

LAZARSKI UNIVERSITY

# MA in INTERNATIONAL RELATIONS

Course Descriptors for 2017-2018

Warsaw

2016

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## CORE MODULE DESCRIPTORS

(in alphabetical order)

### GLOBALISATION AND REGIONALISATION

#### 1. MODULE SUMMARY

##### Aims and Summary

The aim of this module is to acquaint students with key trends in international politics and the world economy related to the phenomena of *globalization* and *regional integration/regionalization*. including key economic, political and possibly other drivers behind these trends.

##### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2017-2018

##### Entry Requirements (pre-requisites and co-requisites)

None

##### Excluded Combinations

None

##### Composition of module mark (including weighting of components)

Coursework 60%: composed of essay;  
Final exam 40%

##### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA Year 1 International Relations (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Identify major international actors (states, international organizations and others) that participate in globalization and regionalisation;
2. Explain the impact of globalization on states, societies and economies;
3. Analyse links between globalization and regionalization;
4. Research specialized aspects of globalization and regionalization.

### **Indicative Content**

The module presents globalization and regionalization as two connected development trends in the modern era, highlights their impact on IR, at both national and international level, and invites students to think about possible future developments. Crucial issues addressed are: the evolution of the globalization process from late 19<sup>th</sup> century “pre-globalization” until today, especially the twists brought about by the World Wars and the Cold War, and the quick and deep changes within global governance notably in the years since the end of the bipolar global conflict.

### **Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

**Guided**      0 hours    (0%)

<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(65%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(5%)
<b>Total</b>	100 hours	

**Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% - 6 Credits): 3500 words, contribute to learning outcomes 1, 2, 3

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

**Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

26-10-2016

**3. MODULE RESOURCES**

**Essential Reading**

Telo M. (2007): European Union and New Regionalism. Regional Actors and Global Governance in a Post-hegemonic Era, 2nd ed, Burlington, VT.

Van Langenhove L., (2011): Building Regions. The Regionalization of the World Order, Farnham/Burlington

**Recommended Reading**

Cooper, A., Hughes, Ch., and De Lombaerde, Ph. (2007): Regionalisation and Global Governance, Routledge.

Jones, R. (2001): The Politics and Economics of the European Union. 2nd ed. Edward Elgar.

Mario, T., Telao, M. and Arnadottir, A, (2014): European Union and New Regionalism Competing Regionalism and Global Governance in a Post-Hegemonic Era, Ashgate

- Paul, T.V. (2012): International Relations Theory and Regional Transformation Cambridge: Cambridge University Press
- Sampson, G.P., and Woolcock, St. (2003): Regionalism, Multilateralism and Economic Integration: The Recent Experience, United Nations University Press.
- Stiglitz, Joseph (2002): Globalisation and its discontents, Penguin Books.
- Sweeney, S. (2014): Europe, The State & Globalisation Hoboken : Taylor and Francis
- Van Langenhove, L. (2011): Building Regions: The Regionalization of the World Order
- Wouters, J., Braeckman, A., Lievens, M. (2015): Global Governance and Democracy Cheltenham: Edward Elgar 2015

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Iryna Polets

**E-mail** [iryna.polets@gmail.com](mailto:iryna.polets@gmail.com)

### **Length and month of examination**

120 minutes in May

### **Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*HUMAN RIGHTS AND ENVIRONMENTAL PROTECTION*

**1. MODULE SUMMARY**

**Aims and Summary**

This module provides students with knowledge of principal problems of human rights protection and of the protection of environment, both in theory and in practice. During the module participants should gain the ability to interpret international treaties and other documents as well as to analyse cases.

**Module Size and credits**

<b>CATS points</b>	12.0
<b>ECTS credits</b>	6.0
<b>Total student study hours</b>	110
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of essay  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

## **Special Features**

None

## **Course stages for which this module is mandatory**

MA Year 1 International Relations (level 7)

## **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically analyse regulations of the protection of human rights and international environmental law;
2. Interpret and assess the impact of international legal documents (treaties, judgments) and doctrine;
3. Develop skills in solving problems relating to human rights and the protection of environment;
4. Examine and critically evaluate recent developments in human rights and environmental law and emerging legal problems.

### **Indicative Content**

- The notion of human rights and doctrines of protection of human rights.
- History of human rights.
- Generations of Human Rights.
- Protection of human rights in the UN system.
- Protection of human rights in Europe - human rights protection within the regimes of the Council of Europe (the European Convention of Human Rights and the European Social Charter), the European Community, the Organisation for Security and Co-operation in Europe. (Helsinki Accords).
- Human Rights and Political Culture: "Western values", "Asian values", "Russian Idea".
- Human Rights and International Relations.
- The Right to a Healthy Environment.
- Contemporary Issues in Environmental Protection.
- Contemporary Issues in Environmental Protection, cont.

### **Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be



provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	40 hours	(46%)
<b>Self guided</b>	70 hours	(50%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(4%)
<b>Total</b>	110 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Essay (60% - 7 credits): 3500 words, contribute to learning outcomes 1, 2, 3

Final exam (40% - 5 credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

### Re-sit

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### Date of last amendment

25-10-2016

## 3. MODULE RESOURCES

### Essential Reading

Michael Freeman, (2011) *Human Rights: An Interdisciplinary Approach*, Polity.

Donald K. Anton, Dinah L. Shelton, (2011) *Environmental Protection and Human Rights*, Cambridge University Press.

### Recommended Reading

Bisset, A. (Ed.) (2016) *Blackstone's international human rights documents* Oxford: Oxford University Press

Dupuy, P-M., Vinuales, J.E. (2015) *International environmental law* Cambridge: Cambridge University Press

Grear, A., Kotze, L. (2015) *Research Handbook on Human Rights and the Environment*

Cheltenham: Edward Elgar Publishing

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Prof. Wiesław Wactawczyk

**E-mail** w\_waclawczyk@op.pl

**Length and month of examination**

120 minutes in May

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module  
No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017

*JUSTICE IN INTERNATIONAL RELATIONS*

**1. MODULE SUMMARY**

**Aims and Summary**

This module provides students with knowledge of principal questions of justice in international relations, both in theory and in practice. During the module participants should gain the ability to identify the main problems hindering the implementation of justice in international politics as well as to analyze and discuss the possibilities of solving these problems.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

Human Rights and Environmental Protection or similar modules

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**

None

**Course stages for which this module is mandatory**

MA Year 1 International Relations (level 7)

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Develop and assess the most crucial issues that ought to be addressed by global ethic.
2. Critically analyse the impact of doctrines aiming at making the human world more fair and friendly.
3. Critically evaluate the possibilities of solving international problems in the spirit of humanity and peace.
4. Interpret, explain, and apply recent developments in solving the problems under discussion.

**Indicative Content**

- The human dream of global ethic.
- Justice and theories of international relations.
- International security: military threats from states.
- International security: military threats from non-state actors.
- Threats to economic justice.
- Social identity, vulnerable groups, discrimination.
- Justice, international relations and human rights.
- Justice, international relations and environmental protection.
- Justice and international crime.
- Fighting poverty.
- Justice and international transparency.
- Humanitarian intervention.
- Justice and globalization: cosmopolitanism versus particularism.
- Justice in international relations: just a mirage?

**Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

**Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% - 6 Credits): 3500 words; contribute to learning outcomes 3, 4.

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4.

**Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

25-10-2016

**3. MODULE RESOURCES**

**Essential Reading**

Jon Mandle, *Global Justice*, Polity Press 2007.

Onora O'Neill, *Justice across Boundaries: Whose Obligations?*, University of Cambridge 2016.

**Recommended Reading**

Peter Hough, *Understanding the Global Security*, Routledge 2008.

Brian D. Leperd, *Hope for a Global Ethic*, Bahá'í Publishing 2005.

Matthew Parish, *Mirages of International Justice: The Elusive Pursuit of a Transnational Legal Order*, Edward Elgar Publishing 2011.

