP. This agreement includes regulations for the governance of the programme and its quality management to guarantee an integrated character of the programme.

To establish this joint curriculum with an **accreditation process** following the Yerevan declaration 2015 the responsibilities of the EUP to manage their national accreditation became also a highly motivating additional moment of the ambition to show a European model for Political Science teaching and the management of the quality of a joint Master’s degree.

The PoSIG curriculum is also meant to be an opportunity to discuss the **further development of the teaching standards in Political Science in Europe**. The ambition of the EuroPS consortium is to invite also partners from Montenegro and Serbia to join the shared idea of an integrated programme and cooperation platform after the first cycle of the PoSIP programme has started.



## Participating Institutions

Currently the following higher education institutions form the EuroPS-network:

1. University of Salzburg, Austria
2. University of Ljubljana, Slovenia
3. University of Pavia, Italy
4. Cyril and Methodius University, Skopje, Macedonia
5. European University of Tirana, Albania
6. University of Tirana, Albania
7. FAMA College Pristina, Kosovo
8. University of Business and Technology Pristina, Kosovo
9. University of Sarajevo, Bosnia and Herzegovina
10. University Sarajevo School of Science and Technology, Bosnia and Herzegovina

All participating institutions have **accredited programmes in Political Science** at Bachelor's level and have also accreditations for study programs at Master level. All partner benefit from the complementarity of the consortiums partners academic profile.

## Summary of Developments and Achievements

Within this network the following milestones could be achieved so far or are planned accordingly:

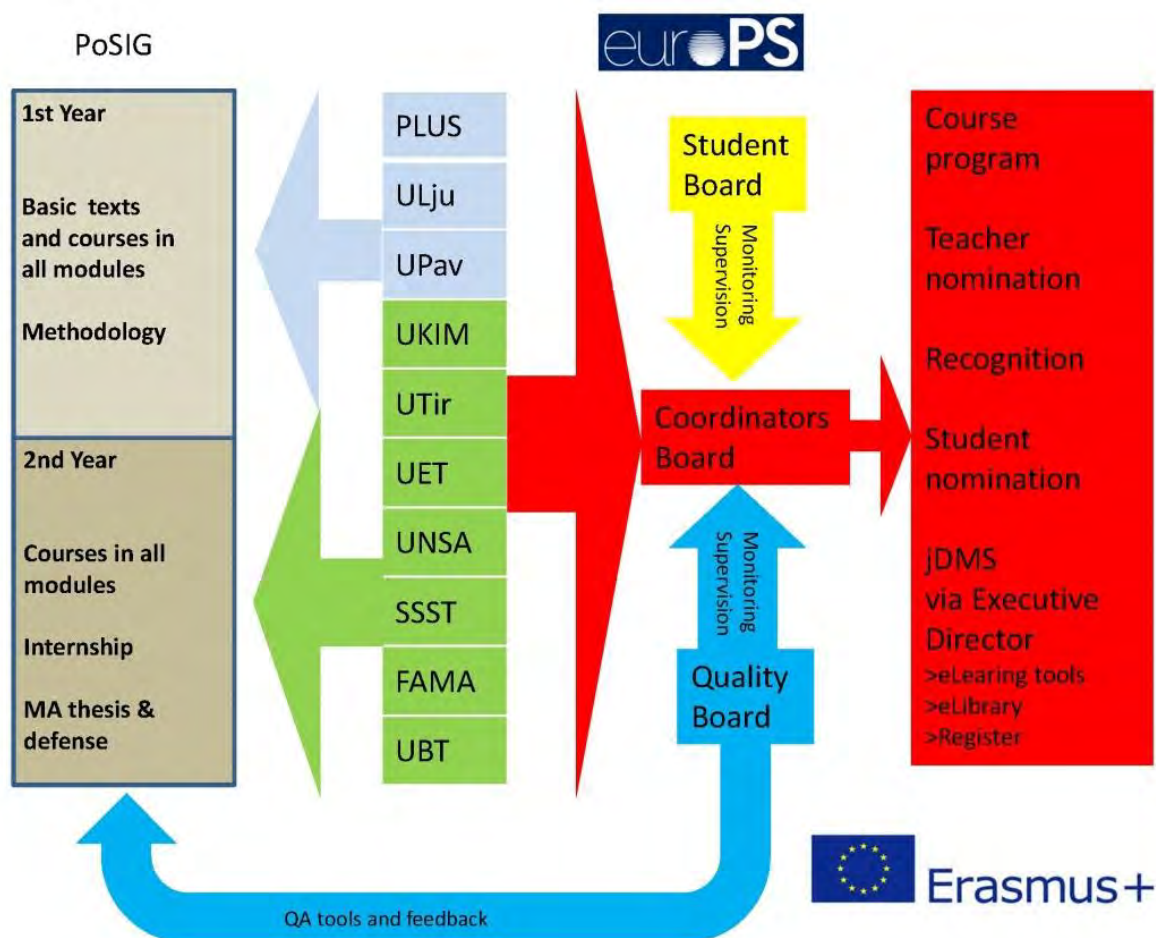
February 2015	EuroPS application submitted
October 2015	EuroPS project kick-off
February 2016	<i>Coordinators Board</i> in Salzburg: Discussion of a first version of the curricula based on the Salzburg framework curriculum <sup>1</sup> ; first discussion of potential contents of the <i>partner agreements</i> , based on a recommendation from the Austrian Federal Ministry of Science, Research and Economics.
March & April 2016	<i>Train-the-teacher workshops</i> : three two-week-workshops in Salzburg, Pavia, Ljubljana organised in accordance with the curriculum's modules; intended to build networks between prospective EuroPS-teachers and to design module and course descriptions;
April 2016	<i>Workshop</i> mainly focusing on <i>legal issues</i> of joint degree programmes together with representatives of the Austrian Federal Ministry of Science, Research and Economics, the Austrian Agency for International Cooperation in Education and Research, and the Agency for Quality Assurance and Accreditation Austria; final decision to apply for accreditation in accordance with the new European Approach;
May 2016	<i>Coordinators Board</i> in Ljubljana: final negotiations and arrangements regarding the curriculum and partner agreement;
May 2016	Meeting with the <i>accreditation agency</i> of most countries involved; mainly focusing on the issue of whether the European accreditation will be meet national accreditation requirements;
September 2016	First meeting of the <i>EuroPS Quality Board</i> in Skopje
October 2016	Application and self-evaluation report for the accreditation of PoSIG
February 2016	Application for further grants (Jean Monet Grant, Joint Degree Grant)
October 2017	Start of the curriculum

<sup>1</sup> A curriculum framework to be used by all study programmes at the University of Salzburg (mandatory).

## EuroPS consortium & PoSIG curriculum

**Two abbreviations** are important here: EuroPS stands for “European Political Science”. This is the title of the Erasmus+ funded project which aims to develop the Joint Master’s programme in question. During the Coordinators Board in Ljubljana in April 2016 the consortium discussed the title of the final programme in regard to its content, but also in terms of advertising the programme. The title Joint Master’s Programme in “Political Science – Integration and Governance”, “PoSIG” in short, was finally chosen.

The following diagram gives an overview of the EuroPS-consortium and its contributions to the PoSIG-curriculum:



The EuroPS consortium defined a specific **governance system** for the internal decision making about the course program, nomination of teacher, recognition of courses, student nomination and the management of the joint degree giving process. The central institution is the **Coordinators Board** (CB) where each EUP is represented with one academic expert. The CB is the central policy maker regarding the joint PoSIG curriculum, it is electing one member as Executive Director who is acting in the name of the consortium.

The CB is accompanied by a **Quality Board** (QB) with one independently acting representative from each EUP. The QB is supervising and monitoring the policy decisions of the CB and serving the implementation of the study programme with a set of quality assurance activities and tools.

The **Student Board** (SB) with elected members of PoSIG students from each EUP is representing the student interest, i.e. especially supervising the CB-activities.

Together the **EuroPS consortium** is providing all courses and the learning environment to all students enrolled in the PoSIG curriculum. The module descriptions and more than 60 course syllabi are a result of the joint negotiations of the academic and didactic requirements. The courses of the first year will be offered by the Western European EUP, the courses of the second year by the Western Balkan EUP. Some additional facilities and resources will be offered by all members of the consortium collaboratively to guarantee shared standards for the implementation and its management and administration (i.e. tools for the procedure of student application and selection, an eLearning and ePortfolio environment, an eLibrary, a software for plagiarism detection, a joint degree management system, etc.).

### List of attachments of this report

**Following documents are attached** to this application; see bookmarks on the left of this PDF-document:

- 1) Curriculum, incl. module descriptions
- 2) Partner Agreement, incl. the following annexes
  - a. (Appendix A: PoSIG curriculum, see above)
  - b. Appendix B: Criteria and procedure for student selection
    - i. Application form
    - ii. Criteria and procedure
    - iii. Interview Evaluation
  - c. Appendix C: Convention for the conversion of grades
  - d. Appendix D: JDMS-documentation
  - e. Appendix E: Quality Management Handbook
  - f. Appendix F: Teaching Handbook , incl.
    - i. form for course module description
    - ii. form for module description
  - g. Appendix G: Student services and student elections
  - h. Appendix H: Joint Degree Certificate and Diploma supplement
    - i. One example of a Joint Degree Certificate
    - ii. Document containing all relevant information for the Diploma Supplement
- 3) Business Plan
- 4) Staff List
- 5) List of Courses

**All these documents as well as the following additional documents** are (not only as PDF-documents but in their original format) **also available for download via the URL**

<https://myfiles.sbg.ac.at/index.php/s/TfSQ5K4V6nPpORK> :

- 6) EuroPS Erasmus+ Project
- 7) Course descriptions/syllabi of all sixty courses accepted for the first period of implementation
- 8) Legal status of EUP
- 9) Instructions for TtT-Workshops

**Additionally**, some further documents are linked directly in their context.

## Self-evaluation According to Standards of the European Approach for Quality Assurance of Joint Programmes

The self-evaluation in this report now follows the criteria as defined in the *European Approach for Quality Assurance of Joint Programmes*.

### European Approach (EA) 1: Eligibility

#### EA 1.1: Status

All institutions involved are recognised as higher education institutions. Every single EUP has checked with their legal authorities regarding their right to award joint degrees. Following the *European Approach for Quality Assurance of Joint Programmes (Yerevan declaration 2015)* this procedure will lead to **different ways of national implementation of this accreditation**. All EUP are currently engaged in clarifying the relevant national conditions and have delivered or will deliver in the near future the related documents on that.

As of November 8, 2016, the following documents are available:

EUP	Cooperation Agreement	Diploma Supplement	HEI status declaration
University of Salzburg, Austria	Signed	Yes	Yes
University of Pavia, Italy	In process of ratification	Yes	In progress
University of Ljubljana, Slovenia	In process of ratification	Yes	In progress
Cyril and Methodius University, Skopje, Macedonia	Signed	Yes	Yes
European University of Tirana, Albania	Signed	Yes	In progress
University of Tirana, Albania	Signed	Yes	In progress
FAMA College Pristina, Kosovo	Signed	Yes	Yes
University of Business and Technology Pristina, Kosovo	Signed	Yes	Yes
University of Sarajevo, Bosnia and Herzegovina	In process of ratification	No	Yes
University Sarajevo School of Science and Technology, Bosnia and Herzegovina	Signed	Yes	Yes (from accreditation agency)

#### EA 1.2 Joint design and delivery

In terms of **capacity building**, and in order to **collaboratively develop and discuss** all the documents listed above (especially the Curriculum and the Partner Agreement) were developed in joint meetings of coordinators, quality managers and teachers. In the so-called train-the-trainer-workshops (potential) EuroPS instructors were brought together to **collaboratively work on module and course descriptions**. On these occasions also the EuroPS quality model (see quality handbook in attachment) was repeatedly discussed.

Several meetings took place so far; further meetings are planned (see the table below). Additionally, a lot of online communication took place via eMail and a shared workspace (Moodle, i.e. the future eLearning platform) for every work package and subfield of studies. All partner institutions

participated in all meetings and events and every representative of the EuroPS-consortium had the chance to **bring in their views and contributions**.

Date/s	Meeting	Participants
October 2015	Kick-off meeting in Tirana	Coordinators and quality managers
February 2016	Coordinators Board in Salzburg	Coordinators and quality managers
March 2016	Train-the-teachers workshop in Salzburg	Module coordinators and (potential) instructors of the following modules: International Relations, European Integration; representatives of quality management;
April 2016	Train-the-teachers workshop in Ljubljana	Module coordinators and (potential) instructors of the following modules: Comparative Politics, Public Policy & Administration, Methodology and Thesis Supervision; representatives of quality management;
April 2016	Train-the-teachers workshop in Pavia	Module coordinators and (potential) instructors of the following module: Political Theory; representatives of quality management;
May 2016	Coordinators Board in Ljubljana	Coordinators and quality managers
September 2016	Various meetings regarding mid-term-reporting and dissemination; various meetings with rectorates, ministries and accreditation agencies	Project coordinator and local project partners (local coordinator, quality manager, instructors, ...)
September 2016	IT-related meeting in Pristina	Project coordinator, members of quality management, IT-related staff at UBT
October 2016	First meeting of the quality board in Skopje	Quality managers of all EUP, project coordinator
November 2016	Meeting of the Coordinators Board prior to the site visit in the course of the accreditation process in Salzburg	Members of the Quality Board; local quality manager
January 2017	Coordinators Board in Salzburg	Members of Coordinators Board and Student Board, selected quality manager
May 2017	Coordinators Board and Student Board in Pavia	Members of Coordinators Board and Student Board, selected quality manager
May/June 2017	Quality tour/visit to all project partners to inform them about the EuroPS teaching approach, (contents of the) Teaching Handbook and Quality Handbook	Members of quality management team, local quality members, local teaching staff
June 2017	Second Quality Board in Sarajevo	Members of the Quality Board; local quality manager
June 2017	WB Political Science conference "Bridges within Europe!" in Sarajevo	Members of Coordinators Board and individual researchers/teachers; guests

Substantial effort was especially put into the **collaborative design of the PoSIG-Curriculum and the Partner Agreement**. In order to do so the EuroPS team (and especially the quality management

team) studied several checklists and summarized them into a [EuroPS checklist for curriculum design](#) (also available as [checklist essentials](#)). During the Coordinators Board in Salzburg in February 2016 the proper design of **learning outcomes** (that are **fitting the Framework for Qualifications** of the European Higher Education Area, QF-EHEA, and the European Qualification Framework, EQF) was elaborated on extensively. Furthermore, the EuroPS-model for **generic competencies** and the widely known and accepted **Bloom's taxonomy** of learning outcomes were taken into consideration. The resulting **EuroPS scheme for learning outcomes** (see attached) is an important guideline for the design of the curriculum, modules and courses.

### EA 1.3 Cooperation agreement

The Partner Agreement contains the following sections:

- objectives
- admission of students
- PoSIG courses and teaching Staff
- exams, Master's theses and Master's thesis defences
- awarding the Joint Degree
- multilateral programme coordination
- information, documentation and transparency
- participation costs and business plan
- duration, amendment, review and termination of the Agreement
- application of the law
- conflict resolution

as well as these appendices:

- PoSIG curriculum
- criteria and procedure for student selection
- convention for the conversion of grades
- Quality Management Handbook
- documentation of the *Joint Degree Management System*
- Teaching Handbook (including forms for course and module descriptions)
- student services and student elections
- Example of a Joint Degree Certificate, all information for all type of Diploma Supplements.

Some important specific aspects of this agreement are:

- Students have to be **enrolled** in every EUP they attend during their PoSIG-studies.
- Thereby all EUP apply their individual policy on **participation costs** (tuition fees).
- Every EUP has the possibility to suggest **courses for the actual implementation** of the curriculum. Whether courses are accepted or not is decided by the *Coordinators Board* based on quality checks by the module coordinators and the EuroPS coordinator.
- The **diploma** will be issued by the EUP a student has attended in his/her last term (including the diploma supplement, showing the student's study track with all EUP attended; see appendix for an example). Additionally, a shared certificate of all EUP a student has attended will be issued.
- In order to implement a **multilateral governance** a *Coordinators Board*, a *Quality Board* and a *Student's Board* as well as an *Executive Director* (i.e. the elected head of the *Coordinators Board*) are installed.



- The **Executive Director** is responsible for the proper administration of PoSIG. To reimburse the efforts of the *Executive Director* the coordinating EUP receives 500 € per PoSIG graduate from the EUP that have been attended (proportionately).
- To ensure and support a **proper administration** a *Joint Degree Management System* will be installed (keeping records of all courses, instructors, students, exams, grades, ...).
- Furthermore, the agreement lists all **technical infrastructure** available through the EuroPS network (see EA 7.2).
- The agreement also defines which **information** is to be communicated esp. via [www.euro-ps.org](http://www.euro-ps.org).
- Finally, the agreement comprises information on **entering and leaving the consortium** and on **conflict resolution**.

### *Diploma, Diploma Supplement and Joint Degree Certificate*

As **issuing of diplomas** varies in regard to students' study tracks (i.e. depending on where the students choose to study; and esp. depending on where they complete their studies), there is no single form for the diploma supplement. Instead of that there are available (also in the attachments to this report) ...

- one *example* of a Joint Degree Certificate
- a document collecting all relevant information for the various Diploma Supplements.

### *Business plan*

The EUP applies its regulations on **participation costs** (tuition fees) to all students registered in the PoSIG curriculum for the period of their active study at that institution, but not during study periods where students are attending another EUP. Students can find information about participation costs policy of all EUPs at [www.euro-ps.org](http://www.euro-ps.org).

The EUP agreed to send their local coordinator, local QM-expert, and one student to the **annual meeting** of the relevant boards, and share the **costs for the executive management** of the programme.

The EUP agreed to charge no **costs for the operative management and technical support** of the JDMS, of the application system, the website and the eLearning environment to the EUP consortium for the duration of this contract (see Article 9 of the partner agreement).

The EUP will apply for **national and international funding** to finance local services for the EuroPS Joint Degree Programme and for grants for students (and probably instructors) participating in the Programme (Erasmus+ joint Degree Grants, Jean Monnet Network etc.).

A **detailed calculation** is available in the attachment of this self-evaluation report (document business plan).

### *Status of the cooperation agreement*

All EUP have agreed on this cooperation agreement at the coordinators board in May 2016. Currently the document is either already **signed** or in **process of ratification** by the single rectorates (see table in EA 1.1).

## EA 2: Learning Outcomes

### EA 2.1: Level (ESG 1.2)

The (appropriate) level of the learning outcomes was discussed within the consortium on several occasions:

- An inventory of implemented Bachelor curricula at the EUP and a previous investigation on the academic content and level of Bachelor curricula in Political Science within [www.erasmus-netowork.eu](http://www.erasmus-netowork.eu) allowed the identification of **benchmarks** for teaching a consecutive Master in Political Science.
- Basically, this was **discussed** and (above all) **defined** during the Coordinators Board in Salzburg in February 2016, resulting in the scheme for learning outcomes as well as in the forms for module and course descriptions (see attachments).
- How to design learning outcomes (on the appropriate level) then was an **important input and topic of discussion** during the train-the-teacher workshops in Salzburg, Ljubljana and Pavia (as can be seen from the presentation notes for the three workshops: <https://goo.gl/yiXcXE>).
- During these workshops, participants worked on the **learning outcomes of their modules and courses** and had intensive discussions on that issue.
- The final module and course descriptions were **checked by the module as well as by the EuroPS coordinators**. Several courses had to be rejected – also and especially due to inappropriate learning outcomes.

In particular, the following **skills and competences** are **defined as learning outcome on curriculum level**. They were the basis for the definition of the intended learning outcomes on module level. On module level there is a separation between learning outcomes in terms of knowledge, skills and competences (see the annexes to the curriculum).

Intended learning outcomes as defined in the curriculum
<b>Competence in the field of study, in particular:</b>
<ul style="list-style-type: none"> <li>- comprehensive knowledge about theories in political science, political concepts, actors, institutions, processes, norms and central policy fields in selected modules;</li> <li>- the ability to understand, assess and apply social science research with high methodological standards to other modules;</li> <li>- the ability to analyse political and societal problems, based on social science concepts and theories.</li> </ul>
<b>Methods competences, in particular:</b>
<ul style="list-style-type: none"> <li>- the ability and knowledge to thoughtfully and critically apply the methodological instruments of empirical-analytical political science research, including the ability to use statistical software, and to plan and carry out independent research;</li> <li>- the ability to cooperate with others (inter-disciplinarily or in groups), to carry out research together;</li> <li>- the ability to present complex research and research findings convincingly in front of an audience.</li> </ul>
<b>Competence in sound reasoning and judgement, in particular:</b>



- the ability to understand high-level social and political science literature and to critically analyse and assess it by drawing on the insights of neighbouring disciplines (law, economics, sociology, history);
- the ability to assess the presentation of scientific research outcomes, to make comparisons and to give self-reflecting feedback;
- the ability to debate and compare one's own insights and positions with those of others and to modify them, if necessary.
<b>Competence in responsive action, in particular:</b>
- the ability to grasp political and social problems, to develop practical strategies for solutions and to present them in public debates;
- the ability to connect science and political practice;
- the ability to engage in politics effectively on basis of scientific insights.

Students who want to be registered for PoSIG have to hold a Bachelor in Political Science and it is expected that students therefore have an overview of political science in general and to have knowledge, skills and competencies with the respective theories and methodology (EQF level 6). Because of this **requirement on prequalification** it is possible to start the teaching in the PoSIG modules with a theory and methodology guided course on basic texts in the first year and build on the achieved level in the subsequent courses. This specification of learning outcomes is defined in the more of 60 (!) course syllabi developed in the EuroPS-teacher-training-seminars in spring 2016. Advanced methodology (10 syllabi!) and applied courses will complement an intense engagement with the chosen modules. All syllabi are available via the following URL:

<https://myfiles.sbg.ac.at/index.php/s/VNqAmN30m3HaxXW>

This will enable students to carry out **independent theory-driven empirical-analytical social science research** while meeting high methodological standards and developing innovative research strategies and solutions for politically and socially relevant problems in their **Master's theses** (EQF level 7).

All EUP agreed to accept PoSIG alumni as eligible for their **PhD programs** at EQF level 8.

It was one of the intentions of the EuroPS consortium not to follow the development at the "Master market" and specify the curriculum on one subfield of Political Science **but to offer the whole dimensions of the field**. Allowing the selection of two out of five modules to develop an individual academic profile is combined with the opportunity to complete courses from all other modules as well. To require a Bachelor's degree in Political Science (with at least 15 credits in methodology) from PoSIG applicants and to accept related subjects only under the condition of the completion of relevant courses from Bachelor level allows the implementation of this **benchmark level for teaching a Master in Political Science**.

## EA 2.2: Disciplinary field

On Curriculum level the intended learning outcomes are implicitly organised along the **differentiation of knowledge, skills and competencies** whereas on module level all definitions of intended learning outcomes had to follow this distinction (see the module descriptions in the annex of the Curriculum). On course level many of the descriptions followed this distinction, others did not (course descriptions available via <https://myfiles.sbg.ac.at/index.php/s/VNqAmN30m3HaxXW>).

Hence quite an effort has been put to the process of the discussion and definition of the intended learning outcomes on module level during the (therefore organised) train-the-teacher-workshops (as can be seen from the presentation notes, available via <https://goo.gl/yiXcXE>).

### EA 2.3: Achievement (ESG 1.2)

All **EUP are highly interested** in supporting PoSIG students towards achieving the intended learning outcomes in order to equip them for challenging and promising careers. Furthermore, all EUP are already **involved in local study programmes** in the relevant fields; therefore, they are familiar with the requirements of the job market. They entered the consortium to offer their students a wider range of promising opportunities. As can be seen from the curriculum, as well as e.g. from the various teacher trainings up until now, there had already been a strong focus on the writing of and working with learning outcomes (constructive alignment). That many future teaching staff were involved in the workshops where the module and course descriptions were written is an element of assurance that **EuroPS instructors will contribute to the achievement** of the defined intended learning outcomes. Lastly, **course evaluation** will focus on the achievement of learning outcomes, (in a pilot study) asking students for the contribution of a single course to the module's intended learning outcomes (see section 5.1 of the EuroPS quality handbook).

Another, even more crucial aspect of achievement is that the course descriptions (syllabi) and hence the intended **learning outcomes of the single courses** were strictly developed and defined **to fit the modules they belong to**. The process of **course selection** for the implementation of the first two years of the implementation of PoSIG had especially a strong focus on the contribution of a single course to the appropriate modules learning outcomes (for more details on course selection see EA 7.1).

The structure of the curriculum enables students to follow their **specific mobility track** (requiring them to study at least at two EUP and at most at four EUP) by assuring that they can take all courses of their modules, i.e. to achieve the intended learning outcomes. Addressing students with a respective Bachelor's degree each module starts with a course in "basic" texts that requires students to study and work with literature on a **demanding level**. This way students get a **deep overview** of the standard literature in the field, regarding both, theory and methodology (6 ECTS). On this basis, they have to demonstrate in each module in two further courses their **competence to use theory and methodology** in the field (2 courses, each 6 ECTS). Supported by two courses in methodology (I+II, each 6 ECTS) the students are prepared to **develop their own research project** in their Master's thesis (30 ECTS). Work on this thesis is accompanied with a Master's thesis seminar and supervised by two professors from two different EUP (one from Ljubljana/Pavia/Salzburg, one from a WB EUP).

Additionally, in their **ePortfolios** students will be asked (but not required) to reflect continuously on their learning, especially in relation to the intended learning outcomes.

### EA 2.4: Regulated professions (not applicable)

This is not applicable to the PoSIG-curriculum.

## EA 3: Study programme (ESG 1.2)

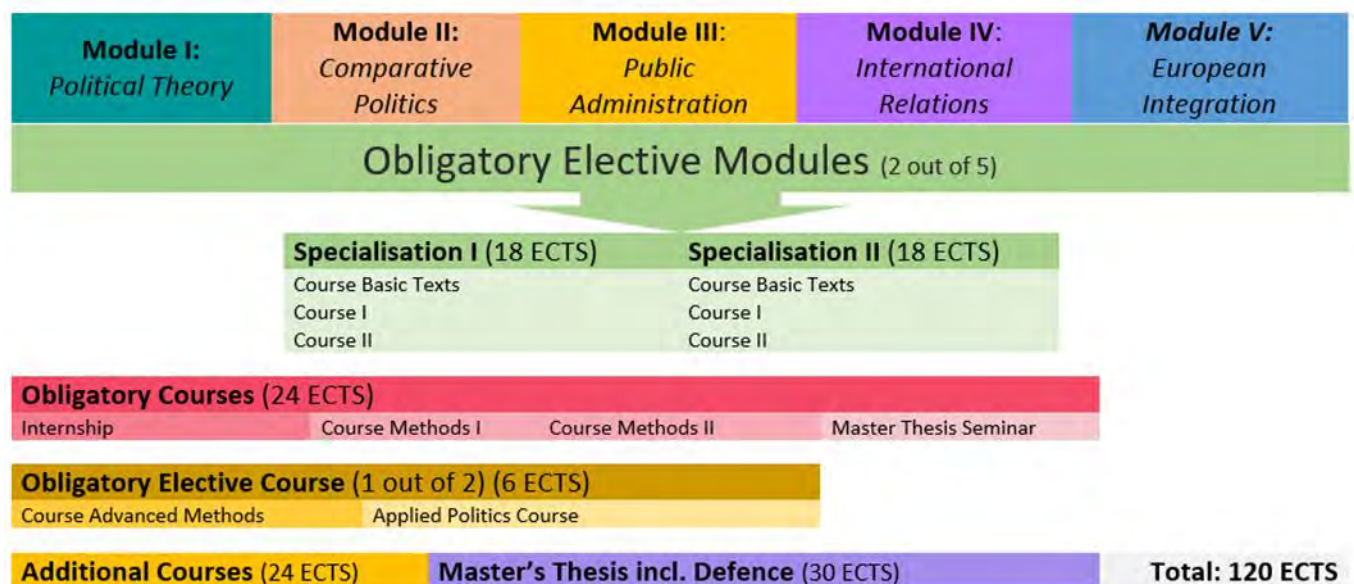
### EA 3.1: Curriculum

PoSIG is a **highly integrated programme** and offers qualifications and competencies for all traditional careers in political science, but has a special focus on the context of the WB and its integration in European structures. It is not a "collection" of existing modules or courses from the

different EUP to use them for a shared curriculum but the **result of an inclusive and collaborative work** on the definition of the academic identity of the curriculum. This shared understanding of the discipline was defined at the level of the curriculum and implemented in the definition of academic content and learning outcomes at the level of the five modules and **more than 60(!) syllabi** of courses (proving the motivation of EUP to contribute to the implementation of the curriculum; find all syllabi here: <https://myfiles.sbg.ac.at/index.php/s/VNqAmN30m3HaxXW>).