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Prof. Wiesław Wacławczyk

**E-mail** w\_waclawczyk@op.pl

### **Length and month of examination**

120 minutes in January

### **Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below.

Timetable information should be verified with the School responsible for the module

No timetable information available

### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017

*MA in IR ACADEMIC WRITING*

**1. MODULE SUMMARY**

**Aims and Summary**

The aim of the course is to teach students how to write academic essays and research papers. The module will encourage the development of scholarly skills including critical analysis, evaluation and synthesis, effective critical reading and writing techniques and research methods that will allow students to gather and use resources and materials effectively.

**Module Size and credits**

<b>CATS points</b>	4.0
<b>ECTS credits</b>	2.0
<b>Total student study hours</b>	45
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

Advanced English, IELTS 7.0 or equivalent

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of two in-class exams (30% each);  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**

None

**Course stages for which this module is mandatory**

MA Year 1 International Relations (level 7)

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Write well-supported essays using different patterns of development, taking into consideration purpose and audience;
2. Write critical analyses, summaries and literature reviews;
3. Demonstrate techniques to avoid plagiarism (paraphrasing, summarizing and direct quoting) and produce research papers with correct in-text citations and reference lists, using Harvard documentation style;
4. Demonstrate an awareness of approaches to research and associated problems;
5. Display analytical, critical, communication and presentation skills to a level appropriate to the module;
6. Demonstrate skills in independent information retrieval and in academic investigation at postgraduate level;
7. Demonstrate a capacity to conduct advanced research and write cohesive academic papers.

**Indicative Content**

- Consolidation of the process of writing and basic rules of writing. Organizing the material.
- Outlining and note-taking techniques.
- Revision of different types of paragraphs. Describing and analysing changes, processes, procedures, causes and effects.
- Formality rules; converting texts into more formal.
- Rules of writing bibliography and in-text referencing. Rules concerning the use of outside sources and documentation of sources in accordance with Harvard Referencing System. Methods of avoiding plagiarism.
- Summary and paraphrase.



- Unity and coherence rules.
- Essay structure- comparison/ contrast essay. Linking devices
- Essay structure- argumentative essay. Discourse markers.
- Presenting and substantiating the argument.
- Argumentative thesis statements.
- Rules of writing the critical review of books/articles.
- Describing research methods and rules of writing research papers.

### **Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours (0%)
<b>Lecture</b>	0 hours (0%)
<b>Self guided</b>	0 hours (0%)
<b>Seminar</b>	0 hours (0%)
<b>Workshop</b>	45 hours (100%)
<b>Total</b>	45 hours

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% - 6 Credits): 90 minutes each; contribute to learning outcomes 1, 2, 3, 4, 5, 6, 7

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6, 7

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### **Date of last amendment**

20-10-2016

### 3. MODULE RESOURCES

#### Essential Reading

Hogue, A., Oshima, A., 2006. *Writing Academic English*. Fourth Edition. New York: Pearson Longman.

Jordan, R.R., 2002. *Academic Writing Course*. New York: Pearson Longman.

#### Recommended Reading

Heffernan J., 1982. *Writing- A College Handbook*. New York: WW Norton and Company.

McCarthy, M., O'Dell, F., 2008. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

Macpherson, R., 2006. *English for Academic Purposes*. Warsaw: Wydawnictwo Naukowe PWN.

Macpherson, R., 2006. *Advanced Written English*. Warsaw: Wydawnictwo Naukowe PWN.

Swales, J.M. and Feak, C.B., 1994. *Academic Writing Course for Graduate Students*. Michigan: The University of Michigan Press.

Zemach, D., 2005. *Academic Writing*. Oxford: Macmillan.

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

Name Mgr. Joanna Zientek,

E-mail [zientek4@op.pl](mailto:zientek4@op.pl)

#### Length and month of examination

120 minutes in May

#### Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

#### Subject Quality and Approval information

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*NATIONAL AND INTERNATIONAL SECURITY*

**1. MODULE SUMMARY**

**Aims and Summary**

The module's main objective is to provide students with an overview of major theories, concepts, methods and practical aspects in security studies. Particular emphasis will be given to the explanation and understanding of past and recent problems concerning national and international security. Therefore, number of case studies will be included and overview will be provided to students (among others: terrorism and counterterrorism, homeland security, population and migration, environmental threats, humanitarian intervention). Furthermore, the role of contemporary state and non-state actors, its strategies, the use of military and non-military force and other tolls will be thoroughly examined. Particular attention will be paid to the evolution of the surveillance practices from both theoretical and practical perspective. Along with the political aspects, also social and economic stability will be examined as key components of the national and international security of the post-Cold War period. The in-depth analysis of the contemporary security threats at the beginning of the new millennium will also be introduced.

**Module Size and credits**

<b>CATS points</b>	12.0
<b>ECTS credits</b>	6.0
<b>Total student study hours</b>	110
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA Year 1 International Relations (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically assess different theoretical approaches to security;
2. Construct hierarchies of security applicable at both national and international levels;
3. Model military, non-military and economic aspects of international security;
4. Evaluate different approaches to solving security concerns;
5. Interpret the major political, social and economic processes as potential threats to security.

### **Indicative Content**

- Introduction

#### Part i – theoretical approaches

- Realism, liberalism, game theory
- Constructivism, peace studies, critical theory
- Feminist and postcolonial perspective, international political sociology, securitization theory

#### Part ii – security issues and challenges

- Terrorism
- Counterterrorism

- Borders
- Population security and migration
- Humanitarian intervention
- Surveillance studies
- Post-cold war period
- Environmental security

### **Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	40 hours	(45%)
<b>Self guided</b>	70 hours	(50%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(5%)
<b>Total</b>	110 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (30% - 7 Credits): 3500 words; contributes to learning outcomes 1, 3, 4, 5

Final exam (40% - 5 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

20-09-2014

**3. MODULE RESOURCES**

**Essential Reading**

Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies. An Introduction*, (2010).  
Paul. D Williams (ed.), *Security Studies. An Introduction*, (2008 or later editions).

**Recommended Reading**

Louise Amoore, Algorithmic War: Everyday Geographies of the War on Terror, *Antipode* 41 (1): 49–69, (2009).  
Mark Duffield, *Global Governance and the New Wars*, chapters 2, 5. (2001).  
Lorraine M. Elliott, *The Global Politics of the Environment*, chapter 9. (1998).  
Aidan Hehir, *Humanitarian Intervention after Kosovo: Iraq, Darfur and the Record of Global Civil Society*, chapters 2 (2008).  
Jey Huysmans, *The Politics of Insecurity. Security, Migration & Asylum in the EU*, chapters 4, 5, 6. (2006).  
Jon Moran, Mark Phythian, *Intelligence, Security and Policy Post-9 11. The UK's Response to the War on Terror*, chapters 1, 2., (2008).  
Tomas Nail, *The Figure of Migrant*. Stanford University Press, (2015).  
Stevens, A., *Surveillance Policies, Practices and Technologies in Israel and the Occupied Palestinian Territories: Assessing the Security State.*, (2011).  
Nick Vaughan-Williams, *Europe's Crisis Border*, Oxford University Press, (2015)

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

Name Dr. Jan Grzymski

E-mail [j.grzymski@lazarowski.edu.pl](mailto:j.grzymski@lazarowski.edu.pl)

**Length and month of examination**

120 minutes in June

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017



*RESEARCH METHODS OF INTERNATIONAL RELATIONS*

**1. MODULE SUMMARY**

**Aims and Summary**

The goal of this module is to introduce students to the scope and methods of research in political science and International Relations. Students will be introduced both to core principles of the philosophy of social science that underlay all research methods and to methods that are currently being used by students of International Politics.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 100%: composed of Prospectus (40%), Bibliography and Literature Review (40%) and Topic Essay (20%);

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**

None

**Course stages for which this module is mandatory**

MA in International Relations Year 2 (level 7)

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Apply methods in the study of International Relations;
2. Compare and contrast different methods and decide on the most effective for the type of project proposed;
3. Design a research project;
4. Present findings to a variety of audiences.

**Indicative Content**

- What is Political Studies and International Relations—Politics vs. Political Studies
- IR and the varieties of IR interests—Thesis writing and what it is about
- Core principles of the philosophy of social science.
- Thoughts about Thesis Writing and How to Do it.
- The Historical and Political Dimension.
- The Human Actor—the setting and action of politics
- Politics as Authority, Decision and Attitudes
- Case Study Methods/Quantitative Methods/Statistics and their Limits/Formal Methods
- Group Choice/Cooperation, Collective Action and Public Good/Institutions.

**Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

A Prospectus (40% - 4 Credits): outline, plan of a proposed research project contributes to learning outcomes 1, 2, 3, 4

Bibliography and literature review (40% - 4 Credits): contributes to learning outcomes 3, 4

Topic essay (20% - 2 Credits): 2000 words; contributes to learning outcomes 1, 2

#### Re-sit

Students failing any component of assessment, at the first attempt, are entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

- Jon Elster, *Explaining Social Behavior*. Paper. Cambridge University Press, (1989)
- Stephen van Evera, *Guide to Methods for Science of Political Science*. Cornell University, (1997). .

### Recommended Reading

- Wayne C. Booth, Gregory Colomb, and Joseph Williams, *The Craft of Research*. 2<sup>nd</sup> edition. University of Chicago Press, (2008).
- Bertrand de Jouvenal, *The Pure Theory of Politics*. Liberty Fund, (1963).
- Darrell Huff, *How to Lie with Statistics*. Norton, (1954).

- Laura Roselle and Sharon Spray, *Research and Writing in International Relations*. Longman, (2008)
- Gregory Scott and Stephen Garrison, *The Political Science Student Writer's Manual*. 7<sup>th</sup> edition. Paper. Prentice Hall, (2011)
- Kenneth Shepsle and Mark Bonehek, *Analyzing Politics: Rationality, Behavior and Institutions*. Paper. Norton, (2010).
- Detlef F. Sprinz and Yael Wolinsky-Nahmias (ed.), *Models, Numbers, and Cases: Methods for Studying International Relations*. Paper. University Michigan (2004).

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Clifford Bates Jr.

**E-mail** [c.a.bates@uw.edu.pl](mailto:c.a.bates@uw.edu.pl)

### Length and month of examination

N/A

### Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017

*STRATEGIC GAMES*

**1. MODULE SUMMARY**

**Aims and Summary**

The module's main objective is to introduce students to the subject of strategic games and help them to learn about the advantages and pitfalls of forecasting in the field of international relations and security studies. It seeks to provide students with basic tools of analysing and understanding current strategic environment and its possible evolution in the short and mid-term perspective. It helps develop strategic thinking and scenario developing, which are crucial skills for any student of IR, who will later seek advanced expert positions in both public and private organizations.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

n/a

**Excluded Combinations**

n/a

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of a research paper;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

n/a

### **Course stages for which this module is mandatory**

MA in International Relations, Year 1 (level 7)

### **Course stages for which this module is a core option**

n/a

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

By the end of the course students should be able to:

1. Forecast and critically appraise political and security scenarios and develop analytical accounts of these scenarios.
2. Critically apply analytic methodologies to real-life problems and to employ databases in the public domain to analyse current and future events.
3. Evaluate political and ethical arguments and apply them to the policy-making process.

### **Indicative Content**

Strategic Games are often used by civil and military academic institutions, both governmental and non-governmental agencies to deepen the knowledge about the security environment. They are also implemented to present foreseeable future scenarios and assist leaders in the decision-making process. The course will conclude with an exam and a paper-project that devises three different strategies for a selected current strategic game problem. Prior to that students will be asked to brainstorm in class on different ideas that will help them develop their own scenarios. They will be acting in a capacity of analysts and decision-makers presenting, advocating and justifying particular scenarios. Some of the topics discussed in class will include:

1. "Black Swans" and their implication for a decision-maker.
2. Decision making and bad forecasts in international relations.
3. Prospect theory and forecasting.
4. United States, European Union and Russia in mid-term perspective.
5. Why do states go to war? How does domestic politics and culture impact foreign policies?
6. Possible intentional conflicts in Europe and the Americas.
7. Possible international conflicts in Asia, Africa and the Middle East.
8. Cooperation and resolving conflicts.

### Teaching and Learning

This module will be taught by means of discussion classes, lectures and problem solving.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

#### Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

#### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Analysis paper (60% - 6 credits): 3500 words; contributes to learning outcomes 1,2,3

Final Exam (40% - 4 credits): 120 minutes, contributes to learning outcomes 2, 3

#### Re-sit

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

#### Date of last amendment

30-10-2016

### 3. MODULE RESOURCES

#### Essential Reading

Paul D'Anieri International Politics: Power and Purpose, Third Edition, Wordsworth, Boston 2010.

George Friedman, Next Decade, Doubleday, New York 2011.

David C. Gompert, Astrid Cevallos, Cristina L. Garafola, "War with China

Thinking Through the Unthinkable:"

[http://www.rand.org/pubs/research\\_reports/RR1140.html](http://www.rand.org/pubs/research_reports/RR1140.html),2015

#### Recommended Reading:

Niall Ferguson, Civilization: The West and the Rest, Penguin Press, New York 2011.

George Friedman, The Next 100 Years, a Forecast for the 21st Century, Doubleday, New York 2009

Global Trends 2030, A World Transformed – National Intelligence Council 2012:"

<<https://globaltrends2030.files.wordpress.com/2012/11/global-trends-2030-> James M. "Global Trends 2025, A World Transformed – National Intelligence Council 2008": [http://www.dni.gov/files/documents/Global%20Trends\\_2025%20Report.pdf](http://www.dni.gov/files/documents/Global%20Trends_2025%20Report.pdf). november2012.pdf>, pp. i-73.

Goldgeier, The Future of NATO, Council on Foreign Relations Report 2010: <http://www.cfr.org/nato/future-nato/p21044>. Daniel Kahneman and Amos Tversky, "Prospect Theory: An Analysis of Decision under Risk", *Econometrica*, 47(2): 263-292 1979.

Oskar Krejci, *Geopolitics of The Central European Region*, Publishing House of the Slovak Academy of Sciences, Bratislava 2007 (fragments).

Steven Levitsky and Lucan A. Way. 2010. *Competitive Authoritarianism: Hybrid Regimes after the Cold War*, Cambridge University Press, New York 2010 (fragments).

David Sobek, "Machiavelli's Legacy: Domestic Politics and International Conflict," *International Studies Quarterly* 49 (2): 179-204 2005.

Gareth Stansfield, "The Islamic State, the Kurdistan Region and the future of Iraq: assessing UK policy options", *International Affairs*, 90 (6): 1329-1350, 2014.

Nassim N. Taleb *The Black Swan: Second Edition: The Impact of the Highly Improbable*, Penguin Books, London 2008.

Jeffrey Tayler, "Putin's Nuclear Option:" [http://www.foreignpolicy.com/articles/2014/09/04/putins\\_nuclear\\_option\\_russia\\_weapons](http://www.foreignpolicy.com/articles/2014/09/04/putins_nuclear_option_russia_weapons), 2014

Kurt Weyland, "The Diffusion of Revolution: '1848' in Europe and Latin America," *International Organization* 63(3): 391-423 2009.

### **Required Equipment**

None

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr Michał Kuź

**E-mail** [michal.kuz@lazarowski.pl](mailto:michal.kuz@lazarowski.pl)

### **Length and month of examination**

120 minutes in June

### **Expected teaching timetable slots**

Timetable information should be verified with the School responsible for the module  
No timetable information available

### **Subject Quality and Approval information**



***Course Descriptions / MA in International Relations***

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*THEORIES OF INTERNATIONAL RELATIONS*

**1. MODULE SUMMARY**

**Aims and Summary**

Theories of International Relations attempt to order and explain the complex reality in the relations between states, as well as between states and other actors. The main aim of the module is to introduce students with the basic theoretical concepts concerning international relations. During the module two main goals will be followed. Firstly from theoretical perspective, to make students acquainted with the basic theories. Secondly, to create the skills of recognizing behaviour patterns from comparative perspective. Gaining these skills should allow students to interpret, explain and predict events and tendencies in international relations. Both, the educational aspect and critical thinking will be developed during the module.