Based on EQF level 7 the learning outcomes **enable alumni for qualified jobs in different fields and levels of the political systems and international relations**. Following a student centred approach PoSIG-participants can decide about their individual qualification track, taking benefit from the fact that PoSIG is providing excellent education in all fields of political science and research.

The key elements of this curriculum are as follows:



- Out of five two “**Obligatory Elective Modules**” (each with 18 ECTS credits) have to be elected by each student. The five modules available are:
  - **Comparative Politics**
  - **European Integration**
  - **International Relations**
  - **Public Administration and Policy**
  - **Political Theory**
- Besides these modules students have to take:
  - **Obligatory Courses** (incl. methods courses, the Master's seminar, internship; 24 credits)
  - **Obligatory Elective Courses** (6 credits)
  - **Additional Courses** (24 credits)
- Finally, they have to work out a **Master's thesis** incl. **Master's thesis defence** (30 credits).
- Students have to study at least one term at the Universities of Salzburg, Ljubljana or Pavia and at least one term at the WB Universities.
- All students have to study during their **first year** in Austria, Slovenia and/or Italy to attend the theory guided Master's courses in the two selected modules as well as in methodology. In their **second year** they will attend one or two WB EUP to complete their courses and their

Master's thesis. Students therefore have to visit at least two EUP and a maximum of four EUP.

- Every EUP has the possibility to **suggest courses for the actual implementation** of the curriculum. Whether courses are accepted or not is decided by the *Coordinators Board* based on quality checks by the module coordinators and the EuroPS coordinator (with a specific focus on whether a course **contributes to the appropriate modules learning outcomes**).
- Exams have to be taken based on local regulations. The conversion of grades is based on a EuroPS-grading table EUP have agreed upon.
- The **Master's thesis** has to be written in one of the two elected modules. For each Master's thesis there will be a team of two supervisors, one from Salzburg, Ljubljana, Pavia, one from a WB EUP.
- The **final exam** has the form of a Master's thesis defence. Its commission consists of examiners from all EUP a student has attended during his/her PoSIG-studies. Examiners must also represent the two modules the student has elected.

### Courses

During the first year of the preparatory Erasmus+ project EuroPS each EUP had the possibility to prepare (especially during the three train-the-teacher-workshops, TtT-WS; the requirements for the TtT-WS are available [from this URL](#)) and **suggest courses** to be added to the PoSIG course programme, i.e. **for the implementation of PoSIG** in its first two years. These suggested courses were **checked by the module coordinators** against the modules' intended learning outcomes and by the **EuroPS coordinators** regarding formal criteria (esp. to check if the form for course description/syllabus is filled in properly). This way, a number of the submitted courses (based on their course descriptions) were rejected (see attached to this report the list of accepted courses; every individual course that has been accepted for the first cycle can be accessed [via this URL](#)). This process will repeatedly be applied in the future as to prepare subsequent study cycles.

### Internship

Regarding the obligatory internship the Curriculum specifies in Art. 10:

"According to the ECTS workload of 6 ECTS, the internship has to represent a 4-week full time work placement experience. This workload can be done with a full time internship contract, or with a part-time internship contract with an equivalent longer duration of the placement.

The internship can be completed at a maximum one or two employers.

The recognition of an internship requires a student report on the work experience, reflecting the relevance of the conducted work and collected experience for the academic aims, and learning outcomes of the PoSIG curriculum. The report also has to include a timetable of work presence, and a confirmation of the work time and statement about the student's performance from the employer. This report has to be accepted by a supervising lecturer of a EUP in order for the student to complete the internship. A form for the internship confirmation is available at [www.euro-ps.org](http://www.euro-ps.org).

Students are encouraged and supported to complete their internship at institutions as listed in § 2 (3) (local, national or international institutions). The internship should allow for a reflection of the PoSIG study experience, but can also be used to develop and qualify the research interests for the student's thesis project.

The EUPs support the students in their internship by providing a list of contact addresses of possible employers and sources for financial support (national or others, such as Erasmus+ internship grants)."

### Master's thesis

The Master's thesis is **supervised** by one teacher from Salzburg, Ljubljana or Pavia on the one side and a teacher from a Western Balkan EUP on the other side. The supervising function of the thesis seminar is integrated with a shared curriculum and the individual supervision of students will be protocolled at the ePortfolio platform of each student to allow an accountable and transparent supervision process. The **defence** of the Master's thesis is organized as open examination with participation of all EUP attended by a student during his/her PoSIG studies. Details on this are regulated in the Curriculum in Art. 9 & 13 and in Art. 4 of the partnership agreement.

### EA 3.2: Credits

The ECTS is appropriately **applied**. It was an issue during the train-the-teacher workshops, and is part of the **form for module description** and the **form for course descriptions** (see in annex). EuroPS-teachers were even trained in using the **ECTS credits as a means for the didactical planning** of their courses (i.e. in order to achieve constructive alignment; see section "Teaching methods" in the form for course descriptions). The JDMS will be used to keep track of the credits acquired by the single student. For the preparation of the TtT-workshops, the **ECTS guide 2015<sup>2</sup>** was an important document of reference.

As can be seen from the structure of the curriculum **every module has 18 credits**. Basically, every single course should have 6 credits. If a EUP wants to offer a course with less than 6 credits it has to be assured that two or more courses can be combined to at least 6 credits.

### EA 3.3: Workload

PoSIG has a planned workload of **120 ECTS credits**. **Monitoring** of the effective student workload as well as the time necessary for the completion of the programme (in terms of semesters needed) will be part of the course evaluation as well as of the planned student survey:

- As part of the **course evaluation** students will be asked to approximate the number of (real time) hours they needed (or in the end will have needed) to complete a specific course. The outcomes will be available to the single teacher (as a personal feedback) as well as to the board of coordinators (to take action of needed).
- In the planned **student survey** students will generally be asked about the appropriateness of the workload calculated for courses, modules and the whole curriculum. This information will mainly be available to the Coordinators Board (to take action of needed).

## EA 4: Admission and recognition

### EA 4.1: Admission

The PoSIG programme is designed as a Master programme on EQF-level 7, **continuing from Bachelor programmes in Political Science on level 6**. It is not open for every applicant holding a Bachelor's degree but is still interdisciplinary as Political Science needs contributions from other fields as economics, law and other social sciences.

<sup>2</sup> [http://ec.europa.eu/education/tools/ects\\_en.htm](http://ec.europa.eu/education/tools/ects_en.htm)



To be accepted to PoSIG students therefore **must hold a Bachelor's degree in Political Science** from an EUP, or in a related field or from another accredited higher education institution. Students with Bachelor's degrees that followed curricula with less than 15 ECTS in methodology and scientific work have to compensate this with relevant courses in that field. These courses are recognizable as additional courses.

If a student's Bachelor's degree is **not equivalent** to an acceptable extent, the student may be required to complete academic work for up to 30 ECTS credits. These requirements must be fulfilled by the completion of the programme. The equivalency and, if given, the required additional academic work is decided by the Coordinators Board.

The **definition of the admission requirements** was based on studies about the structure and learning outcomes of European Bachelor's curricula following the Bologna process as they are represented in the [www.erasmus-network.eu](http://www.erasmus-network.eu).

Because of this pre-qualification level it is possible to start the teaching in the modules with a **theory guided course on basic texts about** this sub field in the first year and setup the level of further courses in these modules at this level. Advanced methodological and applied courses will complement an intense engagement with the chosen modules. This will enable students to carry out independent theory-driven empirical-analytical social science research, while meeting high methodological standards and developing innovative research strategies and solutions for politically and socially relevant problems in their Master's thesis.

Academic performance (final grade, exam grades), motivation, letters of reference, results of a personal interview (as part of the selection process) and English language proficiency will be the **criteria for student selection**.

PoSIG is addressed to **international students** with specific interest in the Western Balkan and of course **students from Western Balkan countries interested in an international certified Master's degree in Political Science**. The **online application** will be organized via [www.Euro-PS.org](http://www.Euro-PS.org) where students have to drop their application documents. The call will be opened in February and the decision about the accepted students shall be finished in May for the following academic year. Students applying have to decide about their fields of specialization and the EUP they want to attend during their individual study track. A selection committee of four coordinators decide about the nomination of students.

The admission requirements and the selection process are **elaborated in detail** in the Partner Agreement Art. 2, especially in an Appendix B of this agreement; additionally, see Art. 14 of the Curriculum.

#### EA 4.2: Recognition

The **recognition of prior learning** within the admission process is defined by the given entrance level (as defined in EA 4.1.). Based on the analysis of Bachelor curricula of EUP and with reference to the standards of Bachelor curricula in Political Science ([www.erasmus-network.eu](http://www.erasmus-network.eu)) the EuroPS consortium decided to principally accept applicants holding a Bachelor in Political Science with a certain level of methodology teaching. Applicants with a methodology background below requirements or from other subjects have to compensate this and are accepted conditionally.

The PoSIG programme is a **highly integrated programme**. This results from the collaborative process of curriculum development and definition and design of the modules and course syllabi within a one year working programme of the shared Erasmus+ project.

With these results the consortium has defined **an integrated and shared standard for the academic content and didactic requirements of courses** and other elements of the study programme. The annual decision about the recognised course programme of the following academic year at all EUP will be the central decision point of the **Coordinators Board (CB)** about the recognition of courses offered by EUP. This decision will be based on the shared standards and criteria defined in the curriculum and in the institutional agreement. This process is supervised and monitored by the **Quality Board (QB)**.

Students attending courses from this agreed course programme therefore have a guarantee about the recognition of single courses. The **PoSIG course programme will be published** on [www.euro-ps.org](http://www.euro-ps.org). **Students applications** for the recognition of

- course listed in the programme for another position in the PoSIG curriculum or
- courses not listed in the programme (be it from EUP or be it from other HEI)

in order to support a specific individual qualification strategy have to be decided by the coordinators of the EUP a student is attending during his/her studies.

The described process **includes recognition of courses in the context of (international) credit mobility** (for details see section 9 of the Curriculum). The general process for the recognition of courses is described in Section 6 of the Partner Agreement.

## EA 5: Learning, teaching and assessment (ESG 1.3)

As (esp. when following the approach of constructive alignment) learning, teaching and assessment belong together EA 5.1 and EA 5.2 will be elaborated in one section.

### EA 5.1: Learning and teaching *and*

### EA 5.2: Assessment of students

Even though – and because – courses and teaching in general are embedded in the context of individual universities, much effort was and continued to be made in order to ensure that **proper teaching and learning methods** are applied. Teachers are trained (as [QM-input](#) during the train-the-trainer workshops in spring 2016; planned quality tour in spring 2017) and instructed (see the Teaching Handbook attached) on the specific **EuroPS-teaching context**. They are expected to follow the **“paradigm” of constructive alignment**, i.e. the adjustment of learning outcomes, assessment methods and instructions, and to plan these three elements in the mentioned sequence. The entire process of planning the curriculum, the modules and courses was designed so as to begin with the writing of proper learning outcomes.

Regarding **student centred learning**, all PoSIG-courses are planned as **seminars**, which results in a high level of **student activity**. However, appropriate teaching and assessment methods were repeatedly discussed as there is a wide range of didactical settings for seminars and as EuroPS-instructors are expected to apply modern teaching methods. This should lead to real student centred learning that results in the achievement of the intended learning outcomes. In the **EuroPS Teaching Handbook** expectations for EuroPS-instructors are made explicit, instructional and assessment methods are discussed, and tools to realise them are made available.

A special feature of student engagement is the availability of an **ePortfolio** environment. Every student will be invited (and in the context of their work on their Master's thesis will be required) to document, discuss and reflect on their learning achievements within this environment. This should

also be the place for student collaboration which is not directly related to course assignments. Whereas the eLearning environment is very much driven and “owned” by the single teacher and the contents and tasks s/he provides there, the ePortfolio environment is mostly “owned” by the individual student.

Regular **course evaluation** (questionnaires at the end of a course) and a general **student survey** (to be conducted once a year) should help to evaluate this teaching and learning approach, and will be a basis for further development in the upcoming years (on the programme level and also after feedback to module coordinators and individual teachers; see the attached EuroPS Quality Handbook for details).

In order to take student opinion seriously and to have a mechanism which will deal with student views and complaints, a **Student Board** will be established. This board is responsible for representing student rights and interests and for monitoring whether these are taken into consideration by the EUP, as well as for supporting and reviewing suggestions and decisions of the Coordinators Board and the Quality Board, and for nominating two members to the Quality Board.

#### *Diversity of students, different cultural backgrounds*

All EUP have experience in academic exchange of staff and students. Therefore the necessary **environment for hosting students** coming with different social, cultural and academic backgrounds is given and managed by the international offices of the EUP. There's also supervising support and socialising activities at departmental level (personal academic supervisor for incoming students, tutorials).

Regarding the **academic structure** of the PoSIG curriculum and requirements students with a Bachelor's degree in Political Science have the specific background to enter courses at the Master level because the offered PoSIG modules are defined along international **standards** of the discipline. If Bachelor curricula of applicants do not cover all modules or the required level of methodology students will be accepted conditionally and have the opportunity to compensate this with courses on Bachelor level. Experience with student exchanges at Bachelor and Master level show that students are able to complete these requirements if the language competences are on the required level.

Additionally, students have the **opportunity to follow their individual and diverse interests** within a **highly flexible curriculum-structure**:

- Two out of five modules of specialisation can be selected.
- Students can develop a specific profile, following applied and/or methodological courses when choosing for their optional elective courses.
- The selection of the Master's thesis project is based on individual & diverse motivating experiences and allows individual qualification strategies.

#### *Course Examination*

Course and module examinations will be organised **under the responsibility and regulation of each EUP** offering a course/module. Nevertheless course examination has to be in compliance with the **EuroPS-regulations** (Curriculum Art. 12):

- “In all courses, student performance is assessed directly. The achievement of teaching and learning objectives is assessed via written and/or oral assignments.
- The total grade of a module is calculated as a weighted average of the courses within this



module.

- EUPs apply their local examination and grading regulations. In order to convert local grades to a common scale, a grading convention agreed by all EUPs is used following the ECTS grading scheme.
- For students with disabilities and/or chronic illnesses, alternative examination regulations suitable for each individual case will be offered in cooperation with the relevant support units of the relevant EUP."

### *Master Thesis Examination*

Students must have successfully completed all of the required courses and the Master's thesis in order to be eligible for the **Master's thesis defence**.

The examination of the Master's thesis is in the **responsibility** of the supervisors and the examination board for the Master's thesis defence. The examination board consists of at least (depending on local regulations) one instructor from each university the student has attended during his/her study (min. 2 and max. 4 instructors), teaching in the elected fields of the student's specialization, and is headed by the EuroPS coordinator of the EUP where the student finished his/her study.

The **grade** for the Master's thesis and defence has to be decided by the examination board by consensus. If it is not possible to reach a consensus, EuroPS coordinators of the other EUP where the student took courses decide together with the examination board, by a 2/3 majority decision.

The defence lasts for a maximum 60 minutes and can be organized with the participation of examiners and coordinators via video conference.

The defence is part of the 30 ECTS credits assigned to the Master's thesis. In countries where Master's theses and their defence are graded separately this workload is shared between the thesis and its defence.

### **EA 6: Student support (ESG 1.6)**

The EuroPS consortium agrees to give students of the PoSIG programme **all rights of regular enrolled students** and additional **all privileges of exchanges students** as they are defined within European exchanges programmes.

After receiving the letter of acceptance to the PoSIG programme students will be issued an **admission letter** notifying their admittance to the selected EUP. At this point the services of the EUP start with informing the students about deadlines and services connected to their stay at the selected EUP. This includes **support for:**

- Application for visa (if necessary)
- Accommodation
- Language assistance
- Registration procedures
- Invitation to welcome days

Student support is the **responsibility of local EUP**. However, as there are specific needs, especially regarding the mobility of PoSIG-students, the EuroPS-consortium agreed on Appendix G of the Partner Agreement that specifies the relevant requirements to be met by the single EUP.

The EuroPS-consortium will **additionally** offer the following services via [www.euro-ps.org](http://www.euro-ps.org):

- Program of recognised courses
- Links to EUP and their services
- ePortfolio platform for study progress documentation
- Student financial support (grants like Erasmus+ Credit Mobility managed by single EUP or the EuroPS consortium – Erasmus+ joint degree grant project applied 2017)
- Student Board

Courses and student records have to be administered first at individual EUP, but have to be submitted to a joint administration within the joint degree management system (jDMS).

## EA 7: Resources (ESG 1.5 & ESG 1.6)

### EA 7.1: Staff

Teaching staff first had to be **nominated to the EuroPS coordinators**, incl. a short CV (see the staff list). The next step in staff selection is the **quality assurance of the submitted course descriptions**. These were (and will continue to be) checked by the module coordinators against the modules' intended learning outcomes and by the EuroPS coordinators regarding formal criteria (esp. to check if the form for course description/syllabus is filled in properly). In this way, a number of the submitted courses (course descriptions) were rejected and therefore a number of instructors were not accepted to teach for the PoSIG curriculum (see the list of accepted courses in the attachment; every individual course that has been accepted for the first cycle can be accessed [via this URL](#)).

Input for **staff development** was provided during the train-the-trainer workshops in spring 2016, and will be provided again during the quality tour in spring 2017. Additionally, the **Teaching Handbook** will be available to all EuroPS-instructors. During these occasions the changing role of instructors in a European teaching context was and will be repeatedly discussed.

Furthermore, the **seminars of excellence** should be mentioned here. These are funded events for individual teachers/researchers from EUP to spend time with each other for (around) two weeks, and teach together, but also discuss cooperation when it comes to research, begin work on collaborative papers, etc. The same was true for the TtT-WS which were used by their participants to talk about further collaborations, writing papers, and preparing projects. In one case, as part of the TtT-WS, a methodology workshop for interested EuroPS members from different institutions was organised (planned for the summer term 2017).

### EA 7.2: Facilities

The provision of proper facilities and learning resources is the **responsibility of individual EUP**. E.g. as at every single EUP political science programmes are already taught all of them have adequate libraries. Also all EUP have a functional administrative system or eLearning services available.

**Within the scope of the related Erasmus+ project**, the Western Balkan Universities (UNSA, SSST, FAMA, UBT, UET, UTIR) have the chance to buy IT equipment and various software tools (e.g. for statistical analysis). For the whole consortium, online resources, especially a political science related eLibrary and a software for anti-plagiarism, as well as an eLearning- and an ePortfolio-platform, have been acquired and implemented (or will be in the upcoming months, as some acquisition/implementation processes are not finished yet).

The following equipment and software has been or will be acquired for WB EUP or the whole EuroPS network:

Product	Type of product	Available for ...
JDMS	joint degree management system, system to administer courses, teachers, students, grades etc. across the participating HEI; a short description of the JDMS is available <a href="#">via this URL</a> .	all EUP
Moodle	learning management system, eLearning-platform	all EUP
Mahara	ePortfolio platform	all EUP
eLibrary	access to online libraries and online journals via EBSCO, SAGE & JStore	all EUP
Turnitin	plagiarism detection	all EUP
Hardware	laptops, computers, projectors, ...	WB EUP (except Skopje <sup>3</sup> )

## EA 8: Transparency and documentation (ESG 1.8)

All information relevant to the **public**, especially for prospective students is available via [www.euro-ps.org](http://www.euro-ps.org).

For **internal communication** between EUP (during preparation, implementation, but also in the future for internal communication), an eLearning platform (Moodle) was set up, available via <http://europs.ubt-uni.eu/my/>. This platform will also be used for internal communication with and among students, instructors and administrators. It also serves for PoSIG eLearning purposes.

**Student progress** in particular will be documented and readily available to everyone involved

- from an admirative perspective in an **examination book** as part of the joint degree management system (JDMS) and
- from the students perspective in an **ePortfolio** containing their experiences and developments, their work on and achievement of intended learning outcomes and their gained competences in general.

Nevertheless, the **completion of courses** by PoSIG students is registered at each EUP attended and also confirmed to the Executive Director of the EuroPS consortium who adds these courses to the students register of completed courses (i.e. the examination book).

The **certification of the joint degree** starts after the student has completed his/her studies in accordance with the PoSIG curriculum by attending two to four EUPs (90 ECTS from courses of the programme, 30 ECTS for the Master's thesis and its defence). This is documented in the examination book, listing all courses and requirements the student has successfully completed.

The **joint diploma** will be issued as an official legal record of awarding by the last EUP the student attends. It will be signed by the responsible person (rector, dean) following to the regulation at each EUP. Additionally, the student receives a certificate containing the logos of all EUPs and signed by all relevant degree signing persons of the EUPs the student has attended in the course of his/her PoSIG studies (Art. 5 of the Partner Agreement). This is of course accompanied with a **Diploma Supplement** (see in the attachments).

<sup>3</sup> Based on EU-regulations Skopje is not eligible for this type of funding.

The EuroPS **Executive Director** will be in charge of the management of this diploma issuing process. He or she will be provided with all the necessary documents and information via the EuroPS coordinators of all EUPs a student has attended.

### EA 9: Quality assurance (ESG 1.1 & part 1)

The EuroPS consortium has designed a shared model for quality management. This is described in a Quality Handbook that is available from the annexes of this report. The model was developed by the EuroPS quality managers in close cooperation with members of the Coordinators Board. In the early stages, when discussing curriculum design and the design of learning outcomes, some discussions took place with an external expert from ECA, Mark Frederiks.

**Key elements of the quality model** are as follows:

- Each EUP nominates one person responsible for quality management issues.
- All quality managers of all EUP form the quality board that meets at least annually.
- During the preparation of PoSIG two quality weeks (i.e. meetings of the quality board) took/take place.
- During a quality tour in spring 2017 all PoSIG-instructors will be informed about quality issues (mainly on the contents of the teaching handbook).
- Regarding curriculum design there are ...
  - o a checklist, building on various literature about joint degree programmes,
  - o the form for module descriptions,
  - o the form for course descriptions,
  - o the process of selecting courses for the actual implementation of PoSIG,
- Lastly the following QA-tools were or still will be developed:
  - o course evaluation
  - o student survey
  - o teacher survey
  - o later there will also be an alumni survey
  - o there is a concept for curriculum assurance
  - o a concept for the use of data for monitoring proposes

Additionally, a **teaching handbook** is part of our policy for quality assurance, also available from the annexes of this report. This contains (or will contain):

- Elaboration on the European Approach to Higher Education,
- Requirements for PoSIG-instructors,
- Regulations regarding module and course descriptions,
- Guidelines for Seminars of Excellence,
- The general EuroPS-didactical approach - how to teach EuroPS (especially focusing on constructive alignment),
- Use of the eLearning- and ePortfolio-environment,
- Various didactical scenarios as good practice to follow on.

Even though they are not totally finished yet (there is another year of the Erasmus+funded EuroPS-project to work on it) both documents are also attached to this report.

**EuroPS-Accreditation 2016**  
**Joint Master's Programme in Political Science – Integration and  
Governance (PoSIG)**

***Self-Evaluation Report***

*November 2016*

**Appendix 1:**  
**Curriculum**



## **Joint Master's Programme in Political Science – Integration and Governance (PoSIG)**

### **Curriculum**

**Approved at the EuroPS Coordinators Board in Ljubljana on 12 May 2016**

This document defines the content and procedures of the Joint Master's Programme in *Political Science – Integration and Governance* (PoSIG), as a shared academic ambition and cooperation of the following university consortium on European Political Science (EuroPS):

- University of Salzburg (PLUS)
- University of Ljubljana (ULJU)
- Ss. Cyril and Methodius University in Skopje (UKIM)
- European University of Tirana (UET)
- University of Tirana (UTIR)
- FAMA College (FAMA) - Pristina
- University of Business and Technology (UBT) - Pristina
- University of Sarajevo (UNSA)
- Sarajevo School of Science Technology (SSST)

The implementation of this curriculum is regulated by an institutional agreement signed by these partner institutions (EuroPS partner Universities; EUP).

The Joint Master's Programme in *Political Science – Integration and Governance* (PoSIG) is based on international standards and benchmarks of teaching political science in accordance to level 7 of the European Qualification Framework. The EUP contribute with their specific academic profiles in Comparative Politics, European Integration, International Relations, Public Administration and Political Theory. The Western Balkan partners additionally deliver the specific academic competencies regarding political developments in the region.

PoSIG qualifies its graduates for academic careers in all fields of political science, and additionally offers a background into transition and Europeanisation of the Western Balkan region. This allows the development of specific academic profiles in the direction of careers and expertise regarding this region. Hence, master's students develop competences and academic profiles for careers and expertise with a background in European integration and multilevel governance.

Students of this master's programme develop an academic profile in all fields of political science. Additionally, they will have specific expertise on the transition and Europeanisation of the Western Balkan region.

## § 1 General Provisions

- (1) The language of instruction in all courses of the MA Programme is English. Applicants have to demonstrate a profound knowledge of English (Level B2), as a condition of registration in the Programme.
- (2) This MA Programme refers to level 7 of the European Qualification Framework, as defined by the European Parliament and the EU Council.
- (3) The number of ECTS credits necessary to complete the degree in the *Joint Master's Programme in Political Science – Integration and Governance* is 120. This corresponds to four semesters of study.
- (4) Depending on the institution awarding the degree, graduates of this programme will be awarded a Master of Arts (MA) or a Master of Science (MSc).
- (5) In order to be admitted to the *Joint Master's Programme in Political Science – Integration and Governance*, students must hold a bachelor's degree in Political Science from an EUP, or in a related field or from another accredited higher education institution. Students with BA degrees that followed curricula with less than 15 ECTS in explicit training in methodology and scientific work have to compensate this with relevant courses in that field. These courses are recognizable as additional courses (see § 3).
- (6) If a student's bachelor's degree is not equivalent to an acceptable extent, the student may be required to complete academic work for up to 30 ECTS credits. These requirements must be fulfilled by the end of the programme. The determination of equivalency and the required academic work is decided by the Coordinators Board (which brings together authorized EUP representatives). This can be recognised from the additional courses of the present curriculum. Students who have to complete the additional work up to 30 ECTS credits must prove B2 language competence in the local teaching language of the respective EUP where this work is undertaken.
- (7) All graduation requirements to be fulfilled by students have been assigned ECTS credits. One ECTS credit equals 25 hours of study, which corresponds to the average number of hours required to achieve the expected learning objectives. An academic year consists of 1500 hours, corresponding to 60 ECTS credits.
- (8) Students with disabilities or chronic illnesses will not be subject to any form of discrimination in their studies. All EUP are committed to the basic principles laid out in the UN Convention on the Rights of Persons with Disabilities, as well as to local non-discrimination laws and policies of positive action.
- (9) Students are required to attend 90 % of the teaching during their first year, and at least 70 % during their second year. For students who work in addition to their studies, the EUP will try to offer classes outside regular working hours.

## § 2 Overview of the Degree Programme and Professional Skills

### (1) Overview of the Degree Programme

- (a) The *Joint Master's Programme in Political Science – Integration and Governance* offers five modules, from which students will need to select two in order to pursue their field of specialization.

Module 1:	<b>Political Theory</b>
Module 2:	<b>Comparative Politics</b>
Module 3:	<b>Public Policy and Administration</b>
Module 4:	<b>International Relations</b>
Module 5:	<b>European Integration</b>

The modules of the programme are described in detail in Appendix A (module descriptions). The specific course program for each semester will be published on [www.euro-ps.org](http://www.euro-ps.org).

- (b) Advanced methodological and applied courses will complement an intense engagement with the individual module. This will enable students to carry out independent theory-driven empirical-analytical social science research, while meeting high methodological standards and developing innovative research strategies and solutions for politically and socially relevant problems.