**Module Size and credits**

<b>CATS points</b>	12.0
<b>ECTS credits</b>	6.0
<b>Total student study hours</b>	120
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA Year 1 International Relations (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically evaluate the main theoretical approaches to international relations;
2. Describe, assess, and trace the origins of the major processes taking place in international relations;
3. Critically evaluate major processes in international relations through explanative models;
4. Utilize theoretical dependencies in contemporary international relations and clearly formulate conclusions.

### **Indicative Content**

- Introduction to the international relations theories
  - The perception of International Relations – the need for explanation and comparison (liberalism, realism, neo-liberalism, neo-realism, Marxist theories, constructivism, feminist theory, post-modernism, normative theory)
  - Realism, neo-realism
  - Liberalism, neo-liberalism
  - Historical sociology, Constructivism and feminism
  - Green politics
  - International Political Economy
  - Explanative models of Globalization
- Practical comparison  
Comparing case studies from the discussed theoretical approaches perspective

- Perspectives on World History – to the end of the Cold War
- The post-Cold War world – explanations of major processes
- The contemporary world system
- International Law, International Relations and Compliance

### **Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	10 hours	(10%)
<b>Lecture</b>	40 hours	(30%)
<b>Self guided</b>	70 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(5%)
<b>Total</b>	120 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% - 6 Credits): 3500 words; contribute to learning outcomes 1, 2, 3

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### **Date of last amendment**

15-10-2016

### **3. MODULE RESOURCES**

## Essential Reading

- Scott Burchill, Richard Devetak, Andrew Linklater, Matthew Paterson, Christian Reuss-Smit, Jacqui True, *Theories of International Relations*, Palgrave MacMillan, 2013. 5th ed..
- Robert Jackson *Introduction to International Relations: Theories and Approaches*, Fourth ed., Oxford University Press, 2010
- Paul Viotti, Mark Kauppi, *International Relations Theory*, Pearson 2012.

## Recommended Reading

- Booth, K. and Smith, St., *International Relations Theory Today*, Polity Press, 2004
- Bull, Hadley, *The Anarchical Society: A Study of Order in World Politics*, London, 1995.
- Carlsnaes, Walter, Risse, Thomas, Simmons, A. Beth, *Handbook of International Relations*, London, 2006.
- Doyle, M.W., Kant, I., *Liberal Legacies and Foreign Affairs*, „Philosophy and Public Affairs”, vol. 12, No. 3.
- Eckes, Alfred E., Zieler, Thomas, *Globalization and American Century*, Cambridge University Press, 2003.
- Frost, Mervyn, *Ethics in International Relations, A Constitutive Theory*, Cambridge University Press, 1996
- Giddens, A., *Runway World. How Globalization is Reshaping our Lives*, New York, 2000.
- Haas, Ernst B., *Beyond the Nation State: Functionalism and International Organization*, Stanford University Press, 1964.
- Hertz, J.H., *Idealist Internationalism and Security Dilemma*, „World Politics”, January 1959.
- Ikenberry, John, *After Victory: Institutions, Strategic Restraint, and Order Building after Major Wars*, Princeton University Press, 2001.
- Keohane, Robert, O., *International Institutions and State Power*, Boulder, 1989.
- Keohane, Robert O., Martin, Lisa, *The Promise of Institutional Theory*, „International Security”, Summer, 1995.
- Kissinger Henry, *Diplomacy*, New York, 1996.
- Layne, Ch., *Kant or Cant. The Myth of Democratic Peace*, „International Security”, Fall, 1994.
- Lawson, St., *Theories of International Relations, Contending Approaches to World Politics*, Willey, 2015.
- Mingst, Karen A., *Essentials of International Relations 3<sup>rd</sup>*. Ed. W.W.Norton & Company, New York, 2004
- Morgenthau, Hans J., *Politics among Nations*, Seventh ed., McGraw-Hill, 2005
- Nau, Henry R., *Perspectives on International Relations, Power, Institutions, and Ideas*, Washington D.C., 2007
- Owen, J., M., *How Liberalism Produces Democratic Peace*, „International Security”, Fall, 1994.
- Roggeveen, Sam, *Towards a Liberal Theory of International Relations* – web page of Centre for Independent Study
- Sabine, George H., and Thorson, Thomas L., *A History of Political Theory*, 4<sup>th</sup> ed. 1989.

Smith, Steve, Amelia Hadfield, Tim Dunne, (ed.) *Foreign Policy, Theories, Actors, Cases*, Oxford University Press 2008

Vig, Norman, J., (ed.), *The Global Environment: Institutions, Law, and Policy*, Washington D.C., 2005.

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Spasimir Domaradzki

**E-mail** [spasimir.domaradzki@lazarski.pl](mailto:spasimir.domaradzki@lazarski.pl)

### **Length and month of examination**

120 minutes in January

### **Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017

## ELECTIVE MODULES

### *CHINESE CIVILISATION: ECONOMY, POLITICS, AND SOCIETY IN PAST AND TODAY*

#### 1. MODULE SUMMARY

##### Aims and Summary

This module aims at showing how traditional values, norms, historical factors and character of society influence the shape of contemporary Chinese society and economy and the pattern of Chinese transformations.

##### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2017-2018

##### Entry Requirements (pre-requisites and co-requisites)

None

##### Excluded Combinations

None

##### Composition of module mark (including weighting of components)

Coursework 60%: composed of an essay;  
Final exam 40%

##### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically examine the milestones of Chinese history and their relation to the present today;
2. Evaluate the traditional Chinese way of thinking, traditional values, norms, institutions and their influence on modern China;
3. Assess the modern Chinese transformation process;
4. Identify potential repercussions of Chinese transition.

### **Indicative Content**

- Origins and most important characteristics of Chinese civilisation.
- Milestones in Chinese modern history (from XIX century till today).
- China today – most important characteristics of contemporary China (physical geography, administrative division, population, natural resources, industry and agriculture, urbanization, etc.)
- Classical philosophical and moral systems (Confucianism, Daoism), and its influence on Chinese mentality.
- State and official institutions in past and present – is contemporary China more like republic or empire?
- State ideology – Confucianism, Communism – Nationalism?
- China's international relations doctrine and its transformations – from isolated Middle Kingdom to dynamic nation state.
- China's engagement in Africa – case study.
- Clan, family, local community and “danwei” – how tradition influence the organizational culture.



- Confucian heritage and contemporary China – “face”, “guanxi”, social hierarchy patterns and its importance for Chinese business and social life
- Economic reforms – genesis, way of introduction and outcomes: agrarian reform, special economic zones, industrialisation, privatisation, reconstruction of “work units”, etc.
- Social repercussion of economic reforms: migration, unemployment, social insecurity, society polarisation, consumerism etc.

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### **Date of last amendment**

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

- Hunter Alan, Sexton Jay, 1999. *Contemporary China*, Palgrave Macmillan  
Naughton Barry, 2007. *The Chinese Economy: Transitions and Growth*, The MIT Press  
Zheng, Y., 2013. *Contemporary China: A History since 1978*, Blackwell History of the Contemporary World. Wiley.

#### Recommended Reading

- Brautigam, Deborah. 2010. *The Dragon's Gift: The Real Story of China in Africa*. Oxford. New York: Oxford University Press pp. 273-306  
Gernet, Jacques, 1996, *A History of Chinese Civilization*, Cambridge University Press, pp 1-35  
Gold, Thomas, Guthrie Doug, Wank David, 2004, *Social Connections in China: Institutions, Culture, and the Changing Nature of Guanxi*, Cambridge University Press, pp 77-117  
Gries, Peter Hays, 2004, *China's New Nationalism : Pride, Politics, and Diplomacy*, University of California Press: (Chapter 7: Popular Nationalism and the Fate of the Nation)  
Guo, Yingjie, 2003, *Cultural Nationalism in Contemporary China.*, Routledge Curzon, (pp 72 – 90)  
Hu, Chang-tu, 1960, *China: Its People, Its Society, Its Culture*. New Haven: HRAF Press pp. 110-121  
Hung, H., 2015. *The China Boom: Why China Will Not Rule the World, Contemporary Asia in the world*. Columbia University Press.  
Ikels, Charlotte, 1996, *The Return of the God of Wealth: The Transition to a Market Economy in Urban China*, Stanford University Press, p. 177-263  
*Ivanhoe, Philip J., Van Norden, Brian W. (ed.), 2001, Readings in Classical Chinese Philosophy*, Seven Bridges Press, pp 157 – 203  
Kipnis, Andrew B., 1997, *Producing Guanxi: sentiment, self, and subculture in a North China village*, Duke University Press (pp 39-57)  
Li, He “China's growing interest in Latin America and its implications”, *Journal of Strategic Studies*, August 2007, Vol 30 Issue 4/5 pp 833-862  
Li, Huaiyin. 2005, *Village Governance in North China, 1875-1936*. Stanford, CA: Stanford University Press, pp. 6-20 and 41-51  
*Taylor, Ian, 2006, China and Africa: Engagement and Compromise*, Routledge, pp 35-75

#### Required Equipment

None.

### 4. MODULE ORGANISATION

**Module leader**

**Name** Dr. Jarostaw Jura

**E-mail** [juraja@o2.pl](mailto:juraja@o2.pl)

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017

*CONTEMPORARY DEMOCRACY VS ANCIENT POLITEIA*

**1. MODULE SUMMARY**

**Aims and Summary**

The chief task of the module is to confront ancient Greek political thought with contemporary liberalism. Particular attention will be paid to Karl Popper's concept of open society and related to its distribution of open / closed society attitudes among various Greek philosophers and politicians.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Identify ideological links between ancient and contemporary political thought;
2. Critically assess the pros and cons of contemporary democracy;
3. Critically analyse socio-political processes employing philosophical analytical instruments.

### **Indicative Content**

- Politics in Antiquity and Modernity: Succession or Breakup?
- Democracy: its Ethical and Existential Dimensions
- Understanding Social Reality: Destiny, Naturalism, Conventionalism
- Politics and the "Good Life"
- Human Nature and State
- Ancient Politeia: Plato's and Aristotle's Design
- Who Should Rule?
- Types of Political Systems
- Ancient Tyranny and Contemporary Totalitarianism
- Ethics and Politics
- Religion, Art, and Science in Politeia

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

**Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 2, 3

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1

**Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

15-10-2016

**3. MODULE RESOURCES**

**Essential Reading**

Aristotle, *The Politics* (Oxford, 1995).

Books: I, III, IV

Balot, Ryan. *Greek Political Thought* (Blackwell Publishing, 2006):

Chapter 3 (Democratic Political Thinking at Athens);

Chapter 4 (Criticizing Democracy in Late Fifth Century Athens);  
Chapter 6 (Fourth Century Revisions);  
Chapter 7 (Aristotle's Political Thought).

Voegelin, Eric. *Order and History* (Louisiana State university Press, 1957), Vol. 2. The World of the Polis:

Chapter 4: The Hellenic Polis  
Chapter 6: The Break with the Myth

### Recommended Reading

Bates, C.A. 'The centrality of politeia for Aristotle's Politics : Aristotle's continuing significance for social and political science'. *Social Science Information* 53(1),139-159, (2014)

Beck, H. A., *Companion to Ancient Greek Government*. (Hoboken : Wiley 2013).

Fromm, Erich. *Escape from Freedom* (Farrar and Rinehart 1941).

Gadamer, Hans-Georg. *The Idea of the Good in Platonic-Aristotelian Philosophy* (Yale University Press, 1986)

Holmes, Stephen. *The Anatomy of Antiliberalism* (Harvard, 1993).

Kalla, Sarla. *Plato's Political Thought: A Critique of Popper's Interpretation* [In] „Journal of Indian Council of Philosophical Research” Vol. 2 (1985).

Lane, Melissa. *Plato, Popper, Strauss, and Utopianism: Open Secrets?* [In] “History of Philosophy Quarterly”. Vol. 16 (1999).

MacIntyre, Alasdair. *Ethics and Politics: Selected Essays* (Cambridge University Press, 2006). Volume 2.

Plato, *Republic* (Oxford 1994).

Books: I, IV, V, VIII

Popper, Karl. *The Open Society and Its Enemies* (Routledge, 1945).

Introduction

Chapter 1 (Historicism and the Myth of Destiny)

Chapter 5 (Nature and Convention)

Chapter 6 (Totalitarian Justice).

Chapter 10 (The Open Society and its Enemies)

Popper, Karl. *Poverty of Historicism* (Routledge, 1957).

Schofield, M. *Plato: Political Philosophy*. (Oxford : Oxford University Press, 2006)

Shearmur, J. *Political Thought of Karl Popper*. (Hoboken : Taylor and Francis. 2012)

Voegelin, Eric. *Plato and Aristotle*. Vol. III of *Order and History* (Louisiana State university Press, 1957)

### Required Equipment

None.

### 4. MODULE ORGANISATION

**Module leader**

**Name**

**E-mail**

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017



*ECONOMIC AND POLITICAL FOUNDATIONS OF EU*

**1. MODULE SUMMARY**

**Aims and Summary**

This module tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period. Key debates in this regard include the demise of real existing socialism, Keynesianism and the criticism of monetarism, and how the operation of the EMU and the political economy of Europe interact. For many years of favorable economic and political conditions Europe built the so called "welfare state". However the crisis has showed with no doubts that European economy needs bold economic and political reforms to protect the leadership position of the EU in the world. Theoretical aspects of European economic integration presented during the module should provide good understanding of the concept of the European Union and the major issues currently discusses in the European Union. The module is designated to provide students with both a deep analytical understanding of and a systematic treatment of empirical issues related to the evolution of the European political economy.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**

None

**Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically assess the impact and benefits of policies of EU institutions
2. Examine the influence of historical decisions regarding EU policy on the present political and economic situation of Europe
3. Identify problem areas concerning EU common economic policies
4. Critically analyze the impact of the single market and its enlargement
5. Evaluate the success of EU economic integration process

**Indicative Content**

- Dynamics of the integration process
- Institutions, mechanism of decisions taking
- The economic policies in the EU
- Free movement of goods, services, labor and capital;
- Internal market and competition policy;
- Redistribution: cohesion policies, CAP policies, EU budget and financial frameworks
- Rules-Based Fiscal Policy for Europe: a Solution or a Trap?

- European Social Model – does it exist?
- Labor Markets in the EU: Implications for Integration and Enlargement
- The EU in the Transatlantic Trade Relations
- Enlargement and Its Consequences
- The Future of the European Union in the Global Political Economy
- Ongoing debate and future development (Stabilization: Economic and Monetary Union; Fiscal policies; Labor market policies; Ecological policy; Foreign policy).

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 2, 3, 4

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

19-10-2016

**3. MODULE RESOURCES**

**Essential Reading**

Balcerowicz, L. (2010). *Sovereign Bankruptcy in the EU in the Comparative Perspective*, Peterson Institute for International Economics, Washington D.C.