### (2) Professional Skills and Competences (Learning Outcomes)

Upon completion of this master's programme, students will have the following skills and competences:

<b>Competence in the field of study, in particular:</b>
- comprehensive knowledge about theories in political science, political concepts, actors, institutions, processes, norms and central policy fields in selected modules;
- the ability to understand, assess and apply social science research with high methodological standards to other modules;
- the ability to analyse political and societal problems, based on social science concepts and theories.
<b>Methods competences, in particular:</b>
- the ability and knowledge to thoughtfully and critically apply the methodological instruments of empirical-analytical political science research, including the ability to use statistical software, and to plan and carry out independent research;
- the ability to cooperate with others (inter-disciplinarily or in groups), to carry out research together;
- the ability to present complex research and research findings convincingly in front of an audience.
<b>Competence in sound reasoning and judgement, in particular:</b>
- the ability to understand high-level social and political science literature and to critically analyse and assess it by drawing on the insights of neighbouring disciplines (law, economics,



sociology, history);
- the ability to assess the presentation of scientific research outcomes, to make comparisons and to give self-reflecting feedback;
- the ability to debate and compare one's own insights and positions with those of others and to modify them, if necessary.
<b>Competence in responsive action</b> , in particular:
- the ability to grasp political and social problems, to develop practical strategies for solutions and to present them in public debates;
- the ability to connect science and political practice;
- the ability to engage in politics effectively on basis of scientific insights.

### (3) Importance and Relevance of the Degree for Society, the Scientific Community and the Labour Market

Alumni of this programme will have a unique academic profile. This profile draws on the fields of specialisation, the international body of students and teachers and an individual mobility path between EU and Western Balkan EUPs. A compulsory internship will ensure practical experience. In this context, alumni will acquire specific expertise about the conditions for social, economic and political processes on the Western Balkans.

Through their master's thesis projects, students are encouraged to carry out innovative research relevant for the social, economic and political development of the region. With the acquired knowledge, graduates will be able to contribute to the political debate and to processes related to Europeanisation.

The typical professional fields of graduates of the *Joint Master's Programme in Political Science – Integration and Governance* are:

- employment at local and national level in public administration, parliaments and political parties, non-governmental organisations, interest groups and trade unions, the business sector, media and public relations;
- employment in international organisations, foreign services (careers in diplomacy), in institutions of the European Union and in international profit and non profit organizations, development agencies and NGOs;
- employment in the field of civic and political education (foundations, academies, educational institutes, etc.);
- academic careers (teaching and research at universities and research institutions);

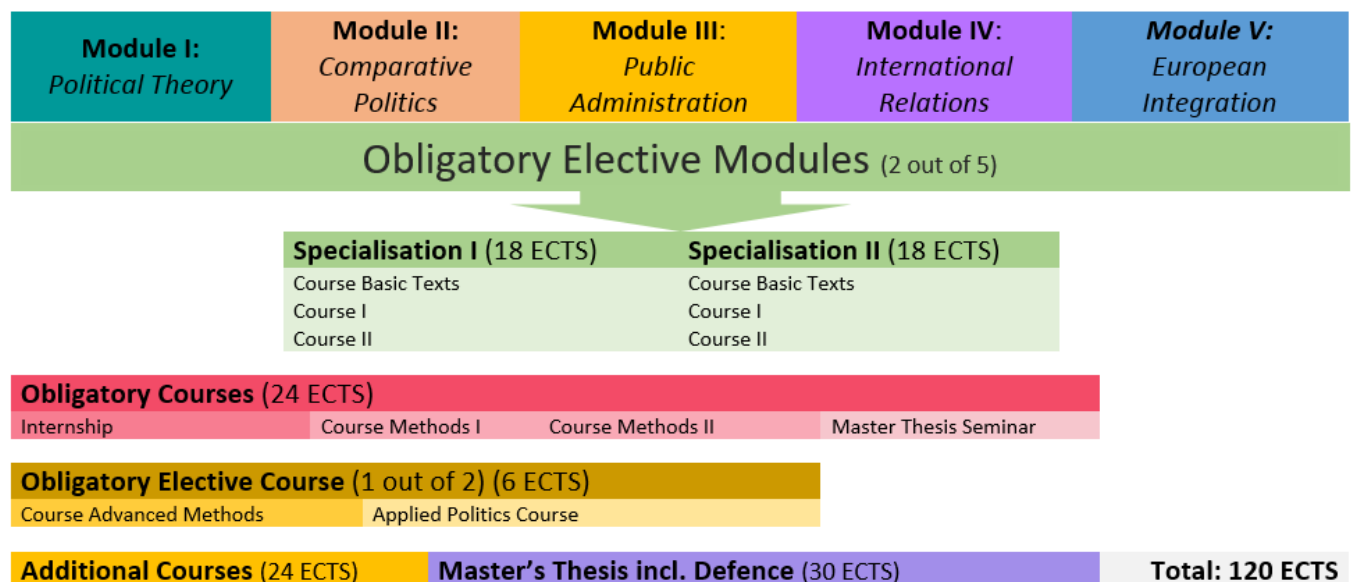
The participating institutions support their students and alumni in identifying placements for internships and developing a PoSIG alumni network via [www.euro-ps.org](http://www.euro-ps.org) and social media activities.

### § 3 Structure of the Programme

The Master's Programme consists of 10 obligatory courses, 1 internship, 24 ECTS of additional courses, and a Master's thesis, with a total number of 120ECTS credits.

. The Master's thesis is worth 30 ECTS credits, incl. the preparation for the Master's Thesis Defence (worth 6 ECTS credits):

	ECTS
<b>Obligatory Elective Modules (2 of 5)</b>	<b>36</b>
Political Theory	(18)
Comparative Politics	(18)
Public Administration	(18)
International Relations	(18)
European Integration	(18)
<b>Obligatory Courses</b>	<b>24</b>
Internship	(6)
Course Methods I	(6)
Course Methods II	(6)
Master's Thesis Seminar	(6)
<b>Obligatory Elective Courses (1 of 2)</b>	<b>6</b>
Advanced Methods in Political Science	(6)
Applied Course	(6)
<b>Additional Courses</b>	<b>24</b>
<b>Master's Thesis incl. Master's Thesis Defence</b>	<b>30</b>
<b>Total</b>	<b>120</b>



## § 4 Course Types

The programme offers different types of courses, which are defined by the different HEI regulation systems pertaining to each EUP. These courses provide in-depth knowledge, skills and competences on the respective area, and encourage discussion and reflection on scientific themes through active participation of students. In all courses, student performance is assessed indirectly through an obligatory presence of all students, as well as on the basis of written exams and seminar papers.

The ECTS workload of courses is described in the course descriptions.

The ECTS workload of courses is up to 6 ECTS. If a EUP offers courses with a less than 6 ECTS workload, it must be ensured that these courses can be combined with other courses in the same term of study to a total of at least 6 ECTS.

## § 5 Course Content and Plan of Study

The present section contains a list of modules and courses. The division into semesters serves as a recommendation designed to ensure that the order in which the courses are taken builds on the knowledge, skills and competences acquired successively, and that the workload of 60 ECTS credits in an academic year is not exceeded. If there are no prerequisites, modules and courses can also be completed in a different order in accordance with § 11.

Detailed descriptions of the modules including the knowledge, skills and competences to be acquired can be found in *Annex I: Module Descriptions*.

According to § 9, courses can be completed at a minimum of 2 and maximum of 4 EUPs. The table below displays which courses EUPs offer during which term, and how students can plan their mobility track.

Obligatory modules out of 5):	Elective	Modules (2	Term 1	Term 2	Term 3	Term 4
<b>Political Theory</b>						
Basic Text				Salzburg		
Course				Salzburg		
Course				Ljubljana	SSST	UET
Course					UTIR	FAMA
Course					UKIM	UNSA
Course						UBT
<b>Comparative Politics</b>						
Basic Text				Ljubljana		
Basic Text				Salzburg		
Course				Ljubljana		
Course				Salzburg		
Course					UKIM	UKIM
Course	Salzburg			UTir	UNSA	
Course						FAMA
<b>Public Administration &amp; Policy</b>						
Basic Text	Ljubljana					
Course	Ljubljana	Ljubljana		UTir	UET	
Course				UKIM	UNSA	
<b>International Relations</b>						
Basic Text	Salzburg					
Course	Salzburg					
Course		Ljubljana		SSST	UET	
Course				UTir		
Course				UKIM		
<b>European Integration</b>						
Basic Text				Salzburg		
Course				Salzburg	UKIM	UNSA
Course				Ljubljana	SSST	FAMA
<b>Obligatory Courses</b>						
Methods I	Salzburg/ Ljubljana					
Methods II		Salzburg/ Ljubljana				
Thesis Seminar				SSST/ UKIM/ UTir	FAMA/ UET	
<b>Obligatory Elective Courses</b>						
Methods advanced		Salzburg/ Ljubljana				
Applied Politics	Ljubljana			SSST/ UKIM	UET	
<b>Additional Courses</b>						
Additional Courses	Salzburg/ Ljubljana	Salzburg/ Ljubljana		SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT	SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT	
<b>Master's Thesis</b>						
Master's Thesis				SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT	SSST/ UNSA/ UKIM/ UTir/ UET/ FAMA/ UBT	
			30 ECTS	30 ECTS	30 ECTS	30 ECTS

## § 6 Obligatory Elective Modules, Obligatory Courses and Obligatory Elective Courses

The MA PoSIG requires students to choose two out of the programme's five modules (see § 2 Paragraph 1, and *Annex I: Module Descriptions*).

All students have to complete three obligatory courses comprising of: Methods I, Methods II and the Thesis Seminar.

In addition, students have to choose either one course that offers advanced methods in political science, or one course in applied politics (obligatory elective course).

## § 7 Additional Courses

- (1) Students have to complete additional courses totalling 24 ECTS credits. These additional courses are designed to deepen the student's professional skills and strengthen individual areas of focus within a student's course of study. They can be chosen from the elective modules, or from other courses of this curriculum, or other areas.
- (2) The recommended areas from which students can choose additional courses are:
  - European Union Studies
  - Gender Studies
  - Geography and Spatial Planning
  - Communication Science
  - Law (z. B. Public/Constitutional Law, International Law, European Law)
  - Regional Studies
  - Sociology, Social Psychology and Educational Science
  - Sustainability Studies
  - Political Economy
  - Contemporary History
  - Psychology and Political Psychology

## § 8 Master's Thesis

- (1) The master's thesis serves to demonstrate that students have acquired the ability to perform independent academic research in the area of political science, according to current academic research methods and standards.

The thesis is an individual research project, which underlines the student's fields of specialisation. It is supervised by two supervisors and should be connected to their field of teaching and/or research.

- (2) The topic of the master's thesis has to be connected with one or two of the obligatory elective modules according to § 2. The student may suggest a topic or choose from a number of topics provided by one of the available thesis advisors.
- (3) The length of the master's thesis should range between 25,000 and 30,000 words (except annexes and tables/bibliography).
- (4) Students have to attend the thesis seminar. The purpose of this seminar is to support students with the development of their theses.

The supervision of a student's master's thesis is the shared responsibility of two supervisors, whereby one teacher has to be a faculty member of the EUP Salzburg or Ljubljana, while the other has to represent a EUP in Sarajevo, Tirana, Skopje or Prishtina. The supervisors also act as examiners during the MA examination, according to § 13. The requirements and the formal and procedural aspects regarding the supervision of the master's thesis are defined in the syllabus of the thesis seminar.

- (5) The process of supervision of the master's thesis is documented in the student's ePortfolio (as part of the PoSIG eLearning environment). This documentation includes at least the following elements:
- An exposé with the research question and the methodological approach.
  - The supervisor's statements on the student's exposé.
  - The master's thesis.
  - Thesis evaluation statements of two supervisors.

## § 9 International Mobility

Students of this program have to do their studies at least at two, and at most at four EUPs. The international mobility of students has to cover at least academic studies at one or two EUPs in Salzburg or Ljubljana in the first academic year (60 ECTS), and one or two EUPs in Sarajevo, Tirana, Skopje or Pristina in the second academic year (60 ECTS).

The duration of an international mobility is at least one academic term. Students have to deliver a plan for their international mobility when applying to the program. Each application has to specify the selected fields of specialization (modules 2 out of 5, as defined in § 2 and § 5), and at which university/ies (Ljubljana, Salzburg) the student choses to attend the first and the second semesters. They should also declare at which institution they plan to spend the third and fourth semesters; this choice can be changed before the end of the second semester.

One EUP can be attended only once for one or two terms.

The internship in accordance to § 10 is not counted as international mobility as defined in the present paragraph.

The recognition of courses for the PoSIG curriculum is granted in accordance to the PoSIG course program published at [www.euro-ps.org](http://www.euro-ps.org). The recognition of a course not listed in the PoSIG course program needs the supporting vote of all coordinators of the EUPs which the student attended.

Students have to comply with the following conditions during their international mobility activities:

- At least 30 ECTS credits are earned in each semester of study. Reported progress on the master's thesis can be credited as ECTS workload for the term, if the two supervisors confirm this.
- Courses completed at one EUP must not be identical to courses already completed at another EUP.

In addition to field-specific knowledge, skills and competences students are expected to gain the following qualifications within their academic international mobility:

- Acquisition and consolidation of field-specific knowledge in a foreign language;

- acquisition and consolidation of organizational skills gained by independently navigating through the bureaucracy and organizational structure of a university abroad, as well as daily challenges of student life abroad;
- broadening one's perspectives in one's own field of study;
- acquisition and consolidation of intercultural communication skills.

Students with disabilities and/or chronic illnesses will be assisted in organizing their international mobility by the relevant support units of the single EUP.

## § 10 Obligatory Internship

According to the ECTS workload of 6 ECTS, the internship has to represent a 4-week full time work placement experience. This workload can be done with a full time internship contract, or with a part-time internship contract with an equivalent longer duration of the placement.

The internship can be completed at a maximum one or two employers.

The recognition of an internship requires a student report on the work experience, reflecting the relevance of the conducted work and collected experience for the academic aims, and learning outcomes of the PoSIG curriculum. The report also has to include a timetable of work presence, and a confirmation of the work time and statement about the student's performance from the employer. This report has to be accepted by a supervising lecturer of a EUP in order for the student to complete the internship. A form for the internship confirmation is available at [www.euro-ps.org](http://www.euro-ps.org).

Students are encouraged and supported to complete their internship at institutions as listed in § 2 (3) (local, national or international institutions). The internship should allow for a reflection of the PoSIG study experience, but can also be used to develop and qualify the research interests for the student's thesis project.

The EUPs support the students in their internship by providing a list of contact addresses of possible employers and sources for financial support (national or others, such as Erasmus+ internship grants).

## § 11 Admission Requirements for Exams

It is recommended to follow the suggested plan of study in accordance to §5, with regard to the following courses:

- the completion of the *Methods I* before the *Methods II* course,
- the completion of the course *Basic Texts* and one other course in the two obligatory elective modules during the first two terms of the programme (in order to be confronted with a variety of possible topics for the master's thesis),
- the completion of the master's thesis seminar during the third or fourth semester, in order to develop a research proposal for the master's thesis. The seminar will allow faculty to additionally supervise the student's research work during the thesis project.

## § 12 Examination Regulations and Grading Scale

- (1) In all courses, student performance is assessed directly. The achievement of teaching and learning objectives is assessed via written and/or oral assignments.

- (2) The total grade of a module is calculated as a weighted average of the courses within this module.
- (3) EUPs apply their local examination and grading regulations. In order to convert local grades to a common scale, a grading convention agreed by all EUPs is used following the ECTS grading scheme.
- (4) For students with disabilities and/or chronic illnesses, alternative examination regulations suitable for each individual case will be offered in cooperation with the relevant support units of the relevant EUP.

### § 13 Master's Thesis Defence

- (1) The PoSIG MA finishes with a master's thesis defence.
- (2) This defence is a public examination before an examination board.
- (3) The examination board consists of at least (depending on local regulations) one instructor from each university the student has attended during their study (min. 2 and max. 4 instructors), teaching in the elected fields of the student's specialization, and is headed by the EuroPS coordinator of the EUP where the student finished their study. The grade for the master's thesis and defence has to be decided by the examination board by consensus. If it is not possible to reach a consensus, EuroPS coordinators of the other EUPs where the student took courses during the international mobility decide together with the examination board, by a 2/3 majority decision.
- (4) The defence lasts for a maximum 60 minutes.
- (5) The defence can be organized with the participation of examiners and coordinators via video conference.
- (6) Students must have successfully completed all of the required courses and the master's thesis in order to be eligible for the master's defence.
- (7) The defence is part of the 30 ECTS credits assigned to the master thesis. In countries where master's thesis and its defence are graded separately:
  - the defence corresponds to 2 ECTS credits out of the 30 ECTS credits for the master thesis.
  - the examination board decides both on the grade of the master's thesis and the grade of the defence according to the regulation as defined in § 13 (3).

### § 14 Selection of Students

Students shall be selected and registered as joint degree candidates by the Selection Committee of the EUP Coordinators Board, based on shared admission criteria: academic performance (final grade, exam grades), motivation, letters of reference, results of a personal interview (as part of the selection process), English language level.

As it is required that the student attends, for at least one term:

- the University of Ljubljana and/or the University of Salzburg during the first year of study



and

- at least one other EUP in the second year of study

in their application for the programme, candidates must select

- their modules of specialisation, and
- the EUP they will attend during their first year of studies (both semesters).

#### **§ 15 Effective Date**

The curriculum comes into force 1 October 2017.

## Annex: Module Descriptions

### Module Description: Political Theory

<b>Module name</b>	Political Theory
<b>Module code</b>	MI
<b>Total workload</b>	18 ECTS credit points
<b>Intended learning outcomes</b>	<p>Within this module, students acquire:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- comprehensive knowledge about contemporary and historical normative debates on legitimacy, power and democracy;</li> <li>- knowledge of empirical political theories concerning power, democracy and contemporary political movements;</li> <li>- specific knowledge on approaches critical to modern political ideology.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- the ability to critically read and assess theoretical approaches concerning questions of legitimacy, power and democracy;</li> <li>- the ability to interpret political reality in the light of normative/empirical theories;</li> <li>- the ability to analyse recent political movements and ideologies on the basis of normative political concepts;</li> <li>- the ability to understand different aspects of social critique and to apply such criticism to current political issues.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- the ability to conduct independent and innovative research in the field of political theory and the history of political ideas;</li> <li>- the ability to follow current political developments from the perspective of normative/empirical political theory;</li> <li>- the ability to critically examine political ideologies and to understand them in their social and historical contexts;</li> <li>- the ability to offer alternatives to mainstream political philosophies/theories.</li> </ul>
<b>Type of assessment</b>	All courses in the Module MI Political Theory continuously evaluate student performance. The achievement of teaching and learning objectives is assessed through written and/or oral assignments.
<b>Teaching approaches/ methods</b>	The course Basic Texts and theme-specific courses in MI Political Theory will include various teaching approaches and methods, primarily lectures/seminars, with a focus on the active participation of students (presentations, group discussion, team work, simulations, case studies, etc.).
<b>Module content</b>	<p>The module MI Political Theory covers:</p> <ul style="list-style-type: none"> <li>- normative political theories (both contemporary and historical), esp. on fundamental questions of political legitimacy, power and democracy (e.g. representation and political participation; democracy and its critics);</li> <li>- empirical political theories, esp. those concerning state power, democracy and contemporary political movements (e.g. populism and nationalism);</li> </ul>

	<ul style="list-style-type: none"> <li>- modern political ideologies and approaches critical to ideology (e.g. critical theory on crucial questions of political anthropology and identity politics).</li> </ul>
<b>Courses</b>	[MI.1 Basic Texts (6 ECTS)] [MI.2 Theme-specific seminar I (6 ECTS)] [MI.3 Theme-specific seminar II (6 ECTS)]

### Module Description: Comparative Politics

<b>Module name</b>	Comparative Politics
<b>Module code</b>	MII
<b>Total workload</b>	18 ECTS credit points
<b>Intended learning outcomes</b>	<p>Within this module, students acquire:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- comprehensive knowledge on political institutions, political actors and decision-making processes in a comparative perspective;</li> <li>- knowledge about the specific theories and theoretic debates concerning comparative political systems, comparative political processes and interactions across different levels;</li> <li>- Practical knowledge about the political processes of South-East Europe.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- detailed understanding of research, analytical methods and theories in the thematic area of comparative politics;</li> <li>- able to summarize and assess highly specialized literature in the thematic area of comparative politics;</li> <li>- ability to analyse complex scientific and policy problems and draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>- able to develop independently innovative research questions, communicate the own ideas clearly and convincingly, and write scientific papers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- to connect research and practice and to implement practice-oriented research projects</li> <li>- to analyse theoretic approaches critically and apply it to new political developments</li> <li>- to follow current political developments from comparative perspective</li> <li>- to apply the knowledge acquired throughout the programme concerning the processes within institutions and the competences of different actors, and work with or within these institutions</li> <li>- to participate in and conduct complex decision-making procedures.</li> </ul>
<b>Type of assessment</b>	All courses in Module MII Comparative Politics continuously evaluate student performance. The achievement of teaching and learning objectives is assessed through written and/or oral assignments.
<b>Teaching approaches/ methods</b>	The core course and theme-specific courses in MII Comparative Politics will include various teaching approaches and methods, primarily lectures/seminars,

	with a focus on the active participation of students (presentations, group discussions, team work, simulations, case studies, etc.).
<b>Module content</b>	<p>The module MII Comparative Politics covers:</p> <ul style="list-style-type: none"> <li>- the functioning and effects of political institutions, especially electoral systems and government structures;</li> <li>- the functioning of parliaments, especially with regard to questions of representation and representativeness;</li> <li>- characteristics of political parties and party systems;</li> <li>- aspects of political participation and new forms of participation;</li> <li>- characteristics and differences of regional and local governments;</li> <li>- analyses of civil society, public opinion, electoral behaviour and elections;</li> <li>- differences in the structure of states and constitutional design;</li> <li>- nationalism and their influence on regional and global politics;</li> <li>- specific characteristics of authoritarian regimes, development;</li> <li>- democratization, political violence and regime changes;</li> <li>- analyses of gender-specific and economic inequality;</li> <li>- approaches and characteristics of human rights policies in different political environments;</li> <li>- analyses of specific public policies (i.e. comparative social policies).</li> </ul>
<b>Courses</b>	<p>[MII.1 Core Course "Foundations of Comparative Politics" (6 ECTS)]</p> <p>[MII.2 Theme-specific course I (6 ECTS)]</p> <p>[MII.3 Theme-specific course II (6 ECTS)]</p>

#### Module description: Public Policy and Administration

<b>Module name</b>	Public Policy and Administration
<b>Module code</b>	MIII
<b>Total workload</b>	18 ECTS credit points
<b>Intended learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- comprehensive knowledge on political and administrative institutions, political and administrative actors and decision-making processes;</li> <li>- knowledge about the specific theories and theoretic debates concerning public policy and administrative system at a national and supra-national perspective;</li> <li>- practical knowledge about public policy and administrative processes in a comparative perspective.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- a detailed understanding of research, analytical methods and theories in the thematic areas of public policy and public administration;</li> <li>- competence to summarize and assess highly specialized literature in the thematic areas of public policy and public administration;</li> <li>- ability to analyse complex scientific problems and draw correct conclusions by employing qualitative and/or quantitative methods and analyses;</li> <li>- ability to develop independently innovative research questions,</li> </ul>

	<p>communicate the own ideas clearly and convincingly, and to write scientific papers.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- the ability to connect research and practice and to implement practice-oriented research projects;</li> <li>- the ability to analyse theoretic approaches critically and apply them to new political and/or policy developments;</li> <li>- the ability to follow current policy and/or administrative developments;</li> <li>- the ability to apply the knowledge acquired throughout the programme concerning the processes within political and administrative institutions and the competences of different actors, and work with or within these institutions;</li> <li>- the ability to participate in and conduct complex political and/or administrative decision-making procedures.</li> </ul>
<b>Type of assessment</b>	All courses in the Module MIII Public Policy and Administration continuously evaluate student performance. The achievement of teaching and learning objectives is assessed through written and/or oral assignments.
<b>Teaching approaches/ methods</b>	The core course and theme-specific courses in MIII Public Policy and Administration will include various teaching approaches and methods, primarily lectures/seminars, with a focus on the active participation of students (presentations, group discussion, team work, simulations, case studies, etc.).
<b>Module content</b>	<p>The Public Policy and Administration module covers:</p> <ul style="list-style-type: none"> <li>- the functioning and effects of administrative institutions, especially core administrative systems (state administration, public services, civil service);</li> <li>- an understanding of leadership concepts, different approaches and abilities to apply them to actual organisational contexts;</li> <li>- characteristics of policy cycles and their importance in the system of public administration;</li> <li>- the significance and impact of administrative procedures in the functioning of the government;</li> <li>- differences in the structure of constitutional design regarding public policy and public administration;</li> <li>- an analysis of specific public policies.</li> </ul>
<b>Courses</b>	<p>[MIII.1 Core course "Contemporary Approaches to Public Policy and Administration" (6 ECTS)]</p> <p>[MIII.2 Theme-specific course I (6 ECTS)]</p> <p>[MIII.3 Theme-specific course II (6 ECTS)]</p>

#### Module Description: International Relations

<b>Module name</b>	International Relations
<b>Module code</b>	MIV
<b>Total workload</b>	18 ECTS credit points
<b>Intended learning</b>	Within this module, students acquire:

<b>outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- specialized empirical knowledge about international relations, for example, with regard to the functioning of international organisations or international trade policies;</li> <li>- detailed knowledge of relevant theories in the field of international relations, and how to distinguish and critically evaluate them;</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- an ability to infer explanations from relevant theories to explain current political problems or new phenomena;</li> <li>- an understanding of research design and methods in current research on international relations and an ability to challenge methodological approaches critically;</li> <li>- an ability to assess the strengths and weaknesses of these methods;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- the ability to develop interesting and innovative research questions in the field of International Relations, and capacity to answer these questions using the appropriate research design;</li> <li>- the ability to clearly and convincingly communicate their knowledge of international politics and argue in support of the conclusions they derive from their research on international relations.</li> </ul>
<b>Type of assessment</b>	All courses in Module MIV International Relations continuously evaluate student performance. The achievement of teaching and learning objectives is assessed through written and/or oral assignments.
<b>Teaching approaches/ methods</b>	The course Basic Texts and theme-specific courses in MIV International Relations will include various teaching approaches and methods, primarily lectures/seminars with a focus on the active participation of students (presentations, group discussion, team work, simulations, case studies, etc.).
<b>Module content</b>	<p>The module MIV International Relations covers:</p> <ul style="list-style-type: none"> <li>- theories of international relations, such as Realism and Neorealism; Institutionalism; liberal theory of International Relations; social constructivist approaches;</li> <li>- the most important debates in international relations, including the functioning of international organisations, the design of international institutions, the role of public international law in international relations, and the role of transnational actors and the causes of war and peace;</li> <li>- a selection of current research topics, for example on peace and conflict research, foreign policy analysis, international institutions, international environmental policy, international cooperation, diplomacy, international political economy or transnational actors.</li> </ul>
<b>Courses</b>	<p>[MIV.1 Basic texts (6 ECTS)]</p> <p>[MIV.2 Theme specific seminar IR I (6 ECTS)]</p> <p>[MIV.3 Theme specific seminar IR II (6 ECTS)]</p>

#### Module Description: European Integration

<b>Module name</b>	European Integration
--------------------	----------------------

<b>Module code</b>	MV
<b>Total workload</b>	18 ECTS credit points
<b>Intended learning outcomes</b>	<p>Within this module, students acquire:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- a comprehensive knowledge on institutions, actors, decision-making processes, policy fields and norms of the European Union, including the functioning of the European multilevel system;</li> <li>- a knowledge about the specific theories and theoretic debates concerning European integration, political processes and interactions across different levels, ability to analyse this critically and apply it to new political developments;</li> <li>- the ability to understand current research and academic debate in the field of European integration, and to transfer their knowledge to other thematic areas;</li> <li>- practical knowledge about the political processes at EU level (acquired e.g. in simulation games);</li> <li>- understanding the research design and the methods of current research concerning European integration, and the multilevel system, and an ability to assess them critically.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- the ability to individually set up a research design and to conduct research within the area of European integration, and to apply the different methodological and theoretical approaches;</li> <li>- the ability to write seminar papers according to academic standards and to give policy recommendations ("speaking to practice");</li> <li>- the ability to cooperate with others (promoting a regional and international co-operation model), and to conduct research projects together;</li> <li>- the ability to present complex research results, including the results of their own research projects.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- the ability to connect research and practice, and to implement practice-oriented research projects;</li> <li>- the ability to apply the knowledge acquired throughout the programme concerning the processes within institutions, and the competences of different actors, and to work with or within these institutions;</li> <li>- the ability to participate in and conduct multi/bi-lateral negotiations (complex decision-making processes).</li> </ul>
<b>Type of assessment</b>	All courses in Module MV European Integration continuously evaluate student performance. The achievement of teaching and learning objectives is assessed through written and/or oral assignments.
<b>Teaching approaches/ methods</b>	The course Basic Texts and theme-specific courses in MV European Integration will include various teaching approaches and methods, primarily lectures/seminars, with a focus on the active participation of students (presentations, group discussion, team work, simulations, case studies, etc.).
<b>Module content</b>	<p>The module MV European Integration covers:</p> <ul style="list-style-type: none"> <li>- European integration theories</li> <li>- current research topics in the area of European, regional and multi-level</li> </ul>

	<p>politics,</p> <ul style="list-style-type: none"> <li>- (historic) development of European integration</li> <li>- European Institutions, actors and decision-making procedures</li> <li>- governance in a multilevel system</li> <li>- EU policies</li> <li>- enlargement process</li> <li>- EU and the wider world/ European Neighbourhood Policy</li> </ul>
<b>Courses</b>	<p>[MV.1 Basic Texts (6 ECTS)]</p> <p>[MV.2 Theme-specific seminar I (6 ECTS)]</p> <p>[MV.3 Theme-specific seminar II (6 ECTS)]</p>



**EuroPS-Accreditation 2016**  
**Joint Master's Programme in Political Science – Integration and  
Governance (PoSIG)**

***Self-Evaluation Report***

*November 2016*

**Appendix 2:**  
**Partner Agreement**



**Agreement on the  
Joint Master's Programme in Political Science – Integration and Governance (PoSIG)**

Approved by the Coordinators Board 8-12 May 2016 in Ljubljana

between

University of Salzburg (PLUS)

University of Pavia (UPAV)

University of Ljubljana (ULJU)

Ss. Cyril and Methodius University in Skopje (UKIM)

European University of Tirana (UET)

University of Tirana (UTIR)

FAMA College (FAMA) - Pristina

University of Business and Technology (UBT) - Pristina

University of Sarajevo (UNSA)

Sarajevo School of Science Technology (SSST)

**Erasmus+ Capacity Building Project  
Curriculum Development Joint European Political Science MA Programme  
(euroPS)**

**561485–EPP-1-2015-1-AT-EPPKA2-CBHE-JP**



In order to develop international opportunities for students of the Higher Education Institutions (HEI) listed above, and in order to strengthen international ties between these institutions, this agreement establishes a Joint Master's Programme in PoSIG.