Taylor, J.B. (2008). *The Financial Crisis and the Policy Responses: An Empirical Analysis of What Went Wrong*, Hoover Institution Press, Stanford University Press, California

**Recommended Reading**

DeGrauwe, P. (2005). *Economics of the Monetary Union*, 4<sup>th</sup> edition, London, Oxford University Press

Neal, L. (2007). *The Economics of Europe and the European Union*, Cambridge – New York, Cambridge University Press

Weatherill, S., and Beaumont P. (2002). *EU Law*, 5<sup>th</sup> edition, London, Penguin UK

The Economist – different articles (will be distributed to students)

EU Treaties

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Martin Dahl

**E-mail** augwaw@gmail.com

**Length and month of examination**

120 minutes in June

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*GEOPOLITICS*

**1. MODULE SUMMARY**

**Aims and Summary**

The module is focused on Geopolitics as a science which helps to understand International Relations. It is focused on evaluation of the place of the state within the context of International Relations, its position and better understanding of Geostrategy and how geography and spatial patterns influence behaviors of decision makers. The evolution of Geopolitics will be made. To familiarize students with Geopolitics – its presumptions, rules and role as a science in theory and practice. Its major purpose is to make them understand better the place of the state (as a major actor in International Relations) in the world constrained by geography and how those constraints guide human decision making process - thus making political forecasting possible.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2016-2017

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Apply concepts of geopolitics to explain modern phenomena in world politics
2. Evaluate the position of states within International Relations
3. Critically assess the application of geostrategy by political leaders
4. Evaluate policy decisions through a geoeconomic perspective

### **Indicative Content**

- Geopolitics as a science
- Major theoretical approaches
- History of geopolitical thought
- Geopolitical actors
- Geopolitics: social organization, culture and technology
- Methods and factors in Geopolitics
- Geostrategy: the role of military power
- Economic wars, Geoeconomy and Geopolitics
- Geopolitics after the Cold War: from Globalization to Balkanization
- Regional Geopolitics and possible developments in world politics
- Central-European Geopolitics
- Beyond geography: Astropolitics and Astrostrategy

## **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

## **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 1, 3

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

## **Date of last amendment**

17-08-2014

## **3. MODULE RESOURCES**

### **Essential Reading**



David Atkinson, and Klaus Dodds, *Geopolitical Traditions: Critical Histories of a Century of Geopolitical Thought*, Taylor&Francis, 2002  
Klaus Dodds, Merje Kuus, and Joanne Sharp (ed.), *Critical Geopolitics*, Ashgate Research Companions (series), Ashgate Pub Co, 2013  
Geoffrey Parker, *Western Geopolitical Thought in the Twentieth Century*, St. Martin's Press, 1985

### Recommended Reading

Cohen, Saul Bernard, *Geopolitics: The Geography of International Relations*, 3rd ed., Rowman & Littlefield, 2015.  
Colin S. Gray, and Geoffrey Sloan (ed.), *Geopolitics, Geography and Strategy*, Frank Cass Publishers, 1999  
Everett C. Dolman, *Astropolitik: Classical Geopolitics in the Space Age*, Routledge, 2001  
Brink, T.T. *Global Political Economy and the Modern State System*. Leiden : BRILL, 2014.  
Desai, R. *Geopolitical Economy*. Pluto Press, 2013.  
Fazal,T.M. *State Death The Politics and Geography of Conquest, Occupation, and Annexation*. Princeton : Princeton University Press, 2011.  
Flint, C. *Introduction to Geopolitics*. London : Routledge, 2006.  
Ladis Kristof, "The Origins and Evolution of Geopolitics", *The Journal of Conflict Resolution*, March 1960  
Landovsky, J., Riegl, M. *Strategic and Geopolitical Issues in the Contemporary World* Newcastle upon Tyne : Cambridge Scholars Publishing, 2013.  
Toal, G., Dalby, S., Routledge, P. "The Geopolitics Reader". London ; Abingdon : Routledge, 2006.

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

Name MA Jerzy Zarzycki-Siek

E-mail [zarrow@wp.pl](mailto:zarrow@wp.pl)

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*LIMITS OF POWER*

**1. MODULE SUMMARY**

**Aims and Summary**

The module aims to concentrate on two of the milestones of the contemporary democratic state. That is from one side the authority and the individual's rights and liberties from the other. Since there is no firm line between the two values, the module will pay particular attention to the process of shaping the sphere of individual's freedoms and the demarcation of government's competences. Therefore, students will be introduced with the basic concepts that have shaped the contemporary political order in the so-called "western civilization". Particular attention will be paid to the philosophical theories and the development of human rights. Another crucial element to be considered will be the role of the state and the various approaches toward it from the right to pursuit of happiness to the welfare state. The module will pay attention also to the contemporary national and international mechanisms of human rights protection as important and efficient tools that influence the state's competences.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**

None

**Course stages for which this module is mandatory**

MA in International Relations Year II

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically analyse concepts of state and human rights
2. Recognize the threats to individual liberties stemming from the state
3. Critically appraise the development of the human rights concept
4. Recognize domestic and international tools of human rights protection
5. Distinguish rights from privileges

**Indicative Content**

- Introduction – state and the individual. Evolution and revolution. Polis, empire, state. Main concepts. Development of the notion of the national state.
- Cultural relativism or what does “western civilization” mean.
- The role of the individual. Magna Carta Libertatum, natural law and natural rights, the American and French revolutions in comparative approach. Social contract theory. Freedom from the state and freedom through the state.
- Right vs liberty. Semantic differences and their consequences for the state and the individual.
- Democracy and the state vs individual. The limited rights theory.
- The evolution of the human rights concept. From liberty to equality. Different approaches towards the XX century state. (totalitarian, authoritarian, constitutional monarchy,

- democratic)
- Domestic mechanisms for protection of the individual (constitution, courts, ombudsman, NGO's)
  - Interdependence between the national and international system of human rights protection
  - Council of Europe and the most efficient international system of human rights protection. The European Convention of Human Rights and the European Court of Human Rights.
  - Selected cases of limits of power dilemmas: the ban on torture and inhuman treatment.
  - The evolution of the right to life and its impact on the change in the state's entitlements.
  - The limits of freedom of speech. Selected cases from the United States, Poland and Russia.
  - National security vs civil liberties. Examples from the post 9/11 United States and Europe.
  - Quo vadis or the future of the state and the human rights.

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 3, 4, 5

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

Re-sit

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

17-02-2015

**3. MODULE RESOURCES**

**Essential Reading**

- James M. Buchanan, *The limits of liberty: between anarchy and Leviathan*, University of Chicago Press, Chicago, London, 1975
- Russell Kirk, *Rights and Duties, Reflection of our Conservative Constitution*, Spence Publishing Company, 1997
- Jeremy Rabkin, *Law without Nations? Why Constitutional Government Requires Sovereign States*, Princeton University Press, 2005

**Recommended Reading**

- Isaiah Berlin, *Four Essays on Liberty*, Chapter III Two Concepts of Liberty, Oxford University Press 1969
- James Bovard, *Freedom in Chains, The Rise of the State and the Demise of the Citizen*, St. Martin's Press, New York 1999
- Brettschneider, C. *When the State Speaks, What Should It Say? How Democracies Can Protect Expression and Promote Equality*. Princeton : Princeton University Press, 2012.
- Andrzej Bryk, *The limits to arbitrary government: Edward Coke and the search for fundamental law*, Oficyna Literacka, Kraków 1995
- Edmund Burke, *Reflections on the Revolution in France and on the proceedings of in certain Societies in London in a Letter intended to have been sent to a Gentleman in Paris*, London M.DCC.XC
- Zachariah Chafee Jr., *Free Speech in the United States*, Harvard University Press, New York 1969
- Muzaffar A. Chishti, , Doris Meissner, Demetrios G. Papademetriou, Jay Peterzell, Michael J. Wishnie, Stephen W. Yale-Loehr, *America's Challenge: Domestic Security, Civil Liberties, and National Unity after September 11*, Migration Policy Institute, 2005
- David B. Cohen, John W. Wells, *American National Security and Civil Liberties in an Era of Terrorism*, Palgrave Macmillan, 2004
- Michael Freeman, *Human Rights, An Interdisciplinary approach*, Polity Press, Cambridge 2004
- David Hackett Fisher, *Liberty and Freedom*, Oxford University Press 2005

- Fredman, S. *Human rights transformed: positive rights and positive duties*. Oxford: Oxford University Press, 2008.
- Halstead, P. *Human Rights*. Hoboken : Taylor and Francis, 2013.
- Thomas Hobbes, *Leviathan*, Cambridge University Press, 2003
- Hoffman, J. *Citizenship beyond the state* London : SAGE, 2004.
- John Locke, *Two Treatises on Government and a Letter Concerning Toleration*, Digireads Publishing Co. 2005
- John Stuart Mill, *On Liberty*
- Edwin S. Newman, *Civil Liberty and Civil Rights*, Oceana publications, inc. New York, 1970
- O'Sullivan, N. *Political Theory In Transition*. London: Routledge, 2013
- Thomas Paine, *Common Sense*, Dover Publications, 1997
- William H. Rehnquist, *All the laws but one: civil liberties in wartime*, Vintage Books, New York 2000
- Reiter, B. *The Dialectics of Citizenship Exploring Privilege, Exclusion, and Racialization East Lansing, MI : Michigan State University Press, 2013.*
- Schmidtz, D. *A Brief History of Liberty*. Hoboken : Wiley, 2011.