In this cooperation, the listed HEI are referred to as "EuroPS University Partners" (EUP).

## **1 Objectives**

This agreement provides students of EUP the opportunity to receive a joint diploma from at least two and at most four EUP, as follows

- the academic joint master's degree in Political Science – Integration and Governance (PoSIG) as well as
- the rights pertaining to them under local law as graduates of the two to four EUPs.

The prerequisite to obtaining the diploma is the successful fulfilment of the requirements indicated in this agreement and in the PoSIG curriculum (see Appendix A).

The number of degree awarding EUPs (min. 2 and max. 4 EUPs) depends on the offered qualification tracks students can choose in order to complete the required specialization modules and courses, as set in the curriculum (see Appendix A).

The objectives in terms of the students' employability, the society, the scientific community and the labour market are elaborated in detail in Article 2 (3) of the curriculum, Appendix A)

## **2 Admission of Students**

Students are selected and registered as joint degree candidates by the Selection Committee of the Coordinators Board (see Article 6) based on shared admission criteria (see Appendix B).

As students are required to attend the following institutions for at least one term:

- the University of Ljubljana and/or the University of Pavia and/or the University of Salzburg during their first year of study and
- at least one other EUP in their second year of study,

in their application for the programme, candidates must select

- their modules of specialisation, and
- the EUP they will attend during their first year of studies (both semesters).

Registration as a regular student is valid for the full study cycle at all EUPs the student will attend during his/her studies (min. 2 and max. 4).

Registration of PoSIG students is documented in the EuroPS joint degree management database (jDMS; see Article 7).

This registration substitutes the need for records of the general as well as the special university entrance qualifications and the legalisation.

The details of nomination can be found in Appendix B.

Joint degree candidates shall be subject to the standard rules, regulations and enrolment procedures of the host institutions. They shall register with the host institution only for those parts of the PoSIG programme which will be carried out under the responsibility of that host institution.

Students in the PoSIG programme shall, in terms of the registration procedure and supporting services (supervision, language training, rooming, social integration etc.), be granted all privileges of candidates of “mobility programmes”.

### **3 PoSIG Courses and Teaching Staff**

Coordinators of the EUPs propose courses and instructors to the Coordinators Board (CB, see Article 6). The CB decides on the proposed courses for the next academic year and their place in the study programme / curriculum. The latter depends on the EUP’s defined contribution to different elements of the PoSIG curriculum (see Appendix A).

Instructors whose courses are listed in the PoSIG course programme are automatically nominated as examiners for these courses, as well as for master’s thesis supervision and defence in the course module.

Instructors and their courses have to comply with the following criteria in order to be accepted for the PoSIG curriculum:

- Proof of research and/or teaching experience in the relevant field.
- Involvement in international activities such as staff exchange, participation in workshops and conferences.
- Full compliance of the course with the requirements of the PoSIG curriculum in terms of subject, teaching methodology, learning outcomes and assessment methodology/examination rules as defined in the curriculum and the EuroPS Teaching Handbook (see Appendix A and F and Article 4) (ESG 1.2; ESG 1.3).
- Full participation in all required quality management activities and the EuroPS eLearning environment (eLearning platform, eLibrary, plagiarism control for all student papers, ePortfolio).

EUPs offering their services in the same town or region can jointly offer their PoSIG courses (i.e. joint courses and/or instructor mobility). In the event of such a cooperation, the partners have to agree which HEI will be the degree awarding UP among them. Partners have to propose their plans for regional cooperation to the CB one year in advance.

Opportunities for instructor training are part of the EUP activities. Coordinators are in charge of ensuring that local instructors participate in and take advantage of such opportunities (courses, teaching handbook, exchange with other instructors, etc.; ESG 1.5).

### **4 Exams, Master’s Thesis and Master’s Thesis Defence**

The assessment criteria and method, as well as grading criteria, have been published in advance at <http://www.euro-ps.org> (ESG 1.3).

Course and module examinations shall be organised under the responsibility and regulation of each EUP offering the course/module. EUPs impose their individual examination and grading regulations.

In order to convert local grades into a common grading scale, a grading convention agreed upon by all EUPs is used following the ECTS grading scheme (Appendix C).

The master's thesis is supervised by two instructors who teach courses in modules related to the topic of the thesis. One supervisor should be an instructor at either the University of Pavia, the University of Salzburg, or the University of Ljubljana, and the other an instructor at one of the other EUPs.

The final master's thesis defence takes place in front of an examination board, which is organised and headed by the local coordinator of the EUP in which the student completed his/her studies. The examination board consists of both thesis supervisors along with two examiners who teach in the student's field of specialization. The members of the examination board represent all the EUPs that will award the joint degree. The examination board decides by mutual agreement

- on the final grade of the master's thesis in countries where only the master's thesis is graded (based on the thesis itself and on its defence, and
- on both of these grades in countries where the master's thesis and its defence are graded separately.

In case an examiner or coordinator cannot be present during the defence, he or she can participate via video conference.

Details are defined in the curriculum in Appendix A.

## **5 Awarding the Joint Degree**

The joint degree shall only be awarded after the student has completed his/her studies in accordance with the PoSIG curriculum by attending two to four EUPs (90 ECTS from courses of the programme, 30 ECTS for the master's thesis and its defence).

The joint diploma will be issued

- as an official legal record of awarding by the last EUP the student attends; i.e. the EUP where the master's thesis is completed and the master's thesis defence takes place. It includes the diploma supplement (according to Article IX.3 of the Lisbon Recognition Convention from 11 April 1997) which contains a detailed overview of the student's achievements at all EUPs attended.
- additionally, as a certificate containing the logos of all EUPs and signed by all EUPs the student has attended in the course of his/her PoSIG studies.

The EuroPS Executive Director (see Article 6) shall be in charge of the diploma issuing process. He or she will be provided with all the necessary documents and information by the EuroPS coordinators of all EUPs attended by the student.

## **6 Multilateral Programme Coordination**

In order to establish a multilateral, transparent and effective management for the PoSIG curriculum, each institution will nominate a Programme Coordinator responsible for the implementation of the programme in accordance with the terms of this agreement. Each institution may name a Deputy Coordinator. Each Programme Coordinator will provide the partner institution with all the necessary information for the promotion and implementation of the programme.

### Coordinating Institution:

As stated below, the coordinating institution is the home institution of the elected Executive Director, i.e. the Head of the Coordinators Board.

### Coordinators Board (CB):

The CB consists of persons nominated by the EUP as coordinators. The responsibilities of the CB are:

- academic and strategic coordination of the PoSIG programme including the recognition of courses, decision on the annual course programme and its publication;
- selection of prospective students by CB's Selection Committee (regulated in Appendix B);
- allocation/award of scholarships, if available;
- application for national and international projects and funding supporting the implementation and development of the PoSIG programme (e.g. Erasmus+ joint degree mobility grants, Jean Monnet networks etc.);
- financial management.

For student issues, the CB has to consult the Student Board, and for quality issues, it has to consult the Quality Assurance Board as defined below.

### Quality Assurance Board (QAB):

Each Coordinator nominates the PoSIG quality manager for his/her institution. The quality managers of all EUPs meet during the Quality Assurance Board.

The QAB acts independently from the CB. The responsibilities of the QAB are:

- supervision of the CB regarding the coordination of the PoSIG programme and the criteria for the selection of students and instructors;
- review of the design and management of tools supporting high quality teaching practices and learning, such as eLibrary, eLearning and ePortfolio;
- continuous evaluation of courses, master's thesis supervision and all examination practices;
- preparation of QA reports;
- preparation of reports addressed to external reviewers in cooperation with the CB.

### Student Board (SB):

The Coordinator of each EUP organises a ballot for all PoSIG students to elect the EuroPS student representatives. This election can be organized as part of students' support activities of the EUP or by the student union of the EUP, if applicable. All elected students form the Student Board.

The SB represents all students enrolled in the PoSIG programme. The responsibilities of the SB are to

- represent students' rights and interests and to monitor whether these are taken into consideration by the EUP;

- support and review the suggestions and decisions of the CB and QAB;
- nominate one or two members of the SB to the QAB.

#### Decision-making:

The CB, the QMB, and the SB follow the same procedures for decision-making:

- The members of each board elect the Head and Deputy Head of the Board for a two-year period, beginning with the election. The Head of the Board is responsible for the organization of the Board's work and decision-making procedures. The Deputy Head assumes the responsibilities of the Head of the Board is not present or if the Head of the Board asks to be replaced for a specific activity.
- In general, decisions are made by consensus.
- If consensual decision is not possible, the board members decide with a majority (50% +1).
- It is possible to carry out ballots via email. In this case, only responses arriving within 5 days are counted.

#### Executive Director of the EuroPS jDegree Programme:

The elected Head of the CB is the "Executive Director of the EuroPS jDegree Programme". She/he is responsible for the following:

- planning and managing the EuroPS Joint Degree Programme, including its business plan, communications and further development;
- assuring the maintenance of all information services;
- organising the student selection process;
- coordinating the PoSIG courses, coordinating among all EUPs, using the jDMS;
- keeping a schedule of all PoSIG master's thesis defences;
- organising the degree awarding process;
- monitoring the functionality of the jDMS and all other EuroPS eTools (and initiating action if necessary);
- supporting all boards of the EuroPS jDegree consortium and the execution of their decisions;
- presenting the EuroPS jDegree Programme to stakeholders.

#### Course Programme:

The nomination of courses by the CB follows the criteria defined in Article 3 of this Agreement. The course programme is published at [www.euro-ps.org](http://www.euro-ps.org) and provides a list of courses and their place in the curriculum (see Article 7). The course descriptions are in accordance with the requirements defined in the EuroPS Instructor Handbook.

#### Recognition of Courses:

Recognition of courses for the PoSIG curriculum is granted in accordance with the PoSIG course program published at [www.euro-ps.org](http://www.euro-ps.org). Recognition of a course not listed in the PoSIG course programme needs the supporting vote of all coordinators of EUPs attended by the student.

#### Quality Assurance:

Internal QA-procedures (including on-going monitoring and periodic programme reviews) are in compliance with the ESG and are defined in detail in the EuroPS Quality Management Handbook (Appendix D).

For external QA, every EUP should apply for programme accreditation with the competent national bodies. Additionally – taking the ECA European Approach into account and with the support of ECA – they should apply for single accreditation via an EQAR-registered quality assurance agency.

## **7 Information, Documentation and Transparency**

#### Joint Degree Management System (jDMS):

A joint degree management system (jDMS) is in place for the operational management of the EuroPS JD Programme (detailed description can be found in Appendix E). This IT infrastructure is run and maintained by the University of Business and Technology (UBT) in Pristina. The jDMS includes a register of:

- all PoSIG students, including their gradebooks (examination results related to modules, courses and other elements of their curriculum);
- all courses in the programme (including their place in the curriculum and learning outcomes);
- all nominated instructors.

#### eTools for Student Application and Selection:

The technical service of the management of the process of student application and selection is organized by the University of Pavia (see Appendix B).



### eTools-environment

The additional eTools-environment is run and maintained by the University of Business and Technology (UBT) (i.e, server, hosting of software etc.). This eTools-environment includes the following services and infrastructure:

- hosting and maintenance of servers and software
- email-service for students
- eLearning platform
- eLibrary
- plagiarism control
- ePortfolio
- platform for online questionnaires.

### Information about EuroPS

All EUPs include the offered EuroPS jDegree Programme in their regular information systems programme. Together, the EUPs support the information activities organised by the CB. These information activities encompass:

- the design of printed materials to be used by the EUP;
- the continuous update of the website [www.euro-ps.org](http://www.euro-ps.org) and an email service to all coordinators. The website contains information about the curriculum, learning outcomes, application procedure and selection criteria, possible mobility tracks, the academic profile of the EUPs and their contribution to the course programme, as well as the policy for quality assurance of the programme and available grants for students.
- the presentation of the Joint Degree Programme at international study fairs and MA study programme databases.

The website [www.euro-ps.org](http://www.euro-ps.org) is hosted by UBT. It is managed and updated by the European University of Tirana (UET). UET is also responsible for printed materials and digital templates for advertisements and other purposes (PowerPoint-slides, business cards etc.).

## **8 Participation Costs and Business Plan**

The EUP applies its regulations on participation costs to all students registered in the PoSIG curriculum for the period of their active study at that institution, but not during study periods where students are attending another EUP. Students can find information about the participation costs policy of all EUPs at [www.euro-ps.org](http://www.euro-ps.org).

Regarding the costs for the administration of EuroPS:

- The EUPs agree to send their local coordinator, local QM-expert, and one student to the annual meeting of the relevant boards, defined in Article 6, at their own expense.
- The coordinating partner hosting the Executive Director of the EuroPS JD Programme will receive 500 € per EuroPS graduate for his/her activities. Only EUPs in which the alumnus studied

during the course of his/her studies contribute to this amount i.e. if the student was enrolled in four EUPs, the contribution will be 125 € per EUP and term.

- The EUPs agree to charge no costs for the operative management and technical support of the jDMS, application system, website and learning environment to the EUP consortium for the duration of this contract (see Article 9).

The EUPs will apply for national and international funding to finance local services for the EuroPS Joint Degree Programme and for grants for students (and probably instructors) participating in the Programme (Erasmus+ joint Degree Grants, Jean Monnet Network etc.).

The EUPs must prove their capacity to fulfil the requirements of the PoSIG curriculum and this Agreement.

## **9 Duration, Amendment, Review and Termination of Agreement**

This Agreement shall be in force from 1 July 2016 and be binding upon the parties until 30 October 2021. It shall be subject to revision, modification or renewal by mutual written agreement.

The Agreement may be terminated at the request of either institution, provided such a request is made in writing at least twelve months before the termination becomes effective for the EUP. Any termination of the Agreement must take into account the rights of the students already participating in or accepted for any exchange to complete the parts of the study programme, which will be carried out under the responsibility of the host institution.

In the event of a breach by a consortium partner (Defaulting Party) of its obligations under this Institutional Agreement or the Contract, which is irremediable or which is not remedied within 30 calendar days of a written notice from the Coordinating Institution, the other parties in the CB may jointly decide to terminate this Institutional Agreement with respect to the Defaulting Party. Any and all access rights granted to the Defaulting Party shall cease immediately. The project work of the Defaulting Party shall be assigned to the other parties or those nominated by them and acceptable to the CB.

The CB can decide about the inclusion of another HEI to the EuroPS consortium on the basis of a proposal of the coordinating EUP.

An evaluation of this Agreement will be initiated by the coordinating EUP at least twelve months prior to its expiration, to ascertain if the Programme should be continued and, if so, how it might be improved.

## **10 Application of the Law**

This Institutional Agreement shall be construed according to and governed by the law of Austria.

## **11 Conflict Resolution**

In case of conflict between the EUPs resulting from issues regarding the implementation of the Joint Degree Programme, the parties involved shall make the effort to come to an amicable arrangement quickly and in the spirit of good cooperation. If no amicable solution can be reached, the EUP will accept a mediation process. If conflicts cannot be resolved in this manner, the matter shall be decided in accordance with the jurisdiction of Austria.

**IN WITNESS THEREOF** this Agreement has been signed by the proper officers of each institution.

Institution: University of Salzburg

Nominated EuroPS Coordinator: Franz Kok

email address: franz.kok@sbg.ac.at

Date: Univ.Prof.Dr. Erich Müller

Seal: Vice Rector for Teaching

### **Appendices**

Appendix A: PoSIG curriculum

Appendix B: Criteria and procedure for student selection

Appendix C: Convention for the conversion of grades

Appendix D: Quality Management Handbook

Appendix E: jDMS-documentation

Appendix F: Teaching Handbook

including forms for course and module description

Appendix G: Student services and student elections

Appendix H: Diploma supplement

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**Appendix 2b:**

**Partner Agreement**

Criteria and procedure for student selection:

- i. Application form



# Application Form

## Joint Master Political Science –Integration & Governance

Attach here a  
passport size picture

### 1. Student Personal Information: *(typewrite your data on this form)*

Family name:

First name:

Date of birth: d d / m m /y y

Sex (male/female): M ☐ F ☐

Place of birth (city):

Country of birth:

Nationality:

Marital status: single Children: No: 0

### 2. Address:

Permanent postal address:

Skype contact:

City:

Country:

Telephone:

Email:

### 3 Language competences: Mother Tongue:

English Language certificate:

score

Teaching language or previous studies

Other languages	I am currently studying this language		I have sufficient knowledge to follow lectures		I would have sufficient knowledge to follow lectures if I had some extra preparation	
	YES	NO	YES	NO	YES	NO
1. English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

#### 4. Academic Background:

I graduated Bachelor Degree in \_\_\_\_\_ at the University name of the University

Main subjects / Major: \_\_\_\_\_ Level ---

A Name of exam	B Number of European Credits (ECTS) or equivalence	C Local Grade

#### 5. two References (at least one academic):

Referee<sup>1</sup>: Title surname \_\_\_\_\_ name \_\_\_\_\_ phone \_\_\_\_\_

fax \_\_\_\_\_ email \_\_\_\_\_

Name of the university of the referee:

Referee<sup>2</sup>: Title surname \_\_\_\_\_ name \_\_\_\_\_ phone \_\_\_\_\_

fax \_\_\_\_\_ email \_\_\_\_\_



---

Name of the university/organization of the referee:



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#### **7. field of specialization and mobility options**

Field of specialization I:

Field of specialization II

1<sup>st</sup> semester (Ljubljana, Pavia or Salzbur):(in order of preference)

2<sup>nd</sup> semester (Ljubljana or Salburg) (in order of preference):

3<sup>rd</sup> semester:

4<sup>th</sup> semester:

#### **8 Motivation statement (max 500 words)**





**9. Application form and attachments checklist:**

- |   |   |
|---|---|
| <input type="checkbox"/> copy of diploma and translated Transcript of records | <input type="checkbox"/> Complete application form;     |
| <input type="checkbox"/> Curriculum Vitae (europass);                         | <input type="checkbox"/> 2 Recent letters of reference; |
|   | <input type="checkbox"/> Photocopy of passport/ ID;     |

**10. I, the undersigned NAME SURNAME, confirm and guarantee that all the data and information contained in this application form and in all the attachments are accurate and complete.**

Date: DD / MM /YY Student Signature: \_\_\_\_\_

**11. Application form and all the attachments must be merged in one PDF file of Max. 5 MB**

**EuroPS-Accreditation 2016**  
**Joint Master's Programme in Political Science – Integration and Governance (PoSIG)**

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**Appendix 2b:**

**Partner Agreement**

Criteria and procedure for student selection:

ii. Process and criteria



#### Criteria and procedures for selection of Students (proposal).

- Applications will be opened from February 1<sup>st</sup> until May 15<sup>th</sup> ; students that haven't yet got their BA can apply and their admittance will be conditional upon obtaining a BA before August 31<sup>st</sup>.
- Pavia will be in charge of the technical management of applications and of the examinations of their eligibility (B.A. in Political Science and language requirements<sup>1</sup>) . Applications will be uploaded , with the required documents, on a common Website, fully accessible to all Program coordinators in all the Partner Institutions. Upon application students must pay a fee of 32 euros in a fund managed by the central coordinator and meant to cover the costs of administration
- Each application has to specify the selected fields of specialization (modules 2 out of 5 as defined in the curriculum) and in which university/ies (Ljubljana, Pavia , Salzburg) the student choses to attend the first and the second semester. He/she should also declare in which institution she/he is planning to spend the third and fourth semesters. This choice can be changed before the end of the second semester (by May 15<sup>th</sup>) .
- Each application has to include following documents:
  - Application form;
  - CV;
  - English language certificate or proof that BA level studies included at least 2 semesters in English ;
  - Copy of the Diploma and transcript of records;
  - 2 Letters of reference (at least 1 by an academic);

---

▪ <sup>1</sup> no student will be admitted with a level of language competence lower than B2. In terms of international certification :

Cambridge English First (FCE)

BEC Vantage

IELTS 5-6.5

TOEFL iBT 87-109

Michigan ECCE

PTE General Level 3

PTE Academic 59-75

Trinity ISE II

- Applications will be evaluated by the Committee of the coordinators of the Universities responsible for the first year. The first selection will be in Pavia, in May 2017. The Committee will elaborate a ranking of applicants in term of:
  - Completion of the credits referring to background knowledge required for the program, particularly with reference to the knowledge of quantitative and qualitative research methods Academic performance (final grade, exams' grades)
  - Motivation
  - Letters of reference
  - Interview
  - English language level

In particular students will be given a total score of up to 40 points (0-20 for pertinence of previous studies and academic performance, 0-20 for the interview)

- The Selection Committee will examine the documents, interview (via Skype) the applicants and produce a ranking of applications. The outcome of the selection will be circulated among all partners for comments and within 1 week a final decision on admittance will be taken by the Committee.
- Due to the absorption capabilities of 1st year's partner institutions, a maximum of 36 applications will be selected.
- At the moment of the selection of applicants, the Selection Committee will also take decisions on every single applicant deemed eligible about the equivalence of courses taken at BA level to meet the program's requirements in terms of competence in methods of political and social research. In case an admitted student hasn't acquired at the BA level the methodological skills required for the successful completion of the program, this deficit will be compensated for during the 1<sup>st</sup> year taking appropriate courses offered at BA . The acquired credits shall be counted as optional courses in the curriculum. In case the courses at BA level in Lubjana, Pavia or Salzburg are in the national language, the student should provide him/herself of the level of language knowledge required for Erasmus exchange students.
- Immediately after the committee meetings, students will be informed of the outcomes of the selection in order to be able to proceed to formalize their enrollment in the University before the beginning of the first semester.
- If selected, students will be enrolled in the university in which they' ll spend the first semester and required to pay the university's fees according to the University's regulations.
- The University's Erasmus Offices will provide the student information about visa requirements and other bureaucratic requirement, accommodation, language courses and all services offered to exchange students.
- Students must be aware of the fact that full attendance to teaching activities is strictly required for the first year and therefore the application of candidates working full or part time will be in principle excluded for the first year. In the second year students will be allowed to depart from the rule of full attendance to classes and seminars, but must in any case attend at least 70% of the teaching activities . Failure to meet this requirement in the first semester will lead to non-admittance to the defense of the MA thesis.

**EuroPS-Accreditation 2016**  
**Joint Master's Programme in Political Science – Integration and  
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**Appendix 2b:**

**Partner Agreement**

Criteria and procedure for student selection:

iii. Interview Evaluation

## EUROPS INTEVIEW FORM

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**Family name**

**First name**

---

**English language certificate:**

☐ Supplied      ☐ Not supplied

Teaching Language of previous studies \_\_\_\_\_

---

### Evaluation of Curriculum and Application

**Previous studies (B.A. DIPLOMA)** \_\_\_\_\_

Pertinence of previous studies    ☐ low (1)                      ☐ average (5)                      ☐ high (10)                      \_\_\_\_\_

Exam marks                      ☐ low (1)                      ☐ average (5)                      ☐ good (10)                      \_\_\_\_\_

motivation                      ☐ low (1)                      ☐ average (3)                      ☐ good motivation (5)                      \_\_\_\_\_

Reference letter                      ☐ average (3)                      ☐ good (5)                      \_\_\_\_\_

Total (3 to 30)

---

### Interview evaluation

**1 to 3** *unsuitable* candidate

**4** *borderline* candidate

**5 to 7** *average* candidate

**8 to 9** *good* candidate

**10** *ideal* candidate

Academic potential (logical, analytical, argumentative and critical capabilities)

Total (1 to 10)

---

Curriculum  
(1 to 30)

Interview  
(1 to 10)

**TOTAL SCORE**

Specific observations of the commission: \_\_\_\_\_

---

\_\_\_\_\_

\_\_\_\_\_

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**Appendix 2c:**  
**Partner Agreement**  
Convention for the conversion of grades



## EuroPS-grading scheme

former ECTS scale (-2009)	former ECTS scale (-2009)	Albania	UET	Austria	Bosnia	SSST	Italy	Kosovo	Macedonia	Slovenia
EXCELLENT – outstanding performance with only minor errors	A	10	A/10/96-100 A-/10/91-95	1	10	A+/10/100-96 A/10/95-91	30-30 (cum laude)	10	10/A/91-100	10
VERY GOOD – above the average standard but with some errors	B	9	B+/9/86-90 B/9/81-85	2	9	A-/9/ 90-86 B+/9/ 85-81	28-29	9	9/B/81-90	9
GOOD – generally sound work with a number of notable errors	C	8	B-/8/76-80 C+/8/71-75	3	8	B/8/80-76 B-/8/75-71	25-27	8	8/C/71-80	8
SATISFACTORY – fair but with significant shortcomings	D	7	C/7/66-70 C-/7/61-65	4	7	C+/7/70-66 C/7/65-61	22-24	7	7/D/61-70	7
SUFFICIENT – performance meets the minimum criteria	E	6/5	D+/6/56-60 D/6/51-55 D-/5/46-50 E/5/41-55		6	C-/6/60-56 D/6/55-51	18-21	6	6/E/51-60	6
FAIL – some more work required before the credit can be awarded	FX	4	F/4/1-40	5	5	F/5/50-0	-17	5	5/F 0-50	5
FAIL – considerable further work is required	F							<		



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**Appendix 2d:**  
**Partner Agreement**  
Joint Degree Management System

Information System



Public / Web

jDMS

MOODLE

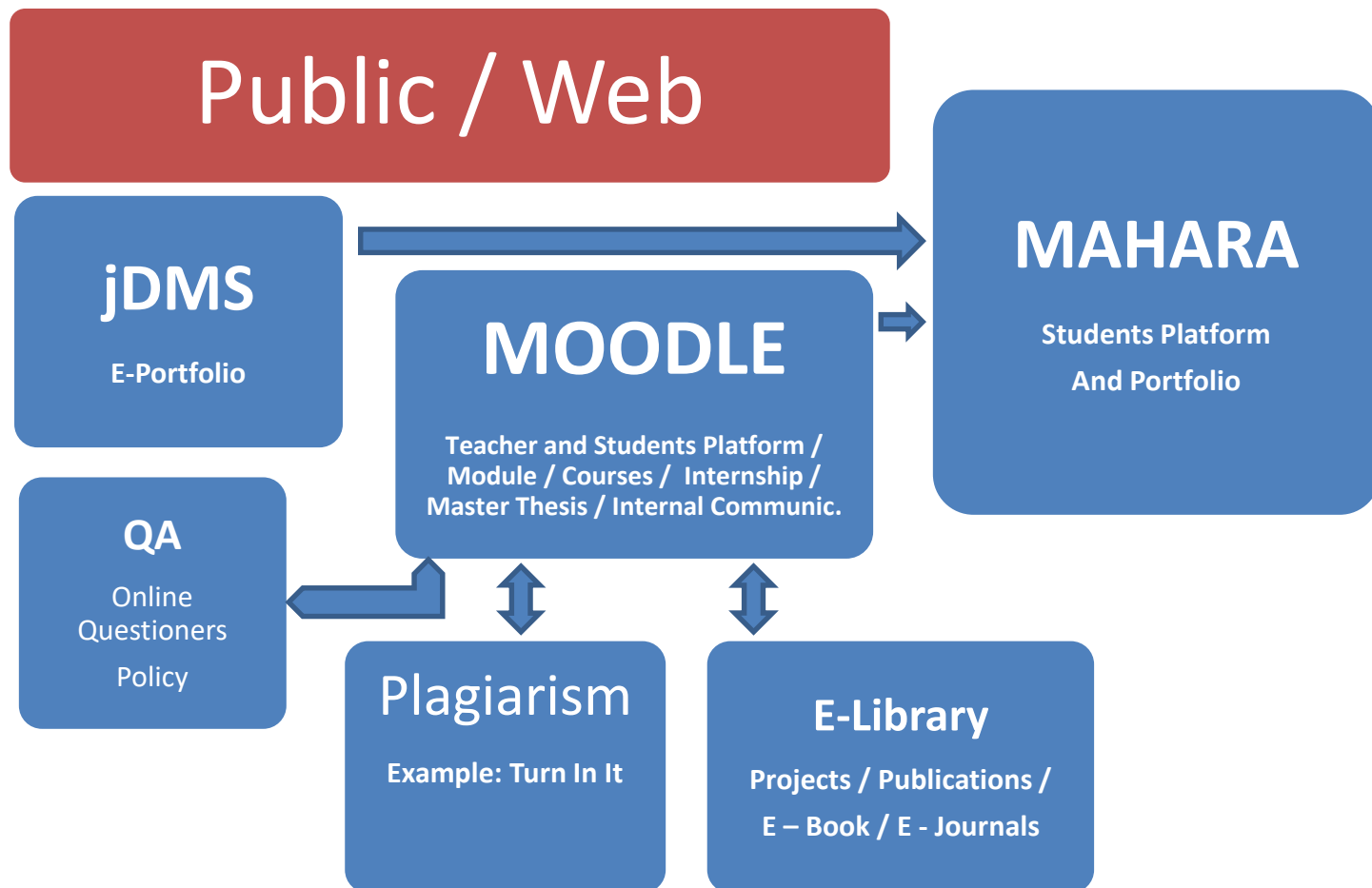
MAHARA

QA

Antiplagiarism

E-Library

## Information Flow



# Joint Degree Management System - jDMS



## jDMS Examination form

Joint MA Degree in Multilevel Governance - [www.europs.org](http://www.europs.org)

Degree giving

Universities:

UniA

UniA StudentID

UniB

UniB StudentID

UniC

UniC StudentID

UniD

UniD StudentID

EuroPS Executive Director approved.