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

Name Dr. Spasimir Domaradzki

E-mail [spasimir.domaradzki@lazariski.pl](mailto:spasimir.domaradzki@lazariski.pl)

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

### Subject Quality and Approval information

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017



*STATE AND NATION*

**1. MODULE SUMMARY**

**Aims and Summary**

The module aims at analysing how historically and politically the modern nation-states have strived to achieve its fundamental goals:

- security by the legitimate use of violence
- popular education by the standardization of language
- making social space legible for the state ('Seeing like a State') by developing state's instrument to gather data on its population
- reforming population by social engineering and different forms of economic distribution
- identifying state's population by controlling its own people's mobility
- documenting individual identity by introducing the concept of legitimate/illegitimate citizenship.

Particular attention will be paid to how the structure and instruments of nation-state proved to be central in emergence of modern statehood from XVIII century till contemporary globally interconnected states. Students will be confronted with state's means of standardization, reforming and controlling its own population and how these means create different forms of individual identity and categorization into legal and illegal citizenship. The module will also discuss some of the current nation-state instruments like flagging the homeland, nation branding or global problems such as migration and statelessness. Altogether, this module should give students better background understanding in the times of eclipsing belief in 'globalization' with alleged return to 'localism' and today's mass migration across the world.

**Module Size and credits**

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Demonstrate an understanding of emergence of nation-state
2. Assess critically the means of nation-states to achieve its fundamental goals
3. Explain the historical origins of the nation-state emergence
4. Assess critically strands, tendencies, and developments connected with contemporary actions taken by nation-states.

### **Indicative Content**

- Introductory Remarks on Nationalism and Emergence of Nation-State
- Origins of National Consciousness: Ethnicity
- Modern Nationalism: Nation-state Building
- Constructivism: Community Imagined
- State and Security
- State and Standardisation
- Governing the Population
- Documenting Individual Identity.
- Citizenship and National Identity
- Borderless World: Cosmopolitanism

- Pursuing Authenticity
- Banal Nationalism: Flagging Homeland

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4

#### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### **Date of last amendment**

30-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

Andreson, B. (2006), *Imagined Communities. Reflections on the Origin and Spread of Nationalism*, Verso.

Gellner, E. (2008), *Nations and Nationalism*, Blackwell Publishing.

Scott, J.C. (1998), *Seeing like a State*, Yale University Press.

## **Recommended Reading**

- Appadurai, A. (1996), *Modernity at Large. Cultural Dimensions of Globalization*, University of Minnesota Press.
- Aronczyk, M. (2013), *Branding the Nation. The Global Business of National Identity*, Oxford University Press.
- Billig, M. (1995), *Banal Nationalism*, SAGE Publications.
- Caplan, J. and Tropey, J. (2001), *Documenting Individual Identity*, Princeton University Press.
- Calhoun, C. (1997), *Nationalism*, Open University Press
- Comaroff, J. and J. (2009), *Ethnicity, INC*, University of Chicago Press.
- Fraser, N. and Honneth, A. (ed.), *Redistribution or Recognition*, Verso.
- Kirchick, James, (2017), *The End of Europe: Dictators, Demagogues, and the Coming Dark Age*, Yale University Press
- Polanyi, K. (2001), *The Great Transformation: The Political and Economic Origins of Our Time*, Beacon Press.
- Smith, A. (1988), *The Ethnic Origins of Nations*, Blackwell Publishing.
- Taylor, Ch. (2004), *Modern social imaginaries*, Duke University Press Books
- Taylor, Ch. (1994), *Multiculturalism. Examining the Politics of Recognition*, Princeton University Press.
- Tropey, J. (2000), *The Invention of Passport. Surveillance, Citizenship and the State*, Cambridge University Press.

## **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Jan Grzymski

**E-mail** [j.grzymski@lazariski.edu.pl](mailto:j.grzymski@lazariski.edu.pl)

### **Length and month of examination**

120 minutes in January

### **Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module  
No timetable information available

**Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*POLITICS AND POLICIES OF EUROPEAN UNION*

**1. MODULE SUMMARY**

**Aims and Summary**

The subject's main aim is to familiarize students with the policy making and policies of the European Union. Furthermore, the role of democracy in the European Union will be discussed with particular attention on the political parties in the EU parliament and their impact on the decision making process. Based on the acquired knowledge, students will become familiar with the main EU policies (with emphasis on the European Union's common agricultural policy, the internal market, environmental policy, justice and home affairs, economic and monetary policies, environmental protection etc.) Ultimately, the EU political process will be linked with the alternative approaches towards European integration and the anticipated outcomes of their implementation.

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Recognize the main institutions of the EU political system and their competences
2. Critically assess the competences of EU institutions
3. Critically analyse democratic legitimacy in the EU system
4. Assess critically the role of the particular institutions in the decision making process and their impact on EU policy
5. Recognize and critically interpret main EU policies, their aims, achievements and dilemmas.

### **Indicative Content**

1. Introductory remarks, vocabulary;
2. The EU organizational structure and mechanisms;
3. Historical development of the European integration;
4. Policy making in the EU: stakeholders, lobbying.
5. The quest for European Identity
6. Democracy in the European Union – sources of legitimization and the role of the nation state;
7. Selected cases of European Union policies: Enlargement, CAP, Environment.
8. The European Union and the EURO;
9. The European Security and Defense Policy;

10. The Foreign Policy of the European Union and its future.

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 6 Credits): 3500 words; contributes to learning outcomes 1, 2, 3, 4, 5

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### **Date of last amendment**

17-08-2014

## **3. MODULE RESOURCES**

### **Essential Reading**



Ian Bache, Stephen George, Simon Bulmer, Politics in the European Union, Oxford University Press, 3 ed., 2011

Michelle Cini, N. Borragan Perez-Solorzano, Eds, European Union Politics, Oxford University Press, 2010, 3rd Ed.

### **Recommended Reading**

Simon Hix, Bjørn Høyland, The Political System of the European Union (The European Union Series), Palgrave Macmillan; 3rd, 2011

Beate Kohler-Koch & Rainer Eising, The Transformation of Governance in the European Union, Routledge, 2002

Pierre Manent, Democracy Without Nations, ISI Books, 2007

Hartmut Mayer, Henri Vogt, A Responsible Europe?: Ethical Foundations of EU External Affairs, Palgrave Macmillan, 2006

Olsen, J., McCormick, J., The European Union: Politics and Policies, Westview press, 2016

Neill Nugent, The Government and Politics of the European Union, Palgrave Macmillan; 6th ed, 2006

Peterson John, Bomberg Elizabeth, Stubb Alexander, The European Union - How Does it Work? 2nd ed., Oxford University Press, 2010

Hellen Wallace and William Wallace, Policy-Making in the European Union, Oxford University Press, Fourth ed. 2000

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Spasimir Domaradzki

**E-mail** [spasimir.domaradzki@lazarski.pl](mailto:spasimir.domaradzki@lazarski.pl)

### **Length and month of examination**

120 minutes in January

### **Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	15 February 2017

*STATESMANSHIP*

**1. MODULE SUMMARY**

**Aims and Summary**

This module seeks to examine the inter-relationship between political actors and the relations between states, with special focus upon statesmanship. The module will look at the significant trends in the history of Western civilization and how those trends were shaped by statesmen who attempted to direct those events. Often when we talk about politics or look at political action, the focus is upon the various political actors that direct and shape those political actions. The ability to shape and direct politics is understood to be what people call leadership. Statesmen/Leaders are held to be those who define or shape the particular dynamics of politics which they are acting within. This module looks at the nature and character of leadership/statesmanship and their role in politics, especially on the international arena.