Sign/Date

Name of student:	e-mail:
EuroPS registration ID:	birthdate:

Module	Course						
	EuroPS Course ID	University Course ID	Title	ECTS	University	Date of report	ECTS grade
Module 1:			Basic Texts Modulname	6			
Name			Course I	6			
18 ECTS			Coure II	6			
				18			
Module 2:			Basic Texts Modulname	6			
Name			Course I	6			
18 ECTS			Course II	6			
				18			
Compulsory courses:			Methods I	6			
			Methods II	6			
			Thesis seminar	6			
Internship:			Statement of completion	6			
24 ECTS				24			
Compulsory elective courses:			Advanced Methods				
			Applied Politics	6			
6 ECTS							
Optional courses			Course I				
24 ECTS			Course II				
			Course III				
			Course IV				
			....				
				24			
MA thesis title:	Text...		Name Supervisor I		University		
			Name Supervisor II		University		

EUP

jDMS  
Student  
Register

EUP

EUP

EUP

jDMS  
Course  
Register

# Joint Degree Management System - jDMS



euroPS		Joint MA Degree in Multilevel Governance - www.europs.org						
Degree giving University		UniA	UniA StudentID		UniB		UniB StudentID	
		UniC	UniC StudentID		UniD		UniD StudentID	
EuroPS Executive Director approved.		Sign/Date						
Name of student:				e-mail:				
EuroPS registration ID:				birthdate:				
Module	Course							
	EuroPS Course ID	University Course ID	Title	ECTS	University	Date of report	ECTS grade	
Module 1:			Basic Texts Modulname	6				
Name			Course I	6				
18 ECTS			Course II	6				
				18				
Module 2:			Basic Texts Modulname	6				
Name			Course I	6				
18 ECTS			Course II	6				
				18				
Compulsory courses:			Methods I	6				
			Methods II	6				
			Thesis seminar	6				
Internship:			Statement of completion	6				
24 ECTS				24				
Compulsory elective courses:			Advanced Methods					
			Applied Politics					
6 ECTS				6				
Optional courses			Course I					
24 ECTS			Course II					
			Course III					
			Course IV					
			....					
				24				
MA thesis title:	Text...		Name Supervisor I		University			
			Name Supervisor II		University			

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**Appendix 2e:**  
**Partner Agreement**  
Quality Management Handbook



# EuroPS Handbook Quality Management

Please note: This document in some parts is still a draft. It is still to be worked on in some details in the second year of the EuroPS-Erasmus+-project.

## Abbreviations used in this document

ECA	European Consortium for Accreditation
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EUP	EuroPS Project Partners
HEI	Higher Education Institution
JDMS	EuroPS Joint Degree Management System
PoSIG	Joint Master's Programme in Political Science – Integration and Governance
QA	Quality Assurance
QM	Quality Management
QMS	Quality Management System
TtT-WS	Train the Teacher Workshop

## 1 Introduction

The EUP have different academic and teaching cultures, along with various quality requirements, and this might present a challenge for creating an integrated and joint degree. Therefore, a shared understanding of quality management and good teaching practices, as well as the appropriate use of tools for teaching and for QA, is necessary in order to guarantee the curriculum meets common standards. A shared QMS will provide the basis for the ongoing cooperation between the EUP, as well as for the predictability of the curriculum both for students and for the labour market. An effectively established QMS at all EUP will ensure the same levels of quality among them, resulting in better acceptance and reputation of the entire programme by instructors, students, academic institutions, as well as the labour market.

This document provides a summary of all quality management measures implemented for the EuroPS master's program. It is **intended primarily for the quality managers** at all EUP. But it can also serve as a reference to all coordinators, curriculum designers, instructors and even students. The latter can use it should they need to remind coordinators, administrators and/or instructors of the standards that need to be fulfilled.

In particular, the aims of implementing a QMS for EuroPS are

- to assure a vital quality circle (see below);
- to establish and maintain a shared understanding of quality and QM;
- to support and supervise the EuroPS curriculum development and the application for its accreditation;
- to develop and assure QM capacities, esp. among members of the QM Board (see below);
- the provision, maintenance and use of various QM-tools (as described in the following sections).

This QMS was designed in accordance with relevant documents, esp. with

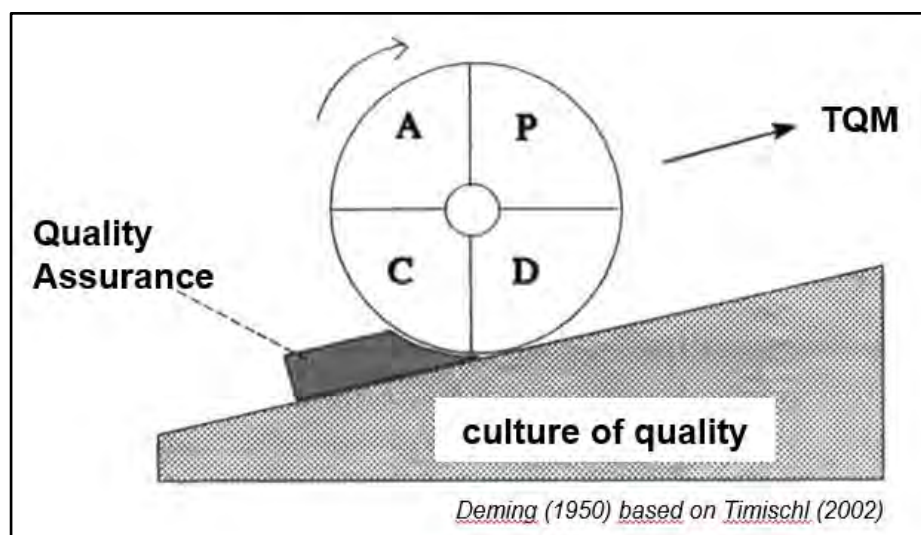
- the Standards and Guidelines for Quality Assurance in the European Higher Education Area ([ESG](#));
- relevant ECA-guidelines (esp. the Framework for Fair Recognition of Joint Degrees).

## 1.1 The quality circle (PDCA)

The revised ESG require HEI (among other points) to

- have a "Policy for quality assurance" (Standard 1.1)
- "monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned." (1.9)
- "undergo external quality assurance in line with the ESG on a cyclical basis." (1.10)

This refers to the standard model for a QMS in higher education. This is a quality circle known as the Deming- or the PDCA-circle. This QM-"dogma" requires institutions to continuously set targets (Plan), to take measures to realise these targets (Do), to check whether the targets are met (Check), and to draw conclusions on the basis of these checks on how to adapt measures and/or set new targets (Act).

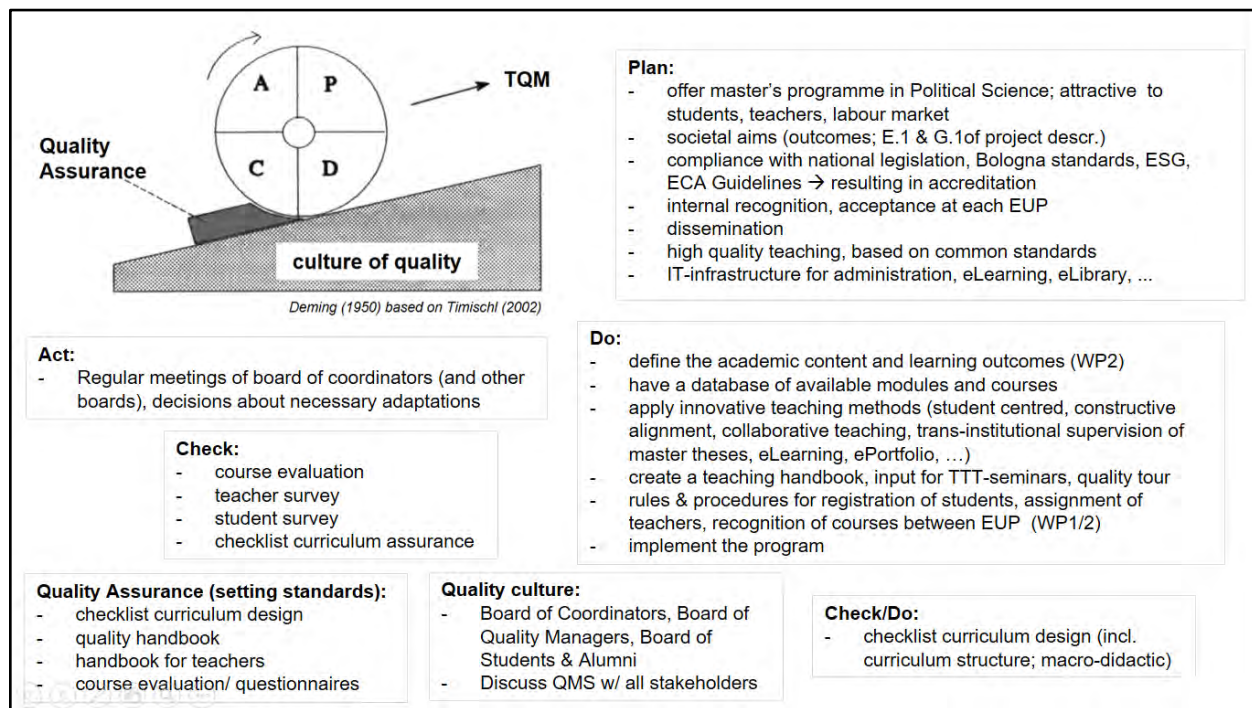


The quality circle should be grounded in a culture of quality, meaning that every member of an institution or a programme should be aware of quality-related issues, and know how quality is assured and continuously enhanced. All members, or their representatives, should be involved in discussions relating to quality and quality management.

## 1.2 Overview of the EuroPS QMS

By adapting the quality circle to EuroPS our QMS can be summarized as follows. The individual measures and procedures will be described in the following sections:





### 1.3 Quality Managers - Quality Assurance Board

To assure the ongoing implementation of the QMS each EUP nominates one Quality Manager to the Quality Assurance Board. After being accepted he or she will

- be involved in discussions and decisions regarding the whole QMS and the tools mentioned in this handbook.;
- be responsible for the local implementation and maintenance of these quality tools;
- take part in meetings of the quality members, i.e. meetings of the Quality Assurance Board.

The Quality Assurance Board will

- consist of all
  - EuroPS-quality managers,
  - the EuroPS Executive Director (as Head of the Coordinators Board), and
  - two representatives from the Student Board;
- meet annually at least, or more often if there are any quality related issues requiring a meeting (probably online);
- be in constant communication via an online discussion board and/or via eMail;
- monitor the implementation of the entire EuroPS programme, and to this end use the appropriate tools described in this document;
- prepare an annual EuroPS-QA-report which will summarize the monitoring, evaluation and survey results;
- discuss any quality related issue regarding the programme and its implementation, and if needed make suggestions for adjustments to the Coordinators Board.

### 1.4 Quality weeks I and II

[To be updated in due time:] The first and the second meeting of the Quality Board will take place during the "quality weeks", which will be held in Sept./Oct. 2016 (Skopje) and spring 2017 (Sarajevo), in order to have extensive discussions about foreseeable quality issues and about the status of the implementation of all tools described in this

document. Between the two meetings collaborative work will be done (long-distance) on the tools and their documentation. These meetings should constitute an important step towards the establishment of the EuroPS quality culture.

[To be updated in due time:] In regard to the above, this document can only be a draft and will be completed as a version 1.0 after the second quality week.

[In due time: Move to a section "Findings and Outputs"]

### 1.5 Quality inputs during the TtT-WS and quality tour

During the module related meetings (EuroPS work package 4 to 8), the EuroPS quality managers provided input to participating instructors, addressing the following topics:

- the QMS as a whole;
- design of the entire study program;
- teaching and learning environments;
- expectations regarding module and course descriptions, esp. focusing on how to write proper learning outcomes.

(Working notes of the given presentations can be found [here](#).)

[To be updated in due time:] Furthermore, in spring 2017, the EuroPS quality managers will offer at least one day-long workshop in every city with one or more EUP. This workshop will aimed at local instructors, local quality managers, and local administrative staff, and will mainly be focused on the appropriate usage of the EuroPS teaching and learning environment as documented in the [EuroPS teaching handbook](#).

## 2 Curriculum Design

### 2.1 Checklist curriculum design

To support the curriculum designers in work package 2 resp. the module designers in work packages 4 to 9 the quality team composed a checklist regarding the design of joint degree (master's) programs. This checklist largely builds on the results of other EC-funded projects, such as JOIMAN, ECA-guidelines, and (at this time) the current results of the Yerevan Ministerial Conference. The checklist is available [here](#) (together with the latest working notes). There is also a short version of [checklist essentials](#).

### 2.2 Forms for module and course descriptions; writing proper learning outcomes

To ensure uniform descriptions of modules and courses, the quality team developed two different forms to be used by module designers and prospective instructors (participating in the TtT-meetings in spring 2016). Additionally, significant effort has been put into the writing of proper learning outcomes:

- [Form for module descriptions](#)
- [Form for course descriptions](#)
- [Definition/overview of learning outcomes](#)
- [How to write proper learning outcomes](#)

### 2.3 Selection of courses

During and after the TtT-WS that took place for each module in spring 2016 (work packages 4 to 9), participating module coordinators and instructors worked on their respective module descriptions, as well as on the description of the course to be offered within these modules. These modules are:

- Comparative Politics
- International Relations
- European Integration

- Political Theory
- Public Policy & Administration

These descriptions were additionally developed for teaching Methodology and for the MA thesis supervision.

The module descriptions were acknowledged by all participants of the TtT-WS and then submitted to the EuroPS coordinators. The course descriptions were submitted to the module coordinators who reviewed their academic and didactic quality, and to the EuroPS coordinators who assessed them in terms of formal criteria (according to the form for course descriptions). After this process of QA, not every course was accepted for the first round of the implementation of EuroPS. However, they can be resubmitted for the second year or cycle.

After the implementation of the first study year (and after the accreditation of the program), the Coordinators Board and the Quality Management Board will continue with an annual selection of courses. The same process and criteria will be applied.

## 2.4 Accreditation

The EuroPS-curriculum is subject to an accreditation process that began in summer 2016 following the European Approach for Quality Assurance of Joint Programmes (EHEA Ministers, 2015). The accreditation process is organised by the Agency for Quality Assurance and Accreditation Austria ([www.aq.ac.at](http://www.aq.ac.at)). The self-evaluation report will be completed by November 2016. A site visit will take place in early December 2016.

## 3 Student Selection - Criteria and Process

The criteria and procedure for selecting students were discussed repeatedly during the TtT-WS and meetings of the Coordinators Board, and are now available [in a separate document](#).

## 4 Teaching Environment - Shared Model of Good Teaching – Teaching Handbook

As the institutions participating in the EuroPS consortium come from various cultural backgrounds, it is to be expected that they will have different assumptions about what constitutes good teaching practices. Therefore, in order to ensure that teaching is conducted at a high level at all institutions, a shared concept of good teaching methodologies is needed. Due to that and based on discussions in the appropriate meetings and on the requirements of the joint degree programs curriculum, as well as common international standards, a model and hence a handbook for good teaching has been developed and adopted. It can be found [in a separate document](#).

This teaching handbook

- provides an overview of the EuroPS ICT-teaching environment, and offers guidelines on how to use the following:
  - eLearning platform
  - ePortfolio platform
  - anti-plagiarism software
  - the JDMS (EuroPS administration)
- offers general guidance to instructors involved in the EuroPS, including how to apply the ECTS properly, and how to make use of the ECTS for one's own teaching.
- is the foundation for previous and any upcoming instructor trainings.

## 5 Tools/Measures for QA

### 5.1 Course evaluation

The University of Salzburg has a set of questionnaires to be used for course evaluation which has been in use since approx. 2000, and which has been tested and validated in several works (Lengenfelder et al, 2004; Lengenfelder,

2011). The questionnaires have also been added to the (Tempus-funded) “Manual for the Establishing of a Framework for Quality in Higher Education” (Eckl et al, 2011).

Three versions of the questionnaires are available:

- questionnaire for lectures;
- questionnaire for student centred courses;
- questionnaire with open questions, i.e. direct feedback to the lecturer.

Templates of these questionnaires are available in the “[Manual for the Establishing of a Framework for Quality in Higher Education](#)”, pp. 17 to 19. They are also available as separate files (in a new translation) from the following links:

- [Salzburg course evaluation lectures](#)
- [Salzburg course evaluation seminars](#)
- [Salzburg course evaluation open questions](#)

The legal rights to these questionnaires are held by Lengenfelder et al. (2004).

As announced in the EuroPS project proposal, these questionnaires will be expanded to include items focusing on the achievement of intended learning outcomes—more precisely, on the learning outcomes of the module a course belongs to (if that is the case). These items are available in [this document](#).

For the evaluation of all EuroPS-courses, the respective questionnaires will be implemented in the JDMS as **online-questionnaires** and will be made available to students **regularly at the end of each term**. Students will receive an email containing all necessary instructions. It goes without saying that all received feedback will be treated completely anonymously.

Quantitative survey **results** (results from questionnaires with “closed” questions) will be made available to individual lecturers, but will also be monitored by the Quality Management. A report with an overview of all relevant quantitative results will be delivered to the EuroPS Executive Director and to the Coordinators Board. If the results are negative, it is their responsibility to respond to them (e.g. to discuss negative results with individual instructors or find new instructors for the course in question).

effects on course selection of the next year; agreement between coordinator(s board) and single teacher;

no central publication; but if one partner wants to publish their results of their teachers ...

## 5.2 Instructor survey

In order to learn about the views and opinions of EuroPS-instructors on the EuroPS-programme, and the respective teaching and learning environments, they will be asked to complete a short questionnaire at the end of [each term OR each study year]. It will be delivered via the EuroPS-JDMS. The EuroPS-Quality managers will summarize their responses and discuss them with the Coordinators Board, with the aim of continuously improving the EuroPS/PoSIG-programme and its teaching and learning environment.

The questionnaire prepared by the EuroPS quality managers is available on [this page](#). In any case, the questionnaire has to be open to changes in order to be able to focus on upcoming and current issues.

## 5.3 Student survey

Similar to the instructor survey, students will also be asked repeatedly about their views on the EuroPS-teaching and learning environment and the programme as a whole. This survey will also be delivered via the EuroPS-JDMS. In this case, the survey will be delivered at the end of each term. The answers to this questionnaire will also be collected and summarized for the Coordinators Board.

The questionnaire prepared for the student survey is available on a [separate page](#). This one will also be open to changes in order to be able to focus on upcoming and current issues.

#### 5.4 Exit poll & alumni survey

[To be updated in due time:] At a determined time we will also design an exit poll (a survey addressing recent graduates) and an alumni survey (asking graduates for feedback and a report on their careers after they graduated).

#### 5.5 Platform for delivering online questionnaires

[To be updated in due time:] Course evaluations, as well as instructor and student surveys (and future surveys) are delivered as online questionnaires via the JDMS. Addressees of surveys will receive an email whenever there is a new questionnaire available for completion.

#### 5.6 Curriculum assurance

There is always a risk when teaching courses for the joint master's programme EuroPS/PoSIG that personal experience, personal preferences, local traditions, etc. will outweigh the joint curriculum. Therefore, several measures have been implemented through which this issue will be closely monitored.

- First, while preparing for the implementation of EuroPS, every single course had to be approved by module coordinators as well as by the EuroPS Coordinator in order to be accepted to EuroPS. Several courses have been rejected, e.g. because they were not at the appropriate level (undergraduate level) or because they were not within the scope of the curriculum.
- This type of review will be performed whenever a specific course programme for an upcoming year is planned by the Coordinators Board.
- The course evaluation contains a section asking for the contribution of a single course to the learning outcomes of a module it belongs to. ???
- Furthermore, both the instructor and student survey contain questions asking if courses are taught within the scope of EuroPS/PoSIG. ????
- ... .. teaching handbook ... ..
- Additionally, EuroPS-coordinators and the EuroPS-quality managers can scan through students' ePortfolios to get an overview of their progress (.

#### 5.7 Monitoring JDMS-Data & Workload-Monitoring

Part of the EuroPS QA will also be monitoring JDMS-Data. Data which could be used to arrive at certain includes:

- the number of courses per EUP;
- the number of students in courses;
- dropout and success-rates, student progress (individual course, module, overall);
- received grades, distribution of grades (too many good grades? too many bad grades? ...);
- grading of courses over time;
- time to graduation;
- Paper presentation/publication, participa...

Monitoring an effective **student workload**, as well as the time necessary for the completion of the programme (in terms of semesters needed), will also be part of the course evaluation and the planned student survey.

#### 5.8 Responsibility for data analysis

The quality board will decide for the accreditation period ahead the responsibility for data analysis. ....

#### 5.9 Use of QA data - regular QA reports

The results of all questionnaires and surveys, as well as results gained from monitoring JDMS-data, will be the basis for an annual EuroPS quality report which will be compiled after each academic year by the EuroPS quality managers and delivered to the EuroPS coordinators before relevant meetings of the Coordinators Board (assuming that the Coordinators Board will meet annually, at least, before each winter term).

## 6 Check with ESG

The EuroPS-QMS should be in accordance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ENQA, 2015). In order to ensure that this is the case, the following criteria in (the relevant) Part 1 of the ESG are used and are listed below together with a short note on their implementation.

1.1 Policy for quality assurance	The EuroPS-QMS is described in this document.
1.2 Design and approval of programmes	See Section 2 on Curriculum Design and Accreditation.
1.3 Student-centred learning, teaching and assessment	In this document this is subject of section 4 (teaching environment) but is elaborated in a separate document, called the <a href="#">teaching handbook</a> .
1.4 Student admission, progression, recognition and certification	This is mentioned in Section 3 but is elaborated in detail in the EuroPS Agreement, signed by all EUP.
1.5 Teaching staff	The process of course selection and hence the selection of instructors, is described in Section 2.3. Information regarding staff development can be found in 1.4 and 1.5, as well as in the teaching handbook.
1.6 Learning resources and student support	Learning resources are described in the Teaching Handbook. Student support is partially described in Appendix G of the EuroPS Agreement (Appendix G: Student services and student elections).
1.7 Information management	The EuroPS-information management is described in Appendix E of the EuroPS Agreement (JDMS-documentation).
1.8 Public information	For public information esp. the web site <a href="http://www.euro-ps.org">www.euro-ps.org</a> is available.
1.9 On-going monitoring and periodic review of programmes	See section 5, esp. subsection 5.8 of this document.
1.10 Cyclical external quality assurance	The EuroPS-accreditation is described in section 2.4.

## 7 References

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**Appendix 2f:**  
**Partner Agreement**  
Teaching Handbook





## EuroPS Teaching Handbook

Please note: This document is a first draft. It is still to be developed and expanded in the second year of the EuroPS-Erasmus+-project.

### Abbreviations used in this document

ECA	European Consortium for Accreditation
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EUP	EuroPS Project Partners
HEI	Higher Education Institution(s)
JDMS	EuroPS Joint Degree Management System
QA	Quality Assurance
QM	Quality Management
QMS	Quality Management System
TtT-WS	Train the Teacher Workshop

### 1 Introduction - the EuroPS good teaching approach

EuroPS is the collaboration between ten Universities, coming from Albania, Austria, Bosnia-Herzegovina, Italy, Kosovo, Macedonia, and Slovenia. The aim is to jointly offer a study program of high quality. Across the involved HEI and even more across the involved lecturers various assumptions about good teaching will be found. Therefore for high quality teaching a shared concept of good teaching methodologies is needed. One of the basics of this shared model is the principle (or what nowadays even can be called *the dogma*) of *constructive alignment*, i.e. the paralleling of intended outcomes, assessment methods and teaching methods. Taking into consideration this simple basic principle assures a range of other modern teaching requirements as mentioned in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ENQA, 2015) or in the ECTS Users' Guide (EC, 2015). Some of these core requirements and principles are summarized in the next sections.

This handbook now will support all instructors and also administrators involved in following the EuroPS teaching approach, by ...

- giving some background information,
- collecting relevant common regulations (local regulations are not included!),
- elaborating the requirements and possibilities of the EuroPS teaching and learning environment,
- giving examples for some good teaching approaches.

## 1.1 The European Approach to Higher Education

The European higher education systems today are very much influenced by a set of Europe-wide reforms. Especially this is the **Bologna process** and the **European Credit Transfer System** as well as regulations and or standardisations given by the **Qualifications Framework of the European Higher Education Area** (QF-EHEA, i.e. Dublin Descriptors) and the **European Qualification Framework for Lifelong Learning** of the European Union (EQF-LLL). Finally the QMS of the European HEI are nowadays very much influenced by the aforementioned **ESG**.

“Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.” (ESG 1.3: Student-centred learning, teaching and assessment’)

Some of the most **important effects these reforms** have on higher education in Europe are the following, **being of relevant for administration, lecturers and students**:

- **Comparable degrees:** The various higher education systems agreed to come up with a system of comparable degrees (i.e. the bachelor, the master and the PhD), enabling alumni to work in the whole European Higher Education Area (EHEA).
- **Student centered learning:** “From the sage on the stage to the guide on the side” is one famous saying out of this context, meaning that it is no longer enough to stand in front of students and give monologous talks, but rather to think about how to support students learning by providing the information they need, giving them assignments that support their learning and to apply assessment methods that are appropriate to the learning outcomes intended.
- **Intended learning outcomes:** Formerly when thinking about what students should learn lecturers thought which parts of their expertise they will share with them - more or less. Now it should be considered what students should be able to do after completing a course, a module, a whole study program - talking about the competencies to be acquired.
- **Employability:** One important aspect of the intended learning outcomes is to have - at least on program level - explicit aims and statements regarding how alumni of this program might find their ways to the economy and the labour market.
- **Workload/ ECTS credits:** Hours spent in class are not that important anymore. Today we talk about ECTS credits, i.e. the average workload students might need to acquire an intended learning outcome, taking into consideration student centered learning, taking into considerations the time students need for preparation for a lecture, for learning afterwards, for working on assignments, for preparing for an assessment etc.
- **Transfer of credits:** To enhance mobility of students credits acquired in one institution can be transferred to another institution.
- **Accreditation:** In many countries study programs are checked by quality assurance agencies for several criteria (the ESG as the most important one). One important aspect of this check is whether learning outcomes fit the level regarding the QF-EHEA or the EQF-LLL.
- **Quality management:** HEIs came up with internal QMS that should be in accordance with the ESG (part 1), resulting in single quality measures (see [here](#) the EuroPS QA-measures as described in the EuroPS QMS-handbook). That also includes that the internal QMS has to be checked frequently by an external quality assurance agency that itself applies the relevant set of the ESG (part 2) to its work and by itself is frequently undergoing external quality assurance (ESG, part 3). Many of these QA-agencies are registered in the European Quality Assurance Register for Higher Education (EQAR).

## 1.2 EuroPS as a EC-funded joint study programme

One specific aspects beneath all these developments is the possibility to establish joint study programmes (or joint degrees, double degrees, multiple degrees). Very often joint programmes are initially supported by a EU-funded grant, especially in the course of Erasmus+. This is the case for EuroPS that is supported by the European

Commission under Erasmus + Key Action 2 “Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education” (Erasmus+ Capacity Building Project 561485 - 2015-2017).

### 1.3 Requirements for instructors

EuroPS-instructors are required firstly to teach and administer their courses in accordance with **local regulations**, but further on to fulfill the **additional EuroPS standards** as elaborated in this handbook. The latter can **very shortly be summarized as follows**:

- As a EuroPS-instructor you are required to set and address **learning outcomes** on a master level (i.e. level 2 of the [Dublin Descriptors](#) or level 7 of the [EQF](#)), according to the PoSIG-curriculum and your appropriate module description.
- Your assessment methods and respectively your teaching methods have to be in accordance with the defined intended learning outcomes; i.e. to teach in **constructive alignment**.
- “Criteria for and method of assessment as well as criteria for marking are published in advance” (ESG 1.3) in a proper form, i.e. in your Moodle course and in the local student information system.
- As you are teaching in a joint study program you are expected to **collaborate with your colleagues** in the EuroPS network.
- Further on the joint program requires you **to support and help develop to the network of students**, to have them to get to know each other, to collaborate in presence at your location but also virtually within the whole network.
- The best way to support this is to **design appropriate course assignments** that require the students to work together.
- This is also a good way to **foster student centered learning**, what is also a basic requirement.
- As PoSIG is a master's programme EuroPS-instructors are furthermore encouraged to promote a **research guided teaching** approach and to involve students in **discovery learning**.
- You are also required to **use the ICT-infrastructure** provided by the EuroPS-network like the eLearning-environment, the ePortfolio-tool, eLibrary, plagiarism detection tool. You can also use the joint degree management system (JDMS) to retrieve information on students and courses.
- And you are required to regularly evaluate your courses (student course evaluation, administered by the quality board).
- As the whole programme is taught in English proper **English proficiency** is required (level C1 or better).

The way you fulfill these requirements has to be described in the **form for course description** (see section 2).

In the sections below you can find several hints on how to do all that.

## 2 Regulations regarding module and course descriptions (syllabus)

### 2.1 Writing proper module and course descriptions

The EuroPS-programme designers (i.e. coordinators board), module coordinators and EuroPS-instructors are obliged to use the following linked forms when writing

- [Module descriptions](#)
- [Course descriptions](#)

By doing so they have to take into consideration the appropriate definition of learning outcomes as [defined in this document \(Learning Outcomes - Definitions.docx\)](#). Further on they should follow this [how-to-document on writing proper learning outcomes](#), mostly based on the work of Bloom (1956) and Kennedy et al. (2007).

### 2.2 Proper use of ECTS

The European Credit Transfer System (ECTS) is widely known as a measure for study programs, modules and courses. The basic idea is that a study year is equivalent to a work year of an employee and as such ranges (from country to country) from 1.500 to 1.800 hours per year. As in many countries the standard value for an academic

year is set with 60 ECTS credits 1 credits equals 25 to 30 working hours (not meaning academic hours with 45 minutes) (ECTS users guide, 2015, p. 10). Further on in many countries it is set that a Bachelor's programmes consist of 180 credits and Master's programmes of 120 credits (but variations can be found; see ECTS users guide, 2015, p. 19).

To build up a study programme ECTS credits are allocated to modules, courses, the thesis and other requirements for students (e.g. internships). As ECTS credits are a measurement of time they indicate the amount of workload that can be expected from an average students for all requirements to complete a course or a module. So if your course has 6 ECTS credits that means that you can expect 150 (up to 180, depending on local ECTS regulations) hours of workload from the average participant of your course incl. class attendance, reading, preparation for exams, assignments etc.

It is strongly recommended to come up with a calculation about how the available workload will be used in your course and to communicate this to (prospective) students via the course description (see an example in the [form for course description](#)).

### 3 Guideline for Seminars of Excellence

The work during the TtT-WS in spring 2016 should also result in **suggestions** to the EuroPS-managers for the **seminars of excellence** (SoE) to be held between March 2017 and September 2017 at Western Balkan partner Universities. As "seminars of excellence" should be selected some of the courses described as mentioned above. Seminars of excellence mainly are an opportunity to invite colleagues from Salzburg, Pavia and Ljubljana (ideally for six days) to join seminars to be held in Western Balkan partner institutions during the summer semester 2017. **Please note:** There is no need to plan something additionally; colleagues from Salzburg, Ljubljana and Pavia should be invited to join regular classes you are teaching following the idea of twin teaching, of class mentoring, resulting in the exchange of ideas regarding all aspects of teaching: learning outcomes, assessment methods, teaching methodology, contents, eLearning, .... Travel costs and costs of stay are covered by the EuroPS fund..

Furthermore please take into consideration the following from the EuroPS-application: "Guest teaching to guarantee best practice will be organised as twin-teaching with cooperation of a guest teacher from EU and a teacher from WB. Guest teacher from EU visits WB institution for 1 week [note: has been changed]. Seminars are designed as seminars of excellence. Teaching material made available on e-learning platform. E-learning platform is used and tested. Web 2.0 tools (chatroom, skype 2.0 conferences) are used for communication between teachers. Syllabus and Teaching material is available for all PP for adoption and use. The seminars are offered for best performing Bachelor Students recruited by the WB institutions and – where MA is implemented – work as interface between BA and MA (about 25 students participating in SoE)".

Please also **upload your SoE-proposals** to the corresponding forum in your [Moodle-WP](#). Please describe for each SoE: seminar selected, involved teachers (i.e. SoE-team), target audience (i.e. expected students), contents to be taught, topics to be exchanged about, ...

### 4 General didactical approach - how to teach EuroPS - teaching dogmas

As already mentioned in section 1 of this document there are several expectations and requirements to EuroPS-instructors. Some of these requirements are related to didactical issues. Find in the following subsections a compilation of the basic didactical EuroPS requirements:

#### 4.1 Dogma A: Teaching for Learning Outcomes (LO)

"The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students." (ENQA, 2015; ESG 5.1: learning and teaching).

As mentioned in section 1 “as a EuroPS-instructor you are required to set and address learning outcomes on a master level (i.e. level 2 of the [Dublin Descriptors](#) or level 7 of the [EQF](#)), according to the PoSIG-curriculum and your appropriate module description”. In [this very important EuroPS-document](#) instructors can find an overview over the different frameworks that should be considered when writing the learning outcomes of a EuroPS course:

- Firstly courses have to be based on the defined **learning outcomes of the module** they are taught for. Modules have to apply to the **learning outcomes designed for the whole programme**.
- “There are two European Qualifications Frameworks: the Framework for Qualifications of the European Higher Education Area (QF-EHEA) and the European Qualifications Framework for Lifelong Learning of the EU (EQFLLL). Both frameworks use learning outcomes to describe qualifications (e.g. Bachelor, Master, Doctor) and are compatible with each other as far as Higher Education is concerned (QF-EHEA cycles 1, 2 and 3 correspond to EQF-LLL levels 6, 7 and 8) and cover qualifications at ISCED levels 6, 7, 8. In the QF-EHEA, three main cycles, as well as a short cycle, are identified and described by the so-called Dublin Descriptors, in terms of: applying knowledge and understanding, making judgments, communication skills, and learning to learn.” (ECTS Users Guide, 2015)  
The whole EuroPS-programme, its modules and courses have to comply with criteria of [QF-EHEA](#)-cycle 2 and [EQF-level](#) (i.e. the criteria for learning outcomes for master programmes).
- Further on the EuroPS coordinators came up with a shared [model for subject related and generic competencies](#) to be addressed in EuroPS learning outcomes. To consider not only subject related learning outcomes but also generic competencies is important as students (or future alumnis) have to succeed in a labour market (in the broader sense) where e.g. communication competencies, competencies to collaborate with colleagues, competencies to organize your work, competencies to develop required competencies etc. are very required.
- And finally the different **levels of the Bloom model** for learning outcomes have to be considered and addressed (not necessarily every level, but the appropriate ones).

#### 4.1.1 Definition of competence and learning outcome

In the use of the two terms “competence” and “learning outcome” we’ll follow the European Commission’s ECTS-users guide 2015 (EC, 2015):

“Across the EHEA, the terms ‘learning outcomes’ and ‘competence’ are used with different shades of meaning and in somewhat different frames of reference. For the purpose of this Guide: Competence means ‘the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy’ (Recommendation 2008/C 111/01). Competences can be generic or subject-specific. Fostering competences is the object of a process of learning and of an educational programme. Learning outcomes express the level of competence attained by the student and verified by assessment. They are ‘statements of what a learner knows, understands and is able to do on completion of a learning process’ (Ibid.). They are formulated by academic staff, involving students and other stakeholders. In order to facilitate assessment, these statements need to be verifiable.” (EC, 2015, p. 22)

#### 4.1.2 Writing proper learning outcomes (very important!)

On writing proper learning outcomes it is very strongly recommended to follow the manual by Kennedy et. al (2007):

- Whole manual:



Kennedy, D., Hyland, A. & Ryan, N. (2007). Writing and Using Learning Outcomes: a Practical Guide. [http://sss.dcu.ie/afi/docs/bologna/writing\\_and\\_using\\_learning\\_outcomes.pdf](http://sss.dcu.ie/afi/docs/bologna/writing_and_using_learning_outcomes.pdf)

- The most important elements of this manual are summarized in [this EuroPS-document](#).

Kennedy et al. (2007) is very much based on Bloom et al. (1956) and following works building on this model. Here is one simple example for the use of this model:

Level	Definition	Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	The student will define...
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	The student will explain....
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	The student will write an instructional objective for...
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	The student will compare and contrast the cognitive and affective domains
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	The student will judge the effectiveness of...

#### 4.2 Dogma B: Constructive Alignment

“The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.” (ENQA, 2015; ESG 1.2: assessment of students)

The main theoretical underpinning of the outcomes-based curriculum is provided by Biggs (2003). He calls the model constructive alignment which he defines as coherence between assessment, teaching strategies and intended learning outcomes in an educational programme (McMahon & Thakore, 2006)

So the basic idea of constructive alignment is that students should be taught what they will be assessed on. It's very simple: students learn for assessments. To put it in an example: If you have Bloom high learning outcomes (e.g. analysing, evaluation) and are even teaching appropriately but are then assessing student's performance with a multiple choice test focusing on the knowledge and comprehension level something does not fit together. Or as Kennedy et al. (2007) points out:

“(...) there are three basic areas involved in the constructive alignment of any module:

1. Clearly defining the learning outcomes.

2. Selecting teaching and learning methods that are likely to ensure that the learning outcomes are achieved.
3. Assessing the student learning outcomes and checking to see how well they match with what was intended.” (Kennedy et al., 2007, p. 68).

As said the idea of constructive alignment is based on a book publication by Biggs (2003). This book even inspired a series of videos “Teaching Teaching & Understanding Understanding” that is [available on Youtube](#) and highly recommended to be watched.

For details on how to teach in constructive alignment it is strongly recommended to have a look on chapter 4 of [Kennedy et al. \(2007, pp. 57\)](#).

#### 4.3 Collaboration with colleagues

As you are teaching in a joint study program you are expected to collaborate with your colleagues in the whole EuroPS network. This collaboration can and should be in teaching as well as in research. Good opportunities to do so are:

- During the implementation phase of EuroPS (until 2017/18): Prepare a EuroPS-seminar of excellence (see [section 3](#) for details). During a seminar of excellence you can get to know colleagues quite close and have time to come up with ideas for collaboration.
- Apply for shared classes so that one can visit a colleague and give classes together.
- Have shared eLearning classes. EuroPS has its own eLearning platform giving you good opportunities to have collaborative classes from a distance.

#### 4.4 Collaboration with students, fostering collaboration between students

Further on the joint program requires you to support and help develop to the network of students, to have them to get to know each other, to collaborate in presence at your location but also virtually within the whole network. A good way to foster that is to give them appropriate assignments, requiring them to work together (see next section).

#### 4.5 Assignments

The best way to support the collaboration of students is to design appropriate course assignments that require the students to work together. During the Train-the-teacher-Workshops in Salzburg, Ljubljana, Pavia we have seen many examples for assignments challenging student collaboration:

- E.g. a simulation of negotiations and controversy in the European Parliament, where students have to prepare position, research information for this, present their positions in front of a bigger group, ask the right questions, etc. etc.
- A special kind of simulation is a “Moot Court” [...]
- [... more examples ...]

#### 4.6 Dogma C: student centred teaching - and the use of ECTS

“Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.” (ENQA, 2015; ESG 1.3: student centred learning)

And in the respective guidelines to this ESG-standard:



Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints." (ibid.)

In the 2015 ECTS users guide student centred learning is defined as

"A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking."

Again student centred learning is very much connected to the assignments your are planning for your students. Be aware that student centred learning approach and resp. good assignments demand a big amount of counselling. You can not only prepare your lecture, give a talk to your students and have an exam at the end; you have to read through their papers, have conversations, discuss with them, look at their posters etc.

A quite famous quote around educational scientists and Bologna-people puts it like this:

"You have to get from the sage on the stage to the guide on the side." (common saying)

#### 4.7 Use of ICT

You are also required to use the ICT-infrastructure provided by the EuroPS-network like the eLearning-environment, the ePortfolio-tool, eLibrary, plagiarism detection tool and the Joint Degree Management System (JDMS). Please see for details in the following sections.

Overview over the various eTools and how they are integrated with each other:

	Focus	"Owner"	Purpose/Use
<b>jDMS - Joint Degree Management System</b>	the whole program	coordinators (consortium)	EuroPS students-, course- and records-administration
<b>EuroPS-Moodle (eLearning)</b>	the single course/lecture/seminar;	single teacher or team of teachers	teaching, course management/administration (e.g. also students course records)
	counseling of master thesis	single counselor or team of counselors	counseling, management/administration of master theses
<b>EuroPS-Mahara (ePortfolio)</b>	the single student or also alumni	single student	show what I've learned about, show my competencies, ... (development and/or



			presentation ePortfolio), reflect my learning progress (reflection portfolio)
<b>Anti-Plagiarism-Platform</b>	written works (seminar papers; master theses)	single teacher or team of teachers; /// single counselor or team of counselors	check for plagiarism
<b>eLibrary</b>	Literature	consortium	find literature

#### 4.7.1 JDMS

The joint degree management system (JDMS) is in place for the operational management of the Eu-roPS JD Programme. This IT infrastructure is run and maintained by the University of Business and Technology (UBT) in Pristina. The JDMS includes a register of:

- all PoSIG students, including their gradebooks (examination results related to modules, courses and other elements of their curriculum);
- all courses in the programme (including their place in the curriculum and learning outcomes);
- all nominated instructors.

The important point in this context here is that it is not necessary for the single student or instructor to work directly with the JDMS. In fact you can follow your internal procedures regarding student and course administration (incl. grading). Only EuroPS-coordinators will administer relevant data to the JDMS.

#### 4.7.2 eLearning

EuroPS instructors are required to use eLearning tools for their teaching. To support this we have a learning management system, based on the widely used Moodle, that is available via <http://europs.ubt-uni.eu/>. User data will be sent to you from our partner UBT.

For details about Moodle and how to use it please see the eLearning section below ([section 7](#))!!

#### 4.7.3 ePortfolio

For students an ePortfolio-system is available. In this system students can collect all their works and share them with colleagues and instructors or even people outside the system - if they want to. With this system they can show defined addresses what they achieved during their studies. Furthermore students are required to report the whole thesis counselling process in the ePortfolio.

Teachers do not have an active role in this context but can support and encourage students to use the ePortfolio.

Also regarding the ePortfolio systems details are available in a separate section below ([section 8](#))!

#### 4.7.4 eLibrary

[...]

#### 4.7.5 plagiarism detection

[...]

#### 4.8 Regularly evaluate your courses

The EuroPS consortium provides a set of tools for the evaluation of EuroPS-courses. The forms will be delivered to you and/or your students in time. The whole setting is documented and available via the [Quality Handbook](#).

#### 4.9 use of EuroPS forms

The most important forms for lecturers are the ones pointed at in "[2.1 Writing proper module and course descriptions](#)".

### 5 Assessment

"Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
  - The criteria for and method of assessment as well as criteria for marking are published in advance;
  - The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
  - Where possible, assessment is carried out by more than one examiner;
  - The regulations for assessment take into account mitigating circumstances;
  - Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
  - A formal procedure for student appeals is in place."
- (Yerevan Ministerial Conference - 2015 - Revised Standards and Guidelines ESG 1.3)

Talking about assessment the first thing to take into consideration is that **assessment determines how and what students learn!** - This also is the core idea of constructive alignment (see above). Therefore (once again):

- plan your teaching from your learning outcomes,
- then plan how these learning outcomes can be assessed
- and then plan how you can teach to help your students to achieve the learning outcomes, i.e. to pass your assessment.

A few **aspects of following this dogma** - especially in a Master's programme with only seminars and no lectures - are:

- assess students not only with one single examination but with several assessments (e.g. a midterm test, presentations, participation in discussions, proof of literature studies, participation and performance in a group project). Plan to assess students continuously.
- to communicate students the assessment methods planned from the very beginning of your class (in the online course catalog, in the moodle course)..
- to clearly communicate how the ECTS credits of your class are allocated to single assessments (for a demonstration of this see "Example II" in the [EuroPS-form for course descriptions](#)).
- to give students proper feedback that helps to improve their future learning.

**Examples** for proper assessment methods are included in the "didactical settings" in [section 9](#).

In fact in EuroPS we have to **deal with a variety of local teaching and assessment traditions**. Therefore we can only ask EuroPS instructors to assess students within the scope of your local regulations by taking into consideration the elements from the quote above (ESG 1.3).

### 6 Counseling of Master thesis

All the requirements for the counseling of master thesis are defined in two separate documents:

- Regulations in the curriculum and the partner agreement
- Steps to the master thesis by Reinhard Heinisch ([.doc](#))
- Syllabus for master thesis seminars ([.doc](#))

## 7 eLearning

[...]

### 7.1 EuroPS-eLearning platform

EuroPS uses the eLearning platform “Moodle”. It is available via <http://europs.ubt-uni.eu/>.

For a **comprehensive documentation** of this learning management system please have a look on <https://docs.moodle.org/>.

### 7.2 Tools available in EuroPS-Moodle

In Moodle all the standard tools one expects from a learning management system are available; e.g.

- post news to students
- eMail to all students of your course
- have live chats with students
- provide students with documents/papers/articles/...: ...
- have discussion boards (forum)
- collect students assignments and papers
- post questionnaires to students
- post assignments to students
- let students collaborate, e.g. in a forum or in a shared document (wiki)
- keep records of assignments and grades
- ... etc. ...

A full documentation is available via <https://docs.moodle.org/>.

### 7.3 From a didactical point of view: Scenarios, examples

[...]

#### 7.3.1 EuroPS-Moodle as info- and exchange platform for all students and teachers involved

On a big “meta”-course we should have:

- all information relevant for students and teachers
- all basic documents (curriculum, agreement, requirements for mobility, requirements for internships, requirements for master theses, ...)
- discussion boards for various topics
- records/profiles of all students and teachers
- i.e. the EuroPS-facebook

#### 7.3.2 EuroPS-moodle for the traditional seminar (with student presentations and the like)

- ...
- turn in topics first
- post drafts to forum
- prepare discussion questions in forum
- post PPT to forum.

### 7.3.3 Using Moodle to Manage Master theses and the Master Seminar

Example from another joint curriculum program:

#### Organisation of the Master's Thesis Seminar

September 14 through September 17, 2015



##### Your MA Thesis Topic

Please tell me your MA-Thesis topic here by August 30. This will be helpful for organizing the MA-Thesis seminar.



##### COSOPO MA Thesis Seminar 2015

This document outlines the formal requirements of the MA-Thesis seminar. They are obligatory for all COSOPO students. For substantive advice on how to write the MA-Thesis proposal, please consult the advisors of your MA Theses, the last section of the class "Comparative Approaches in Social Policy", and the documents and advisory texts below.



##### MA Thesis Proposals

Please Upload your Masters Thesis Proposal here before the MA-Thesis Seminar, such that all participants have the chance to take a look at it.

You can upload several documents here, so if you wish, you can also upload the PPPs of your presentation.

#### Information on How to write Project Proposals

- Some useful hints once assembled by me (mm)



[Moving toward the Thesis 2015 File](#)

- How to find your topic and formulate your research question



[Booth 3 4 Topics to Questions to Problems groß File](#)

- [Hennink Formulating Qualitative Research Questions File](#)



[Wonka 2011 Concept Specification File](#)

- [Additional information in preparation of the MA Thesis Seminar: Providing constructive feedback File](#)
- 

- On Literature Reviews



[Booth 6 Engaging Sources File](#)

- [Knopf 2006 Doing a Literature Review File](#)



[Hart 2001 Doing a literature Review File](#)

- 
- Other people's advice






- Here are a few pieces of advice on how to write your MA-Thesis proposals, written by other scholars in

the field

- Please don't be put off by the fact that some of these texts refer to dissertation proposals. We are all aware that you are planning to write MA-Theses, i.e. much smaller projects, but the principles of how to present your projects in a proposal are the same for a MA-Thesis.

-  [HowtoWriteResearchProposals File](#)
-  [WritingProposals File](#)
-  [Hall on Writing Comp Pol Dissertations File](#)
-  [Przeworski Salomon on the Art of writing Dissertation Proposals File](#)
-  [Kilbourn 2006 Dissertation Proposals File](#)
-  [Van Evera Diss Proposals File](#)
- 

- **Information on how to write the Master's Thesis Itself**

-  [Inga Gaižauskaitė on Scientific Work and MA Thesis File](#)
-  [Information on Research Projects \(MRU\) File](#)
-  [Additional information on writing research papers \(from UTA\) File](#)
-  [Booth 7 10 Supporting a Claim File](#)
-  [Hennink The Cyclical Process of Analysis File](#)
-  [Hennink Writing Qualitative Research](#)

## 8 ePortfolio

Within a modern didactical model which is mainly focused on learning outcomes (competencies), new ways of reflecting, communicating and presenting one's competences can be of use. One such new way is the use of ePortfolios.

With the use of the ePortfolio-platform students will be able to ...

- collect various pieces of work (artefacts)
  - to keep
  - to reflect upon
  - to communicate about
  - to show in a presentation portfolio
- show selected artefacts to
  - other students (potentially of all partner institutions)
  - teachers (of all partner institutions)
  - selected people outside of partner institutions (made available as a webpage via personalised hyperlink); the public

With the use of the ePortfolio-platform teachers will be able to ...

- foster student interaction across institutions
- use ePortfolios for continuous learning of students and for the presentation of major results (development ePortfolio & presentation ePortfolio)
- use scenarios for effective use of the ePortfolio-platform by students/teachers/all others involved in EuroPS

## 8.1 EuroPS-ePortfolio platform

The EuroPS-ePortfolio platform is provided by the open source ePortfolio-software "Mahara". Mahara is a widely used ePortfolio software, which gives the learner great control about visibility and accessibility of his or her ePortfolio. It is possible to connect Mahara to the LMS (learning management system) Moodle using a software plugin called "Mahoodle" including SSO (single sign on) to access both platforms without the need of separate logins.

## 8.2 Scenarios, examples

ePortfolio-scenarios:

1. Personal use (student)
2. Classroom use - ePortfolio as an accompanying tool for courses/lectures/seminars (course)
3. Institutional use - ePortfolios as a tool for performance evaluation, monitoring and grading (institution)

ad scenario 1 - personal use:

- Reflecting the learner's learning progress in a journal ("learning diary")
- developing metacognitive competences (developing successful learning strategies)
- Sharing parts of the ePortfolio with colleagues incl. discussion in (closed or semi-open) groups
- Using the ePortfolio for presentation purposes (e.g. presentation of projects, presentation of the development of his/her studies, presentation of (master) thesis, presentation portfolio for job hunting)

ad scenario 2 - classroom use:

- Use as a communication and discussion tool for courses/lectures/seminars (groups, personal messaging)
- Using journals for reflection and documentation of assignments (viewable by teacher only or for all participants of the course)
- Parts of the student's ePortfolio are used for performance evaluation and grading

Ad scenario 3 - institutional use:

- The student's ePortfolio is used for performance evaluation, monitoring and grading of his/her study
- The ePortfolio is a central presentation platform for the tasks of all courses/lectures/seminars
- All evaluation and grading is based on the student's ePortfolio

Some examples of public ePortfolios:

[https://www.diigo.com/search?adSScope=my&what=eportfolio\\_beispiele](https://www.diigo.com/search?adSScope=my&what=eportfolio_beispiele)

## 8.3 Expectations to EuroPS-lecturers

Students are expected to use the ePortfolio-platform in the ways mentioned above.

Therefore teachers are expected to:

- review artefacts when invited to by a student
- use the ePortfolio for papers and the like to be worked out by students
- encourage students to use the ePortfolio for collaboration between each other
- ...

## 8.4 EuroPS-ePortfolio: Portability, connectivity and expandability

Portability (Export and import of ePortfolio content):

- Export of student's ePortfolios can be provided as "Standalone HTML website" or in "Leap2A standard format" and then re-imported into another Mahara-Server or any other Leap2A-compliant system.

Connectivity:

- Mahara and Moodle: It is possible to connect Mahara to Moodle using a software plugin called “Mahoodle” including SSO (single sign on) to access both platforms without the need of separate logins.

Expandability:

- The functionality of Mahara can be enhanced by the use of “plugins”. Many Plugins are programmed by the community of Mahara users and supporters and can be downloaded and used for free.
- List of available plugins: <https://wiki.mahara.org/wiki/Plugins>
- Examples for useful plugins:
  - “Europass”-Plugin
    - Europass = A Life Long Learning Portfolio of documents containing the descriptions of all learning achievements, official qualifications, work results, skills and competencies, acquired over time, along with the related documentation
    - Source and download: <https://wiki.mahara.org/index.php/Plugins/Artefact/Europass>
  - “LinkedIn”-Plugin
    - Allows to connect to your LinkedIn profile and extract (view) your LinkedIn profile Data.
    - Source and download: <https://wiki.mahara.org/wiki/Plugins/Artefact/LinkedIn>

## 9 Didactical Settings - Examples for Teaching Approaches

[only basically drafted]

### 9.1 Simulation: European Parliament

IN the course blablabla we had the objective ....

### 9.2 Panel discussion - Seminar with classical debates

[Lisa]

Examples grading scheme:

- 70 % seminar thesis
- 30 % debate during panel discussion

### 9.3 Case study teaching

[Marijana] The case method combines combines two elements: the case itself and the discussion about the case (<http://serc.carleton.edu/sp/library/cases/what.html>).