**Module Size and credits**

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: critical analysis of a modern political actor;

Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically evaluate the limits and strengths of the leadership dimension of international politics;
2. Critically appraise the traits of leaders, critically assess what works and what does not work in shaping foreign policy;
3. Critically assess the role of individual human actors on politics at the international level.

### **Indicative Content**

- Introduction: the nature of leadership
- The character of statesmanship
- Prudence and Judgment and its role in international politics
- The Environment of Leaders

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Critical analysis of a political actor (60% - 6 credits): contributes to learning outcomes 1, 2, 3

Final exam (40% - 4 credits): 120 minutes; contributes to learning outcomes 1, 2, 3

### Re-sit

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

- Angello Codevilla *Advice for a War President: A remedial course in Statecraft*, Basic Books, 2010
- Thomas E. Cronin, Michael A. Genovese. *Leadership Matters*, Transaction Publishers, 2012
- Carnes Lord, *The Modern Prince*, Yale University Press, 2004

### Recommended Reading

- Conrad Black *Richard M. Nixon: A Life in Full*, Public Affairs, 2007
- Winston Churchill, *Marlborough*, vol. 2, University of Chicago Press, 2002
- Eliot Cohen, *Supreme Command*, Free Press, 2002
- Martin Gilbert, *Churchill: A Life*, Holt Paperbacks, 1992
- Steven F. Hayward, *Greatness*, Three Rivers Press, 2006
- Michael Knox Beran, *Forge of Empires: Three Revolutionary Statesmen and the World They Made, 1861-1871*, Free Press, 2007
- Carnes Lord, *Losing Hearts and Minds?: Public Diplomacy and Strategic Influence in the Age of Terror*, Praeger Security International, 2006
- Daniel Mahoney, *De Gaulle: Statesmanship, Grandeur, and Modern Democracy*, Transaction Publishers, 2000
- David McCullough, *Truman*, Simon & Schuster, 1993
- Richard Nixon, *Leaders*, Grand Central Publishing, 1982
- Joseph S Nye, *The Powers to Lead*, Oxford university Press, 2010
- Margaret Thatcher, *Statecraft: Strategies for a Changing World*, Harper, 2002

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Michał Kuź.

**E-mail** michalmkuz@gmail.com

### Length and month of examination

120 minutes in January

### Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

### Subject Quality and Approval information

Board of Study

Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017

*THE UNITED STATES AND THE EUROPEAN UNION: CULTURAL, POLITICAL, AND LEGAL DIFFERENCES IN APPROACH TO MODERNITY*

**1. MODULE SUMMARY**

**Aims and Summary**

The main objective of the module is to give the students the basic knowledge and understanding of what has been happening to the transatlantic civilization after the demise of communism, the creation of the European Union as a global and increasingly ideological player, as well as the acceptance into the latter of the Eastern European, post-Soviet countries .

**Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2017-2018

**Entry Requirements (pre-requisites and co-requisites)**

None

**Excluded Combinations**

None

**Composition of module mark (including weighting of components)**

Coursework 60%: composed of an essay;  
Final exam 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. final exam and coursework). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**



None

**Course stages for which this module is mandatory**

MA in International Relations Year II (level 7)

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

The intended learning outcomes are that on completion of this module, the student should be able to:

1. Critically assess the impact of cultural, political, and economic events on the way that European and Americans view modernity and modernization
2. Critically evaluate recent policy proposals in America and Europe in light of the different philosophical approaches to modernity in both regions
3. Critically appraise future relations between the USA and Europe.

**Indicative Content**

1. What is modernity? The birth of modern consciousness and its philosophical and scientific consequences: Machiavelli, Descartes, Bacon, Locke, Hobbes, Kant, Rousseau.
2. The cultural and political consequences of the modern disenchantment philosophies: Darwin, Marx, Nietzsche, Freud.
3. The Scottish, American and French Enlightenments; human nature, natural law and natural rights.
4. The Declaration of Independence 1776, the Declaration of the Rights of Man and Citizen 1789 – conceptual differences; the American and European concept of constitutionalism.
5. Religion as an enemy of modernity and liberalism in the post 1789 Europe and a different American approach – the cultural and political differences
6. Society as a bottom up American experience; society as a top down European experience; Alexis de Tocqueville's analysis of the American and the French experiences.
7. The concept of the West; theories of Western modernization, multiculturalism, post-colonial theory, and a breakdown of the liberal consensus.
8. American democratic universalism and the post – Second World War European post-heroism.
9. The evolution of the European integration and the birth of metaphysical boredom;

- communism in Eastern Europe as a form of modernity and modernization.
10. What are human rights and where do they come from ?- a growing crisis of the new 'religion'; the end of the European nation-state, the rise of the human rights empire, and a dream of the transnational universal justice and institutions; the American nationalism and its resistance against transnational justice.
  11. The European Union's process of integration, the postcolonial theory and its application to Eastern Europe; the 'classicist' and the 'liberal modernizers' - different approaches to modernization in Eastern Europe.
  12. The post – 1968 liberal monistic model of the European integration versus the commonwealth of nations; the immigration crisis; the fate of the transatlantic civilization.

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Essay (60% – 3 Credits): 3500 words; contribute to learning outcomes 1, 2, 3

Final exam (40% – 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3

### **Re-sit**

Students failing any component of assessment, at the first attempt, is entitled to one re-sit attempt. This will be by new examination and/or new coursework scheduled for the next

assessment opportunity. For coursework, if more than one element existed in the first attempt, this may be combined into one assessment for re-sit.

**Date of last amendment**

16-10-2016

**3. MODULE RESOURCES**

**Essential Reading**

Andrzej Bryk "The United States, the European Union, Eastern Europe: and the different attitudes and approaches towards modernity", Krakow International Studies 1/2008.

Jeffrey Kopstein, Sven Steinmo /ed./ „Growing Apart: America and Europe in the Twenty-First Century“, Cambridge University Press 2010.

**Recommended Reading**

Brian C. Anderson "Democratic Capitalism and Its Discontents" /chapter "Religious America, Secular Europe"/ 2007/

Marshall Berman "All That is Solid Melts into Air: The Experience of Modernity", Penguin 2002

James Caesar "The Philosophical Origins of Anti-Americanism in Europe" in Paul Hollander /ed./ "Understanding Anti-Americanism", Chicago 2004.

Christopher Caldwell „Reflections on the Revolution in Europe: Immigration, Islam and the West“, New York 2009

Gerthrude Himmelfarb "The Roads to Modernity: The British, French and the American Enlightenments", New York 2005

Robert Kagan "Of Paradise and Power: America and Europe in the New World Order", 2004

Pierre Manent "A World beyond Politics? A defense of the Nation State", Princeton 2006

Harvey C. Mansfield, Delba Winthrop "Introduction" to Alexis de Tocqueville "Democracy in America", Chicago University Press 2004

Jeremy Rabkin "Law without Nations?": Why Constitutional Government Requires Sovereign States", Princeton 2005

George Weigel: "The Cube and the Cathedral: Europe, America and the Politics without God", Basics Books, New York 2005

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Prof. Andrzej Bryk

**E-mail** [apbryk@gmail.com](mailto:apbryk@gmail.com)

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 15 February 2017