### 9.4 Flipped/Inverted classroom

[Stefan]

### 9.5 Simulation

(In Marketing: Develop a new program)

Members of an international organisation; negotiation with member states, ...

Instead of an internship; simulating internship

## 9.6 Learning by teaching

## 9.7 Approaches for research guided teaching

## 9.8 Grading of a written papers

[Example by Adnan for Independent Study Project]

## 9.9 ePortfolio based work in the single course

[Stefan?]

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**Appendix 2g:**  
**Partner Agreement**  
Student services and student elections



## Support for EuroPS Students

### **A. Support of student participants**

The local EuroPS coordinator is responsible for assisting students with study-related issues for participating in the “Joint Master Programme in Political Science – Integration and Governance”. Regarding logistic support, the International Offices of the EUP will offer a variety of services to EuroPS students, as listed below. In case that a EUP does not have an International Office, the local coordinator will take care of these supportive activities.

The programme’s webpage (<http://www.euro-ps.org>) provides links to the student support contacts at each partner university.

#### **- WELCOME POLICIES**

After EuroPS students made their choice for their hosting EUP during the following semesters, they will be issued an admission letter notifying their admittance to the EUP. This letter may be required to obtain entry or residence documents by the representative authorities of the chosen host country (consulate or embassy).

Approximately two months before the start of the semester, EuroPS students will receive an e-mail with the most important information for their stay at their hosting EUP. Each student is thus required to be legible via e-mail.

#### **- ACCOMMODATION REQUIREMENTS**

The hosting EUP will offer support in finding accommodation via their International Offices. Students are responsible for choosing their accommodation. The accommodation shall be paid out of their own funds.

#### **- LANGUAGE ASSISTANCE**

All EUP have language courses in their native language available. Students can decide to participate in language courses. Language courses that are not part of the Curriculum may be subject to extra fees.

- **HEALTH INSURANCE**

Health insurance is in the responsibilities of students. In case that students participate in scholarship programmes, they follow the respective insurance policies, if these exist.

- **VISA ACQUISITION**

Students will obtain all information about entry and residence regulation. They will be provided a list of necessary documents for entering the host country. It is in the responsibility of the single student to collect these documents and submit them to the relevant authorities.

- **INTERNSHIPS AND ALUMNI NETWORK**

Each EuroPS student will be provided with a list of institutions, where the student can complete the obligatory 4-weeks internship. In case the student wishes to complete the internship with another institution, the Coordinators' Board will decide about it. Students will take care of accommodation and visa requirements for internships themselves.

The Coordinators' Board will assist the establishment of an alumni network for EuroPS graduates. The network will offer support for EuroPS students with regard to internships (counselling; suggestions; evaluation of internships).

- **ADDITIONAL SERVICES FOR STUDENTS**

Each EUP will provide additional student support related to thesis work and integration into the student body of each respective university. Local coordinators are invited to organize a Buddy-Network, where incoming EuroPS students are assigned a local student as "buddy" to help and guide through everyday life during the first weeks.

The International Offices or local coordinators will provide each EuroPS student with a checklist of issues to be taken care off upon arrival (registration at the university; payment of local fees; course registration; civil registration; IT services; etc.) as well as upon departure (transcript of records; cancellation of registration; etc.).

## **B. The election of student representatives**

Students are invited to elect their representatives (min. 1, max. 2), who constitute the student board (SB). The SB represents all students enrolled in the EuroPS programme. It is responsible for representing students' rights and interests and to monitor whether these are taken into consideration by the EUP, to support and review the suggestions and decisions of the Coordinators' Board and Quality Assurance Board, and to nominate one or two members to the Quality Assurance Board.

Elections will be held at the beginning of every winter and summer semester at each EUP, where EuroPS students are enrolled. The elections should be organized at least two weeks and latest four weeks after the beginning of the semester. It is up to the local EuroPS coordinators to organize the elections themselves in the course of welcome activities or ask the local student union to do so. If only one to two students are enrolled in a EUP, they are allowed to represent themselves.

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**Appendix 2h:**  
**Partner Agreement**

**Diploma:**

- i. Example Joint Degree Certificate

Univerza Universitas  
v Ljubljani Labacensis



Rector of the  
University of  
Ljubljana



Dean of Faculty of Social and  
Cultural Science



Rector of European University of  
Tirana



Dean of xxxx

with the official stamps and with their signatures confirm that

**Franz Josef KOK**

born 05 October 1962, Vransko (Slovenia)

based on the positive assessment of all exams and the master's thesis as set out in the curriculum for  
the

**JOINT MASTER POLITICAL SCIENC – INTEGRATION & GOVERNMENT**

**on (date of graduation)**

the student is awarded the degree corresponding to the following equivalent in the Joint Degree  
consortium:

<b>University of Ljubljana</b>	<b>Universität Salzburg</b>	<b>European University of Tirana</b>	<b>Sarajevo School for Science and Technology</b>
“Magister politologije”	Master of Arts (MA)	Master of Arts (MA)	Master of Arts (MA)

Rector of the  
University of Ljubljana  
Prof. dr. Ivan  
Svetlik

Dean of Faculty of Social and Cultural  
Science  
Ao.Univ.Prof.Mag.rer.soc.oec.Dr.phil.  
Martin Weichbold

Rector of European  
University of Tirana  
Prof. Dr. Tonin Gjuraj

Dean of xxxx  
Dr. Sabina Cehajic,  
Clancy - Associate  
Professor

No. / številka: XXX  
Place, date of  
issue

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**Appendix 2h:**  
**Partner Agreement**

**Diploma:**

- ii. Document containing all relevant information of all EUP for the Diploma Supplements

[illegible]



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**Appendix 3:**  
**Business Plan**

[illegible]

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**Appendix 4:**  
**Staff List**



## EuroPS Staff List

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
Dr.	Franz Kok	University of Salzburg - PLUS	Political Science	Erasmus Coordinator since 1991; Lecturer	Project coordinator.	Teaching Political Science (Methodology, Comparative Politics, Political System, Introduction to Political Science) for 25 years, coordinator of Political Science Studies at the University of Salzburg till 2013.  <a href="http://www.uni-salzburg.at/index.php?id=201155&amp;MP=93-44799">http://www.uni- salzburg.at/index.php?id=201155&amp;MP=93-44799</a>
Mag.	Günter Wageneder	University of Salzburg - PLUS	Office for Quality Management	Head of the office	Quality manager	Studied educational science at the University of Salzburg until 2010. He then was part of the team introducing eLearning and eTeaching at the University of Salzburg, being especially responsible for teaching methodology and evaluations. Since 2010 he is head of the office for Quality Management, being responsible for the Universities Quality Management System as a whole (including study programs, teaching, research, administration, ...).
	Jürgen Zahrer	University of Salzburg - PLUS	Department for the further development of the Campus Administration System.	Head of the department	Administrative staff (IT technician)	Jürgen Zahrer was department manager for information technologies, storages and databases at the central information services from 2003 to 2013. From 2014 on he is the head of the department for the further development of the Campus Administration System.

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b><i>Institution</i></b>	<b><i>Department</i></b>	<b><i>Position in institution</i></b>	<b><i>Position in EuroPS</i></b>	<b><i>Summary of relevant skills and experience.</i></b>
	Birgit Bahtić-Kunrath	University of Salzburg - PLUS	Political Science	Administrator	Administrator	<p>Birgit Bahtić-Kunrath works as coordinator, trainer, and researcher for the project euroPS/Curriculum Development Joint European Political Science MA. She holds a PhD in Political Science (2015, Salzburg/Sarajevo), a European Master's Degree in Human Rights and Democratisation (2008, Venice/Lund) and a diploma in political science (2007, Salzburg/Rennes). In her dissertation, she investigated corporate labor rights responsibility in foreign owned companies operating in Bosnia and Herzegovina. A research project on the role of Bosnia's institutional design for reform blockades in the course of a traineeship with the Council of Europe Field Office in Sarajevo made her an expert not only on labor rights in Bosnia but also on state building and democratization in post-conflict countries. Birgit also worked as lecturer assistant to the department chair of the Department for Political Science and Sociology at the University of Salzburg (2009-2013).</p>

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b><i>Institution</i></b>	<b><i>Department</i></b>	<b><i>Position in institution</i></b>	<b><i>Position in EuroPS</i></b>	<b><i>Summary of relevant skills and experience.</i></b>
MMag.	Stefan Karlhuber	University of Salzburg - PLUS		Academic seminar lecturer and trainer for adult education.	Administrative staff	Stefan Karlhuber is psychologist and communications scientist. He is academic seminar lecturer and trainer for adult education, NLP-Coach and NLP Master Practitioner. His main work fields are online- communication (didactic and meaningful use of social media, e-portfolios etc.) and face-to-face communication (rhetorics, presentation trainings). He is lecturer at different universities and independent trainer as well as speaker at congresses, conferences etc.
Dr.	Doris Wydra	University of Salzburg - PLUS	Salzburg Centre of European Union Studies	Executive Director	Teacher- European Integration	She holds a Master Degree in Political Science and a doctorate in Law from the University of Salzburg. She has extensive experience in teaching in courses on European Union politics, with a special focus on European Monetary integration, but also relations of the European Union with neighboring countries.  <a href="http://www.uni-salzburg.at/index.php?id=201295&amp;MP=93-44799">http://www.uni- salzburg.at/index.php?id=201295&amp;MP=93-44799</a>

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
Professor	Sonja Puntscher Riekmann	University of Salzburg - PLUS	Department of Political Science and Sociology	Professor of Political Theory and European Politics	Teacher- European Integration	<p>She is Jean Monnet Professor and academic director of the University's Salzburg Centre of European Union Studies (SCEUS/Jean Monnet Centre of Excellence). She did her PhD at the University of Vienna and her "habilitation" at the University of Innsbruck. Her publications include books, edited volumes and articles on European integration with a special focus on European democracy and more recently on European economic and fiscal issues. She recently won a major EU Horizon 2020 grant as coordinator of the project "The Choice for Europe since Maastricht".</p> <p><a href="http://www.uni-salzburg.at/index.php?id=201139&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201139&amp;MP=93-44799</a></p>
Professor	Andreas Dür	University of Salzburg - PLUS	Political Science and Sociology	Professor of International Politics	Teacher- International Relations Methodology and MA Thesis	<p>He holds a PhD from the European University Institute in Florence (2004). Dür has published a large number of peer-reviewed articles on trade policy, interest group politics and European integration, in leading journals.</p> <p><a href="http://www.uni-salzburg.at/index.php?id=201173&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201173&amp;MP=93-44799</a></p>
Assistant professor	Gabriele Spilker	University of Salzburg - PLUS		Assistant professor for international politics	Teacher- International Relations Methodology and MA Thesis	<p>She obtained her PhD at ETH Zurich in 2009. Her main research interest is in international relations and international political economy with a special focus on environmental politics and trade cooperation.</p>

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
						<a href="http://www.uni-salzburg.at/index.php?id=201303&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201303&amp;MP=93-44799</a>
Mag.rer.so c.oec. BA Political Science	Lisa Lechner	University of Salzburg - PLUS	Department of Political Science	Assistant	Teacher - International Relations Methodology and MA Thesis	Graduated at University of Innsbruck in Economics and Political Science and at Audencia Nantes - École de Management. Her previous research was about Effects of European Integration on FDI: The Central and Eastern European Countries. Her research now is focused on International Political Economy of trade.  <a href="http://www.uni-salzburg.at/index.php?id=201149&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201149&amp;MP=93-44799</a>
Dr.	Armin Mühlböck	University of Salzburg - PLUS	Department of Political Science	PostDoc	Teacher- Methodology and MA Thesis	He earned both his Master Degree (1999) and Doctorate (2011) at the Department of Political Science, University of Salzburg. In his research and teaching Armin Mühlböck focuses on democracy, Austrian politics, local and regional studies and empirical analytical research methodology.  <a href="http://www.uni-salzburg.at/index.php?id=201141&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201141&amp;MP=93-44799</a>



<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
<i>Assistant Professor</i>	Zoe Lefkofridi	University of Salzburg - PLUS	Department of Political Science	<i>Assistant Professor of Comparative Politics</i>	Teacher- Comparative Politics, Public Policy and Administration	Her teaching includes courses on comparative politics, the causes and consequences of unequal political representation, and national political parties' organizational and policy responses to European integration. She conducted her doctoral studies at the Institute for Advanced Studies in Vienna and the University of Vienna and holds MA and BA degrees from the Diplomatic Academy of Vienna, the College of Europe – Bruges and the University of Athens.  <a href="http://www.uni-salzburg.at/index.php?id=201147&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201147&amp;MP=93-44799</a>
Dr.	Mario Wintersteiger	University of Salzburg - PLUS	Departments of Political Science and History	Lecturer	Teacher- Political Theory Methodology and MA Thesis	Mario Wintersteiger received his degrees in political science at the University of Salzburg (Master's degree in 2007, Doctor's degree in 2011); started lecturing in 2009 (especially on the field of political theory and the history of ideas). His current research interests and recent publications focus on topics of political philosophy, political aesthetics and political myths.  <a href="http://www.uni-salzburg.at/index.php?id=201299&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201299&amp;MP=93-44799</a>
Professor	Reinhard Heinisch	University of Salzburg - PLUS	Department of Political Science	Chair of Austrian Politics Head of Department	Teacher- Comparative Politics Public Policy and Administration	He holds degrees from the Universities of Vienna (BA 1986), Virginia Tech (MA 1987), and Michigan State (PhD 1994). His work is focused on comparative party politics, especially comparative Populism and Euroscepticism, as well as labor market policies, issues

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
						<p>of European Integration and Human Rights and Democracy.</p> <p><a href="http://www.uni-salzburg.at/index.php?id=201157&amp;MP=93-44799">http://www.uni-salzburg.at/index.php?id=201157&amp;MP=93-44799</a></p>
Associate professor	Maria A. Confalonieri	University of Pavia - UPAV	Coordinator for International Student Mobility, and Coordinator of the PhD program in Political Science.	Associate professor of European Politics	Coordinator; Teacher-Political Theory	Her research interests cover European public policy, Euroscepticism, comparative political culture and gender studies.
MA	Salvatore Giglio	University of Pavia - UPAV	Department of Political Science	Erasmus vice-coordinator and Teaching Manager for the Master Course in World Politics and International Relations.	Quality Manager	He has been working in the internationalization field and didactics activities at the department of Political Science since 2005. He is graduated in Political science, M.A. in Strategic studies and a professional Master in Management of Quality in Higher Education.
Associate professor	Emanuela Ceva	University of Pavia - UPAV	Department of Political and Social Sciences	Associate Professor of Political Philosophy	Teacher-Political Theory	Her interests include questions of political obligation and dissent, theories of democracy and equal respect, political corruption, and issues of value conflict and procedural justice.

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b><i>Institution</i></b>	<b><i>Department</i></b>	<b><i>Position in institution</i></b>	<b><i>Position in EuroPS</i></b>	<b><i>Summary of relevant skills and experience.</i></b>
Associate professor	Ian Carter	University of Pavia - UPAV		Associate Professor of Political Philosophy	Teacher-Political Theory	Is responsible for the course in Ethics and International Relations. His research interests include the concepts of freedom, equality, rights, and respect for persons.
	Flavio Chiapponi	University of Pavia - UPAV	Department of Political and Social Sciences	Assistant Professor	Teacher-Political Theory	He teaches Political Communication. His research interests include populist parties and leaders, especially in Western Europe; theory of democracy; political communication and symbolism.
	Francesco Battegazzorre	University of Pavia - UPAV			Teacher-Political Theory	
Associate Professor	Katarzyna Gromek-Broc	University of Pavia - UPAV		Associate Professor	Teacher-European Integration	She got her Ph.D from EUI/Florence and other Postgraduate degrees from Paris II (Panthéon/Sorbonne). She taught widely in Europe, Asia, Australia and South America; she was a visiting professor at the Institute of European Studies of Macau, Golden Gate University, San Francisco, Stetson College of Law, Florida and many others. Her research interests include European law, comparative law, labour law, cross-border insolvency law, bioethics, and human rights. She has published widely in these respective areas.
	Ilaria Poggiolini	University of Pavia - UPAV			Teacher-European Integration	No bio info provided yet.

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
Professor	Miro Haček	University of Ljubljana - ULJU	Department of Political Science	Head of Department	Coordinator; Teacher- Comparative Politics; Public Policy and Administration .	He runs pre-graduate courses on the Introduction to Political System, Introduction to Public Administration, Comparative Civil Servants Systems, Comparative Politics and Comparative Local Government, as well as class at the postgraduate level, namely, Political and Administrative Management.
Assistant Professor	Simona Kukovič	University of Ljubljana - ULJU	Faculty of Social Sciences	Assistant Professor of Political Science	Quality Manager; Teacher- Comparative Politics; Public Policy and Administration .	She is assistant professor on the courses "Local Self-Government", "Leadership Theory" and "Introduction to Public Administration". She is COST action "LocRef" member. Her research focus encompasses political leadership, e-democracy and e-participation, regional and local self-government, administrative and political processes and institutions.
Associate professor	Žiga Vodovnik	University of Ljubljana - ULJU	Faculty of Social Sciences	Associate Professor of Political Science	Teacher- Political Theory.	His teaching and research focus on social movements, contemporary political theories and praxes, and the history of political ideas. Currently he serves as a Coordinator of MA program in Political Science – Political Theory.
Assistant professor	Boštjan Udovič	University of Ljubljana - ULJU		Assistant Professor in Diplomacy	Teacher- International Relations.	In the period 2006 - 2012 he collaborated in different courses, such as Diplomatic and Consular Relations, International Political Economy, Basics of the European Union, Negotiation techniques etc. His research experience covers mostly issues related to diplomacy, European Union and IPE.

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
Associate Professor	Samo Kropivnik	University of Ljubljana - ULJU	Institute of Social Sciences	Associate Professor of Social Sciences Research Methodology; Researcher	Teacher - Methodology and Project Management.	Teaches various courses on communication and political science research methodology and contributing mostly - but not exclusively - to research projects on political participation, communications and social stratification by dealing pragmatically with research approaches and designs.
Associate Professor	Tomaž Deželan	University of Ljubljana - ULJU	Faculty of Social Sciences	Associate Professor of Political Science; Researcher at the Centre for Political Science Research	Teacher - Public Policy and Administration .	His research interests include public policy analysis, corruption, citizenship education, citizenship regimes, political communication, youth, new modes of governance, parliamentary cohesion, electoral studies, gender, civil society and sustainable development.
	Vika Kuferšin Pušnik	University of Ljubljana - ULJU			Administrative staff;	Technical monitoring and administrative-financial management of the EU projects, preparation of financial reports and supporting documents.
PhD	Aneta Cekik	Ss. Cyril and Methodius University in Skopje - UKIM	Institute for sociological, political and juridical research	Associate professor of Political science	Coordinator; Teacher-European integration	She obtained her PhD on the topic of <i>Lobbying in the European Union and the small states</i> at the same institution. Her areas of interest include EU politics, EU lobbying, interest groups, democratization and EU accession, and ethnic conflict study. <a href="http://isppi.ukim.edu.mk/post.php?lang=en&amp;id=56">http://isppi.ukim.edu.mk/post.php?lang=en&amp;id=56</a>

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PhD	Marijana Markovik	Ss. Cyril and Methodius University in Skopje - UKIM	Institute for Sociological, Political and Juridical Research		Quality Manager; Methodology and Project Management	She holds MSci in Psychology and PhD in Communication at Ss Cyril and Methodius University. Her research interests are in area of Political communication, Political culture, Political ideology, Identity, Psychology of morality, Interpersonal communication etc. <a href="http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=49">http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=49</a>
PhD	Mirjana Najcevska	Ss. Cyril and Methodius University in Skopje - UKIM	Department of Political Science	Head of Department	Teacher- Public policy and administration	She teaches MA courses on Human rights and transformation of world politics, Human security, Administration and citizens and PhD course on Human rights and millennium development goals. <a href="http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=50">http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=50</a>
PhD	Bojana Naumovska	Ss. Cyril and Methodius University in Skopje - UKIM	Institute for Sociological, Political and Juridical Research	Assistant Professor	Teacher - Comparative politics	Bojana Naumovska completed her MA and PhD in Political science at the Institute for Sociological, Political and Juridical Research, Department of Political Science. Her areas of academic interests include Political Parties, Public Opinion, and Media and Politics. <a href="http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=51">http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=51</a>
Associate professor	Goran Janev	Ss. Cyril and Methodius University in Skopje - UKIM	Institute for Sociological, Political and Juridical Research	Associate professor of Social anthropology	Teacher- Political Theory	He has completed a DPhil in Social Anthropology at the Oxford University. His main research interests are within the field of political anthropology, ethnicity, nationalism, urban studies and public sphere and public space. <a href="http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=44">http://ispipi.ukim.edu.mk/post.php?lang=en&amp;id=44</a>

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PhD Candidate	Viktorija Jakimovska	Ss. Cyril and Methodius University in Skopje - UKIM	Institute for Sociological, Political and Juridical Research	Teaching and research associate	Teacher - International relations	Viktorija obtained her first degree in law from the University Ss Cyril and Methodius in Skopje, an LL.M from the University of Cambridge (2010) and LLM/MAS from the Geneva Academy of International Humanitarian Law and Human Rights (2012). Since 2014 she is a doctoral researcher at the Katholieke Universiteit Leuven in Belgium. Her main research areas include historical development of the international legal order, politics of international law, international law on the use of force, the politics of intervention. <a href="http://isppl.ukim.edu.mk/post.php?lang=en&amp;id=45">http://isppl.ukim.edu.mk/post.php?lang=en&amp;id=45</a>
	Nada Markova	Ss. Cyril and Methodius University in Skopje - UKIM	Institute for sociological, political and juridical research	Secretary of Postgraduate studies	Administrative staff- student office	Nada Markova is responsible for administration of student documentation during admission and during the time of study. <a href="http://isppl.ukim.edu.mk/post.php?lang=en&amp;id=61">http://isppl.ukim.edu.mk/post.php?lang=en&amp;id=61</a>
	Cvetanka Jankulovska	Ss. Cyril and Methodius University in Skopje - UKIM	Rectorate office	Head of department of finance	Administrative staff	Administrative-financial management of projects, preparation of supporting documents.
	Aleksandra Doneva	Ss. Cyril and Methodius University in Skopje - UKIM	Rectorate office	Department of finance	Administrative staff	Administrative-financial tasks related to project administration, preparation of supporting documents.

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	Bojan Petrushevski	Ss. Cyril and Methodius University in Skopje - UKIM	Institute of economics	Accountant	Administrative staff	Preparation and filing of supporting documents.
PhD candidate	Blerjana Bino	European University of Tirana - UET	Office for Project Development and Partnership	Director	Coordinator	Ms. Bino has a particular interest in research in the political sciences and has been engaged in national and international research projects. She holds a Master of Science Degree in Politics and Communication from the London School of Economics and Political Science in UK, and is currently at the final stage of her doctoral studies in political science.
MA	Elda Papa	European University of Tirana - UET	Human Resources Office Curricula Development Office	Director	Quality Manager	Ms. Papa holds an MA in International Relations and European Studies from the Central European University in Budapest and a Bachelor Degree in Political Science from the University of Tirana. Since 2006: She has successfully established a professional career in higher education settings in Albania with emphasis on education policy and legislation, quality assurance and accreditation, as well as curricula development.



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BA	Megi Ruka	European University of Tirana - UET	UET Centre	Project assistant	Administrative Staff	Megi Ruka, in an undergraduate student of International Relations at European University of Tirana and recently she has been engaged as a Project Assistant at UET Centre, a research center affiliated with European University of Tirana. She has been working on projects related to Albania towards EU integration such as the Jean Monnet Chair on Regional Development and EU Integration of Albania.
Dr.	Enri Hide	European University of Tirana - UET	Department of Applied Social Sciences	Lecturer of International Relations and Foreign Policy	Lecturer – International Relations	He has obtained his Doctor of Science degree in International Relations at the University of Tirana and has been working as a researcher and lecturer in this area for the past ten years. His areas of interest include international relations, geopolitics, comparative politics and issues of security.
Dr.	Klementin Mile	European University of Tirana - UET	Department of Applied Social Sciences	Lecturer of Political Theory and Philosophy	Teacher – Political Theory	He completed his doctoral studies in political science at the European University of Tirana. He has conducted a research period at St Anthony's College, University of Oxford, UK and he obtained his MA in European Studies at the University of Sussex, UK. He has been working for the public administration and civil society organizations in Albania as well as a lecturer of domestic politics.
PhD	Ervis Iljazaj	European University of Tirana - UET	Center for Research "Law, norms and tradition".	Lecturer of Comparative Politics; Researcher	Teacher - Comparative Politics	He received his PhD in Political Science from the 'La Sapienza' University in Rome, Italy and is a researcher on politics, political institutions and party systems.

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Dr.	Malvina Tema	European University of Tirana - UET	Department of Applied Social Sciences	Lecturer of EU Integration	Teacher - European Integration	Malvina Tema was involved in the project from 15 <sup>th</sup> October 2015 to 30 <sup>th</sup> March 2016.
Associated professor	Arlinda Ymeraj	European University of Tirana - UET	Department of Management and Marketing	Associated professor	Teacher– Public Policy and Administration	She has worked in (1992-1997), as a Minister of Labour and Social Affairs and MP as well as in different senior positions of public administration, contributing to the establishment from scratch of social protection programme and the development of social policy in Albania. She also served for 15 years to UNICEF providing high quality expertise in program management, monitoring and evaluation.
Dr.	Anjeza Xhaferaj	European University of Tirana - UET	Department of Applied Social Sciences	Lecturer of Research Methods as well as Political Parties	Teacher – Methodology	Anjeza Xhaferaj has completed her BA in Political Science at the European University of Tirana, her MA in European Studies at the Sussex University in UK as an OSFA Scholarship holder, and her doctoral studies at the European University of Tirana with a research project on political party system in Albania.
KM	Alida Goxharaj	European University of Tirana - UET	Finance Office	Director of Finance	Administrative Staff	Alida Goxharaj has completed her university studies in Finance at the University of Tirana and has an extensive experience in finance management in higher education.

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PhD	Avdi Smajljaj	FAMA College – Prishtina, Kosovo FAMA		Lecturer of Political Sciences, Democracy, Political Parties, European Integration	Coordinator	He has completed Doctoral studies in Political Sciences at University of Duisburg- Essen, in Germany, in 2011, while his Master Degree on European Studies at University of Hamburg in Germany, while holding BsC in Political Sciences. His research interest is democratization, policy making, European integration.
PhD candidate	Bekim Marmullaku	FAMA College – Prishtina, Kosovo FAMA	Quality Assurance Office Research Institute	Head of office  Executive Director	Quality Manager	Lecturer in Economic Faculty. Studied in Electro-technical Faculty in Prishtina. BSc. In Management Business and Economics, MSc. in Engineering Management and MBA in Vienna University of Technology and PhD candidate.
Dr.	Veton Latifi	FAMA College – Prishtina, Kosovo FAMA	Political Sciences Faculty	Regular lecturer	Teacher, International Relations	He is doctor of Political Sciences, and has Magistrate in International Relations and Diplomacy. He lectured and held speeches in several international conferences and different universities of Europe and USA such as in Harvard University (John F. Kennedy School of Government (USA)); London School of Economics and Political Science (Great Britain), European Academy of Berlin (Germany), etc. At the same time he is working as independent political analyst.

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Dr.	Fadil Zendeli	FAMA College – Prishtina, Kosovo FAMA		Lecturer of public administration	Teacher, Public Policy and Administration	Lecturer of public administration, models of governing, public management. He has finished Doctoral studies on public administration, at the University of Tetovo in 2004. He is currently teaching at the Master level, courses: public control and auditing, models of governing, etc. He has also experience on various research projects.
Dr.	Frasher Demaj	FAMA College – Prishtina, Kosovo FAMA		Rector	Teacher, European Integration	He has a Doctoral degree from the University of Tirana, Albania, on the field of history of diplomacy, and Master from University of Prishtina, in Kosovo. Currently is teaching research methods, history of diplomacy and international relations.
	Sami Ahmeti	FAMA College – Prishtina, Kosovo FAMA			Administrative staff	Staff administration.
	Dredhëza Lama j	FAMA College – Prishtina, Kosovo FAMA		Student	Student	Student of Political Sciences and Public Administration.
	Shpetim Desku	FAMA College – Prishtina, Kosovo FAMA		Administrator	Administrative staff	Staff administration

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Dr.	Edmond Hajrizi	University for Business and Technology - UBT		President/Rector of UBT	Coordinator; Quality manager	Education: Engineering, Information System and Management. Post Doc at City University London and PhD at Vienna University of Technology. Expertise on Information Systems, Innovation, Complex Systems Design and Management, Intelligent Systems, Sustainable Development, Quality Management, Project Management, Leadership and Management, Knowledge and Education Management and Development.
	Islam Lauka				Teacher-Comparative Politics	No bio provided yet.
	Alfred Marleku				Teacher - European Integration Political Theory	No bio provided yet.

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Dr.	Ridvan Peshkopia	University for Business and Technology - UBT		Lecturer of Political Science and International Relations	Teacher-Methodology and Project Management	After a Bachelor in Architecture at the University of Tirana, he completed his PhD studies in Political Science at the University of Kentucky. From 1992 to 1996 he served as a Deputy at the Parliament of Albania. After obtaining his PhD he has worked at university level in various institutions in the United States, Albania and Kosovo. Dr. Peshkopia conducts research and polls for several well-known media and other private institutions and foundations in Albania and Kosovo. His fields of expertise are international relations, methodology in social sciences, EU conditionality, post-socialist transitions and democratization.
Dr.	Ardian Emini	University for Business and Technology - UBT	Law Faculty	Dean of Faculty	Teacher-International Relations	His academic qualifications include a Bachelor degree in Law at the Hasan Prishtina University in Pristina, a Master's degree in Historic Sciences from the same university and a PhD in International Relations History from the University of Tirana. He has a long experience in education on Political History and Law courses at the Bachelor and Master's levels.
MA	Emrush Ujkani	University for Business and Technology - UBT	Law Faculty and the Political Science Faculty	Lecturer of European Law and Integration	Teacher-European Integration	Mr. Ujkani obtained his Master's degree in European Studies at the University of Leuven after completing his Bachelor in Law at the University of Pristina. His academic background is further enriched by a long list of traineeships from the Diplomatic Academy of Vienna, Katholieke University, and Center for European Studies Leuven, etc.

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	Fjolla Raifi	University for Business and Technology - UBT			Teacher- Public Policy and Administration	No bio provided yet.
MSc Cand.	Betim Gashi	University for Business and Technology - UBT	ICT	Head of office	ICT Administrator	Has finished Computer Science and Engineering at UBT. He is head of the ICT for academic activities including Moodle, Intranet and web content Management at UBT for more than 3 years. He was directly involved on the development, implementation, operation and maintenance of the systems. He is responsible to support the project with ICT services.
	Artan Tahiri	University for Business and Technology - UBT			Administrative staff	No bio provided yet.
PhD, Assistant Professor	Nedzma Dzananovic	University of Sarajevo - UNSA	Faculty of Political Science	Assistant professor and researcher	Project Coordinator; Teacher- European Integration	She teaches courses related to European Union, Foreign Policy Analysis and Multilateral Diplomacy both at undergraduate and postgraduate level. Her research interests include developments in contemporary diplomacy, european integration and related effects, as well as classic political science fields such as political parties and populist communication.

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PhD, Associate Professor	Zarije Seizovic	University of Sarajevo - UNSA	Faculty of Political Sciences	Associate professor	Quality Manager	Graduated from the Sarajevo Law School and holds M.A. and Ph.D. in Political Sciences. Currently works as Professor of <i>Political System of BiH, Public International Law, International Humanitarian Law, Law of Defense and Security</i> . He worked as a lawyer in the War Crimes Chamber of the BiH State Court, as legal counsel in a number of international organizations such as OSCE and UN Missions to BiH as well as International Crisis Group (ICG). As consultant he was involved in a number of judicial and public administration reform projects in BiH and Balkans.
Professor	Asim Mujkic, PhD	University of Sarajevo - UNSA	Faculty of Political Science	Professor of Political Ethics and Philosophy	Teacher- Political Theory	He is the Assistant Editor of <i>Odjek</i> , Bosnian premier publication for humanities, social sciences and arts. Professor Mujkic's primary research interest is in philosophy and political theory, and particularly in questions of epistemology, ethics, and identity politics.
Associate Professor	Esref Kenan Rasidagic, PhD	University of Sarajevo - UNSA	Faculty of Political Sciences	Associate Professor	Teacher- International Relations	He obtained his bachelor's from the International Islamic University Malaysia, master degree from the American University of Beirut, and PhD from the University of Sarajevo. Rašidagić is teaching subjects related to international relations and European integrations. His field of research includes political Islam, post-conflict transition, and dynamics of interplay between international assistance and local actors in various conflict and post-conflict settings.



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PhD	Damir Kapidzic	University of Sarajevo - UNSA	Faculty of Political Science	Assistant Professor of Comparative Politics	Teacher-Comparative Politics	<p>He received his M.A. at the Free University Berlin, Humboldt University Berlin, and the University of Potsdam, and his PhD in Political Science at the University of Sarajevo. He is an associate researcher with the LSE-based Justice and Security Research Programme.</p> <p>The main focus of his research is on elements and processes of democratization in multiethnic states, especially the links between institutions and ethnicity, while his main areas of interest are comparative politics, institutional design, and hybrid political authority structures.</p>
PhD	Sead Turcalo	University of Sarajevo - UNSA	Faculty of Political Science	Assistant Professor	Teacher-Methodology and Project Management	<p>He received his PhD in the field of geopolitics at the University of Sarajevo. He lectures on geopolitics, international security, and international conflict management; and, along with these topics, also researches state-building and international security issues. Also, he developed and held Methodology in International Relations Course.</p>
	Inel Pandzic				Administrative staff, Technician	
PhD Candidate	Sarina Bakic	University of Sarajevo - UNSA	Faculty of Political Science	Assistant to the Dean	Administrative staff, Administrator	<p>She gained a significant experience in project management and administration through participation in a number of projects. Currently, she attends Doctoral studies at the Department of Sociology at the Faculty of Political Science.</p>

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PhD	Sabina Čehajić Clancy	University Sarajevo School of Science and Technology - SSST	Department of Political Science and International Relations	Associate Professor	Teacher- Methodology and Project Management	Sabina Čehajić-Clancy has been working in the field of intergroup relations, more specifically on reconciliation in post-conflict societies, group-based emotions of guilt and shame, moral responsibility, dehumanization, and social identity. In the last ten years she has worked on over fifteen research projects in six (post)conflict societies and presented her work on over fifty national and international conferences. She received her PhD in social psychology from the University of Sussex in 2008. She teaches courses in political psychology, methods and intergroup conflict and directing the MA program in Conflict Resolution, Responsibility and Reconciliation. <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>
PhD	Matilde Fruncillo	University Sarajevo School of Science and Technology - SSST	Department of Political Science and International Relations	Lecturer	Quality Manager; Teacher, Comparative Politics (until April 2016)	Matilde Fruncillo is 2011 PhD graduated in “Peace studies, conflict resolution and development”. Inter-university Research Centre for Peace, Conflict Analysis and Mediation C.I.R.P.A.C., university of Siena (Italy). She holds 1999 Master’s in “International protection of human rights”. University “Federico II”. Naples, Italy and 1998 Master’s Degree in Political Science, major in international politics issued by the University “Orientale”, Naples. Matilde has wide professional experience as project manager with international organisations. For two years now she is teaching three subjects: Comparative Politics, History of Diplomacy and Diplomacy in Theory and Practice. <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>

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PhD candidate	Adnan Huskić	University Sarajevo School of Science and Technology - SSST	Department of Political Science and International Relations	Lecturer	Teacher- European Integration	Adnan Huskić is a PhD candidate at the University of Graz, Austria. He holds a BA from the London School of Economic and Political Sciences and MA from University of Bologna and University of Sarajevo. He is a lecturer at courses EU in International Context, Current Issues in EU Politics, Foreign Policy Analysis, Intro to BiH Politics and Processes of Int'l Negotiations. <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>
PhD candidate	Maja Savić Bojanić	University Sarajevo School of Science and Technology - SSST	Department of Political Science and International Relations	Lecturer	Coordinator; Teacher- International Relations	She is a PhD candidate at the University of Buckingham. Maja Savic-Bojanic holds a BA degree in International Relations from Kent State University and a Master's degree in European Politics and Institutions from University of Bologna. Maja has over seven years of experience in government work. She has been employed as a lecturer at the Sarajevo School of Science and Technology since October 2010. During her career at SSST she has taught six courses in international relations and diplomacy, as well as a course on Public Policy. <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>
PhD	Jana Jevtic	University Sarajevo School of Science and Technology - SSST	Department of Political Science and International Relations	Assistant Professor	Teacher- Political Theory	PhD in Sociology and Social Anthropology, Cum Laude, Central European University, Budapest; MA in International Relations and European Studies, Distinction, CEU, Budapest; Bachelor of Arts (Joint Honors), War Studies and Human Geography, King's College London, London. <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>

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MA	Maja Pulić	University Sarajevo School of Science and Technology - SSST	Political Science and International Relations Department	Lecturer	Teacher- Methodology and Project Management- Assistant	Maja Pulic graduated at the Department of Political Science and International Relations at the University Sarajevo School of Science and Technology/University of Buckingham UK, in 2011. During her undergraduate studies she received a specialization in European Integrations. In 2011 she enrolled a two-year programme in postgraduate studies at the same University. She finished her Master studies in Diplomacy with distinction. Currently she works on both international and regional projects dealing with public diplomacy, building an image of post-conflict countries and exploring the European identity in Bosnia and Herzegovina. <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>
PhD	Taida Sarkinovic	University Sarajevo School of Science and Technology - SSST	Political Science and International Relations Department	Assistant Professor	Quality Manager (from April 2016)	Taida Sarkinovic is an Assistant Professor of International Law at University Sarajevo School of Science and Technology. Before joining SSST she was Assistant Professor of Law at the American University in Bosnia and Herzegovina. In the academic year 2010-2011, she was a Fulbright Visiting Scholar at Columbia University School of Law. From 2007 to 2011 she was Director of the Center for Interdisciplinary Postgraduate Studies of the University of Sarajevo. She holds a Dr. iur. from the University of Vienna and an LL.M. in International Business Law from the Central European University. She is the author of <i>Applicable Law in International Investment Disputes</i> (Eleven International Publishing, 2005) and several articles focusing mainly on international investment law and

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						<p>policy. Her research interests include: International (investment) law and policy, EU law, European integration, and Global governance. She is the founding member of the European Association of Schools of Political Studies of the Council of Europe.</p> <p><a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a></p>
PhD	Zlatko Hadzidedic	University Sarajevo School of Science and Technology - SSST	Political Science and International Relations Department	Assistant Professor	Teacher – Comparative Politics (from April 2016)	<p>Zlatko Hadžidedić received his PhD („Forced to be Free: the Paradoxes of Liberalism and Nationalism“) in political science from the University of Sarajevo's Faculty of Political Science. He received MPhil degree in government from the London School of Economics and Political Science and MA degree in political sociology from the Central European University, Budapest/Warsaw. He works in the fields of nationalism studies, political theory, and international relations. He served as political adviser to the Minister of Human Rights and Refugees of Bosnia-Herzegovina (2006-2011), the Minister of Civil Affairs of Bosnia-Herzegovina (2005-2006), the Deputy Prime Minister of the Federation of Bosnia-Herzegovina (2003-2005), as well as a diplomat at the Ministry of Foreign Affairs of</p>

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						Bosnia-Herzegovina (1994-1998). <a href="http://ssst.edu.ba/static-page/psir-faculty">http://ssst.edu.ba/static-page/psir-faculty</a>
PhD	Orinda Malltezi	University of Tirana – UTIR  Faculty of Social Sciences	Department of Political Science	Vice/Dean, lecturer	Coordinator; Teacher- International Relations	Lecturer of International Relations, Foreign policy, PHD student January 2010-2015, University of Tirana, Faculty of Social Science, Tirana, Albania. She has finished a Master program in Management of International Projects, Bucharest Academy of Economics, Romania after a Bachelor Degree in International Relations, Eastern Mediterranean University, Faculty of Applied Economics and Business, Gazimagusa, Turkish Republic of Northern Cyprus. From January 2010 to March 2012 she has been Head of the Political Sciences Department, Faculty of Social Sciences, University of Tirana. March 2012-present lecturer and Vice Dean at Faculty of Social Science.

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
Associate professor	Merita Xhumari	University of Tirana - UTIR	Department of Political Sciences	Associate professor	Quality Manager; Lecturer - Public Policy, Administration	She is a Professor of Social and Employment Policy for graduate and post-graduate programs in Sociology, Political Sciences and Social Work. She graduated in Political Science in 1983, and afterwards obtained a PhD in SOCIOLOGY at the University of Tirana. She also finished a Master in European Social Security in 2002 at the Faculty of Law, Catholic University of Leuven, Belgium.
Dr. Candidate	Suela Hana	University of Tirana - UTIR	Department of Political Science	Assistant	Administrative staff	Suela Hana is a sociologist with extensive professional and academic skills in the field of social sciences. Suela received her Diploma of Social Sciences in Sociology at Tirana University, and a Second Master's Level "Search in education", at Tirana University. At the same time, it continues doctoral studies at this department.
PhD	Klodiana Beshku	University of Tirana - UTIR	Department of Political Sciences	Lecturer	Teacher-European Integration	Phd in Geopolitics at the University of Pisa, Italy on 2011. From September 2011 she is Chief Editor of the Scientific Journal "Politikja", published from the Department of Political Sciences, Faculty of Social Sciences, University of Tirana. From October 2008 she is a Full time Lecturer at the Department of Political Studies of the courses: Geopolitics, Theories of Regional Relations and Security, New Social Movements and Civil Society, The New Political Movements, Politics and Society in the Southern-Eastern Europe, The Decision Making Theories.

<b>Title/ Degree</b>	<b>Name of staff member</b>	<b>Institution</b>	<b>Department</b>	<b>Position in institution</b>	<b>Position in EuroPS</b>	<b>Summary of relevant skills and experience.</b>
PhD	Nysjola Dhoga	University of Tirana - UTIR	Department of Political Sciences	Lecturer	Teacher- Comparative Politics Public Policy and Administration	Graduated in Political Sciences and PhD at the University of Rome “La Sapienza”. She is full time lecturer at the Department of Political Sciences, University of Tirana, with main focus on Political Systems and Public Administration in Albania and in a comparative perspective.
PhD	Klejd Këlliçi	University of Tirana - UTIR	Department of Political Sciences	Lecturer	Teacher- Political Theory	Mr. Këlliçi received his B.A. in Political Science from the University of Turin, the Master degree in ‘European and Global Affairs’ from the Catholic University of Sacred Heart in Milan. In 2011 he received his Ph.D. in Comparative Politics and Institutions from the University of Bari. Currently he is a lecturer of Comparative Politics and Democratic Theories in the University of Tirana.
Dr.	Blendi Ceka	University of Tirana - UTIR	Department of Political Science	Lecturer	Lecturer- Methodology and Project Management	Msc in European Politics and Governance London School of Economics and Political Science, September 2004 – September 2005. He has been a postgraduate student in Psychology, University of Tirana, Faculty of Social Sciences, after a Bachelor Degree in Psychology, the same Faculty.
PhD	Enis Sulstarova	University of Tirana - UTIR	Department of Political Science	Lecturer	Lecturer	Dr. Enis Sulstarova was born in 1978 in Tirana, Albania. During the years 2013-2015 he was a Marie Curie Fellow in the Georg Eckert Institute for International Textbook Research in Braunschweig, Germany. Sulstarova’s permanent affiliation is with the Department of Political Science in the University of



<b>Title/ Degree</b>	<b>Name of staff member</b>	<b><i>Institution</i></b>	<b><i>Department</i></b>	<b><i>Position in institution</i></b>	<b><i>Position in EuroPS</i></b>	<b><i>Summary of relevant skills and experience.</i></b>
						<p>Tirana, Albania. He holds a doctorate in sociology from the University of Tirana, a master degree in political science and a bachelor degree in sociology, from the Middle East Technical University in Ankara, Turkey. His fields of interests are nationalism, political sociology, citizenship and identity politics. His publications include several books in Albanian language about nationalism, idea of Europe, and Orientalism in the modern period of the history of Albania.</p> <p>E-mail contact: enis.sulstarova@gmail.com</p>

**EuroPS-Accreditation 2016**  
**Joint Master's Programme in Political Science – Integration and  
Governance (PoSIG)**

***Self-Evaluation Report***

*November 2016*

**Appendix 5:**  
**Course List**

## List of accepted euroPS courses (by 7 November 2016)

### WP4: Comparative Politics

Partner	Title of Course	Name of Lecturer
PLUS (also at ULJU)	Basic Texts (Comparative Politics)	Jessica Fortin-Rittberger
PLUS	Comparative electoral systems	Jessica Fortin-Rittberger
UNSA	Democratisation and Authoritarianism in SEE	Damir Kapidžić
UNSA	Electoral Systems and Representation in the SEE	Damir Kapidžić
UTIR	Political Systems in SEE	Nysjola Dhoga/Odeta Berberi
UTIR	Nationalism and identities	Enis Sulstarova
UTIR	Multiculturalism, Nationalism and Citizenship	Enis Sulstarova
UTIR	Comparative Social Policies	Merita Xhumari
UET	Political Parties and Electoral Systems (Applied Politics Course)	Anjeza Xhaferaj
SSST	Multi-ethnic states	Maja Savic Bojanic
UKIM	Electoral systems and ethnic political parties in the SEE	Bojana Naumovska, Damir Kapidzic
UBT	International Migration	Besim Gollopeni
ULJU	Comparative local governments	Miro Haček/Simona Kukovič
ULJU (also at PLUS)	Basic Texts (Comparative Politics)	Miro Haček/Simona Kukovič

### WP5: International Relations

Partner	Title of Course	Name of Lecturer
PLUS	Basic Texts (International Relations)	Andreas Dür
PLUS	International Environmental Politics	Gabriele Spilker
PLUS	International Political Economy	Andreas Dür
SSST	Foreign Policy Analysis	Adnan Huskic
SSST	Geopolitics	Zlatko Hadzidedic
UET	Geopolitics of Western Balkans	Enri Hide
UET	International Security	Enri Hide
UKIM	Politics of International Law	Mirjana Najchevska; Viktorija Jakjimovska
ULJU	Diplomacy and Consular Relations	Boštjan Udovič
UTIR	International Organizations	Orinda Malltezi

## WP6: European Integration

Partner	Title of Course	Name of Lecturer
PLUS	Basic Texts (European Integration)	Sonja Puntischer-Riekmann
PLUS	A challenging neighbourhood: The Eastern Partnership and EU-Russia Relations	Doris Wydra
FAMA	CSFP/ESDP	TBA
FAMA	EU Governance and Policy making	TBA
SSST	Discussing Europe: Current Issues in EU Politics	Adnan Huskić
SSST	Political Parties and Elections in the EU	Adnan Huskić
UBT	Law of the European Union	Bujar Galloopeni
UKIM	Interest Groups and Lobbying in the EU	Aneta Cekik
UNSA	EU Diplomacy	Nedžma Džananović
UNSA	EU Enlargement Policy	Nedžma Džananović
UNSA	Regional (Cohesion) Policy of the EU	Nedžma Džananović
UTIR	European Integration and Geopolitics of the States of the Western Balkans	Klodiana Beshku

## WP7: Political Theory

Partner	Title of Course	Name of Lecturer
PLUS	Basic Texts (Political Theory)	Sonja Puntischer-Riekmann/Jessica Fortin-Rittberger
PLUS	Critical Theory	Doris Wydra
PLUS	Politics of Enlightenment	Mario Wintersteiger
ULJU	Political Development and Democracy	Žiga Vodovnik
UPAV, UTIR, UNSA, UET	Democracy and Human Rights	Emanuela Ceva, Klementin Mile, Valida Repovac Nikšić, Klejd Këlliçi
UPAV, UTIR, UNSA, UET	Populism, Populisms and Democracy	Flavio Chiapponi, Valida Repovac Nikšić, Klejd Këlliçi, Klementin Mile
PLUS, UKIM, SSST	Identity Politics	Goran Janev / Jana Jevtic / Mario Wintersteiger
PLUS, UKIM, SSST	The Anthropology of Politics	Goran Janev / Jana Jevtic / Mario Wintersteiger

**WP8: Public Policy and Administration**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
ULJU	Basic Texts (Public Policy and Administration)	Simona Kukovič/Miro Haček
ULJU	Leadership in Public Sector	Simona Kukovič
ULJU	The Policy Process and Contemporary Democratic Governance	Tomaž Deželan
UTIR	Social Policy	Merita Xhumari
UTIR	Public Policy and Institutions	Merita Xhumari
UKIM	Collaborative Policy	Mirjana Najchevska

**WP9: Methodology**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
Western Balkan Partners	MA Thesis Seminar	Lectureres of the Western Balkans
PLUS	Political Science Research Methods – Part I	Armin Mühlböck
PLUS	Political Science Research Methods – Part II	Armin Mühlböck
PLUS	Political Science Research Methods – Part III: Advanced Methods in Political Science	Gabriele Spilker
ULJU	Research Design (Methods I)	Samo Kropivnik
ULJU	Quantitative Methods (Methods II)	Samo Kropivnik

**Not approved euroPS courses (by 05 October 2016)****WP4: Comparative Politics**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
FAMA	Comparative Democratisation in the Western Balkans	
FAMA	Comparative Party systems in WB	
UKIM	Political Psychology	

**WP5: International Relations**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
UBT	International Organizations	Gjylbehare Murati
UNSA	Politics and the Media	
UTIR	World Politics	Orinda Malltezi
UKIM	Human Rights and the Transformation of World Politics	Mirjana Najchevska

**WP6: EU Integration**

No rejected courses

**WP7: Political Theory**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
FAMA	Nationalism and Ethnicity in the Western Balkans	TBA
FAMA	State and Nation	TBA
UBT	Great Books of World Politics	Ridvan Peshkopia
UBT	Critical Political Theory	Ridvan Peshkopia

**WP8: Public Policy and Administration**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
UET	Welfare Public Policies	Arlinda Ymeraj

**WP9: Methodology and MA Thesis**

<b>Partner</b>	<b>Title of Course</b>	<b>Name of Lecturer</b>
UET	Advanced Research Methods in Political Science	Anjeza Xhaferaj
UBT	Advanced Quantitative Research Methods	Ridvan Peshkopia

### *Diploma and Diploma Supplement*

As **issuing of diplomas** varies in regard to students' study tracks (i.e. depending on where the students choose to study; and esp. depending on where they complete their studies), there is no single form for the diploma supplement. Instead of that there are available (also in the attachments to this report) ...

- a document collecting all relevant information from all EUP,
- one *example* of such a diploma supplement.

The diploma confirming the joint Master of Arts (MA) degree of the universities attended by a student is given at the end of the study. It includes the names of all relevant bodies and persons as it is defined in the diploma supplement for these EUP.

Where the national regulation does not allow the participation of a EUP to participate in the joint Degree Master of Arts (MA) this EUP has to give a separate diploma as second (double) degree to the joint Master of Arts (MA).

EUP	Joint MA	Double Degree
University of Salzburg, Austria	X	
University of Ljubljana, Slovenia		X
Cyril and Methodius University, Skopje, Macedonia		X
European University of Tirana, Albania	X	
University of Tirana, Albania	X	
FAMA College Pristina, Kosovo	X	
University of Business and Technology Pristina, Kosovo	X	
University of Sarajevo, Bosnia and Herzegovina	X	
University Sarajevo School of Science and Technology, Bosnia and Herzegovina	X	



Agency for  
Quality Assurance  
and Accreditation  
Austria

# Accreditation decision

At its 39<sup>th</sup> meeting on 14<sup>th</sup>/15<sup>th</sup> March 2017, the Board of AQ Austria **decided to grant accreditation** for a period of six years to the

## **EuroPS-Joint Master's Programme in Political Science – Integration and Governance (PoSIG)**

to be implemented at the hereinafter named Universities of the Consortium starting with the academic year 2017/18:

- University of Salzburg (PLUS), Austria
- University of Ljubljana (ULJU), Slovenia
- Ss. Cyril and Methodius University in Skopje (UKIM), FYROM Former Yugoslav Republic of Macedonia
- European University of Tirana (UET), Albania
- University of Tirana (UTIR), Albania
- FAMA College (FAMA) – Prishtina, Kosovo
- University of Business and Technology (UBT) – Prishtina, Kosovo
- University of Sarajevo (UNSA), Bosnia and Herzegovina
- Sarajevo School of Science and Technology (SSST), Bosnia and Herzegovina

**under the following conditions:**



## Conditions that apply to the Joint Master's Programme:

### Condition 1

The Consortium needs to complete the process of signing and ratification of the Partner Agreement by all partners in the Consortium until the start of the academic year 2017/18.

### Condition 2

The Consortium needs to proof the fulfilment of all national accreditation requirements of all partners in the Consortium, especially in those cases where full accreditation procedures are required latest until the start of the academic year 2017/18.

### Condition 3

The Consortium needs to allocate ECTS credit points to courses according to their actual workload. If this means that the ECTS value of a course drops below six points, the ECTS value of other courses in the same module (18 ECTS) should be examined with a view to a corresponding increase if so justified by their workload.

The fulfilment of these conditions must be documented in writing until the start of the academic year 2017/18 and are subject to assessment by AQ Austria. In case of non-fulfilment, the accreditation of the **Joint Master's Programme in Political Science – Integration and Governance (PoSIG)** will be withdrawn immediately.

Furthermore, the Consortium should consider the following **recommendations**:

- (1) The Consortium should **further clarify whether PoSIG's own rules are in harmony with** those of the participating universities in the following areas:
  - selection and registration of students,
  - the appointment of the Master theses supervisors and the members of the Examination Boards for the defense of the theses,
  - the content of the diplomas.
- (2) The Consortium should further clarify what it would do in case its own rules are not in harmony with the rules of the participating universities.
- (3) The Consortium should make the regulation of student mobility part of the Partner Agreement, together with a more detailed regulation of the mobility of teachers, and possibly of administrative staff of the participating universities, as well.
- (4) The Consortium should take responsibility to further demonstrate that Learning Outcomes align with the corresponding levels according to the respective individual national qualification frameworks.
- (5) The Consortium should, in the interest of broadening the transdisciplinary approach of the project, investigate and realize teaching cooperation(s) with the local Law Departments, particularly in the fields/modules of Comparative Politics (Constitutional Law, Public Law), and Public Administration (Public Law, Administrative Law).

- (6) The Consortium should investigate and realize possibilities of local cooperation and joint teaching of courses in the search for efficient utilization of pooled resources and the reaching of the minimum number of course participants especially cases where two EUPs are in the same place [Tirana, Sarajevo, and Pristina]. Written agreements should be preferred on the local and/or the Consortium level.
- (7) The Consortium should ensure that the respective local administrations in charge of student admissions are well informed about the admission procedures and enrollment policy in place for the Joint Programme.
- (8) The Consortium should clearly outline the recognition process, in particular with regard to possible compensation courses available at the two respective EUP (at the University of Salzburg and the University of Ljubljana) and the necessary earned ECTS credit points.
- (9) The Consortium should carefully analyze the impact of individual local EUP examination regulations and rules on the overall defined through the Partner Agreement.
- (10) The Consortium should carefully analyze **whether PoSiG's rules and regulations** will not cause any possible conflict with local rules and regulations of participating universities.
- (11) The Consortium should actively assist students with visa and accommodation issues, given the difficulties mobility students are facing in this regard.
- (12) The Consortium should **issue a sort of a "student handbook", specifying the rights, rules and duties of students regarding the local context of their respective host university**, in order to provide greater clarity for future students.
- (13) The Consortium should provide additional information regarding **visa requirements and accommodation issues relevant for each EUPs' local contexts to students via the consortium's website or Moodle**.
- (14) The Consortium should make a specific and transparent allocation of budget for staff development activities and scheduled valuable academic and collaborative work amongst PoSiG teaching staff, such as the train-the-trainer workshops and seminars of excellence.
- (15) The Consortium should assure that remote access to JDMS, Moodle, Mahara and in particular the eLibrary is given to all PoSiG stakeholders.
- (16) The Consortium should make course evaluation results transparent to students (e.g. via Moodle).
- (17) The Consortium should specify on how each of the EUPs will actively contribute to quality processes following the PDCA quality cycle.