

BA in International Relations  
and European Studies

# STUDENT HANDBOOK

2018-2019



UCZELNIA  
ŁAZARSKIEGO

## TABLE OF CONTENTS

THE PROGRAMME .....	4
IMPORTANT ADMINISTRATIVE INFORMATION .....	7
THE DEGREE .....	9
DEGREE CRITERIA.....	13
ASSESSMENT .....	14
DETAILS OF COURSE ASSESSMENT .....	17
MARKING SCHEME.....	21
EXAMINATION PAPERS.....	24
PROGRESSION.....	27
EXAMINATION BOARD .....	30
ERASMUS EXCHANGE PROGRAMME .....	31
UNFAIR PRACTICE – RULES REGARDING CHEATING AND PLAGIARISM.....	32
CODE OF CONDUCT.....	34
COMPLAINTS PROCEDURE.....	35
QUALITY ASSURANCE .....	36
CORE MODULE DESCRIPTORS .....	37
BA in IRES ACADEMIC WRITING I .....	37
BA in IRES ACADEMIC WRITING II .....	41
BA IRES THESIS RESEARCH AND WRITING SEMINAR.....	45
BA IRES THESIS METHODOLOGY .....	48
CRITICAL THINKING.....	51
EUROPE IN THE WORLD – POLITICAL AND ECONOMIC GEOGRAPHY.....	54
GOVERNMENT AND COMPARATIVE POLITICS.....	57
HISTORY OF INTERNATIONAL RELATIONS .....	60
INFORMATION TECHNOLOGY.....	63
INTERCULTURAL COMMUNICATION .....	66
INTERNATIONAL ECONOMICS .....	69
INTERNATIONAL ORGANISATIONS .....	72
INTERNATIONAL PUBLIC LAW.....	75
INTRODUCTION TO EUROPEAN UNION.....	78
INTRODUCTION TO INTERNATIONAL RELATIONS.....	81
INTRODUCTION TO LAW.....	84
INTRODUCTION TO MACROECONOMICS.....	87
INTRODUCTION TO MICROECONOMICS .....	90
INTRODUCTION TO POLITICAL PHILOSOPHY .....	93
INTRODUCTION TO SOCIAL ANTHROPOLOGY .....	96
ISSUES IN MACROECONOMIC POLICY .....	99
POLISH FOREIGN POLICY .....	102
STATISTICS AND DEMOGRAPHICS .....	105
WESTERN CIVILISATION I .....	108
WESTERN CIVILISATION II .....	112
ELECTIVE MODULE DESCRIPTORS .....	115
AMERICAN CIVILISATION .....	115
AMERICAN FOREIGN POLICY .....	118
AMERICAN RIGHTS AND FREEDOMS.....	121
DIPLOMACY .....	124
EAST ASIA .....	127

EASTERN EUROPEAN POLITICS .....	130
ETHNIC CLEANSING AND DISPLACEMENT IN THE MODERN WORLD.....	133
EU COMMON FOREIGN AND SECURITY POLICY .....	136
EUROPE: IDENTITY, IDEA AND PRACTICE.....	139
HUMAN RIGHTS IN THE POST-SOVIET SPACE .....	143
MEDIA AND POLITICS .....	146
POWER AND CONTROL – CRITICAL OVERVIEW.....	149
RUSSIA, EASTERN EUROPE, AND SOVIET LEGACY .....	152
TERRORISM AND ANTI-TERRORISM.....	155
LANGUAGE ELECTIVES MODULE DESCRIPTORS.....	158
GERMAN LANGUAGE I .....	158
GERMAN LANGUAGE II.....	161
FRENCH LANGUAGE I.....	164
FRENCH LANGUAGE II.....	167
MODULE LEADERS.....	170
USEFUL VOCABULARY AND TERMS .....	183
APPENDIX A - DIRECTIONS TO STUDENTS AT EXAMINATIONS .....	185
APPENDIX B – STUDENT COMPLAINTS PROCEDURE.....	187

This Handbook applies to students of 3<sup>rd</sup> year of BA in IRES **only** (intake 2016).

# THE PROGRAMME

## Basic Information

Bachelor of Arts in International Relations and European Studies (BA in IRES) is a three-year, six-semester programme offered by the Lazarski University in Warsaw, Poland. The degree scheme is offered on a modular basis. The language of instruction, assessments, grading and quality assurance is English. Graduates of the BA in IRES programme are awarded a Single Honour Degree, BA in International Relations and European Studies (having gained 180 ECTS / 360 CATS credit points and passed all modules). Honours degree will be awarded with first, upper-second, lower-second or third class honours.

The students of the BA in IRES Programme at Lazarski University receive a dual BA award, British (issued by Coventry University) and Polish (issued by Lazarski University). The programme itself is identical for both degrees, with the same number of credits and one BA thesis. There are, however, some differences relating the final average grade, the thesis and the final mark (see below).

## Rationale

International Relations is one of the world's most popular and fastest growing areas of multidisciplinary social science studies on all levels, and is an ideal field of study for people who are curious about the world, and who wish to exert an influence on the social and political realities of global affairs. We offer International Relations in one of the best possible observation points, in Warsaw, between Berlin and Moscow, Brussels and Kiev, Stockholm and Budapest. Warsaw is the place, where the West encounters East-Central Europe, and where different traditions and interests meet. Poland is by far the largest new member of the European Union (EU) and the North Atlantic Alliance (NATO) after formerly being one of the enslaved nations within the former Soviet bloc. Poland's political and economic transition from communism to a political order based on civic liberty became an internationally recognised success worth studying.

The BA programme in International Relations and European studies (BA in IRES) responds to great challenges and opportunities of the internationalisation and globalisation of the contemporary world. Its main focus is Europe, its history and tradition, and its relatively recent efforts of integration with a mixed record of successes and failures.

The programme meets the needs and expectations of international students from Europe and from other regions and civilisations of the world. The students are provided with the insight into global and European politics through courses taught by professors with degrees from Polish and Western universities, as well as by former diplomats and policy makers. To gain professional experience, the BA in IRES students have internships in IR-related organizations of your choice, including government agencies, embassies and consulates, offices of intergovernmental organizations, international NGOs, business corporations, and the media.

To gain practical professional experience, the BA in IRES students will take internships in IR-related organizations of their choosing. The choice includes, among others, government agencies, embassies and consulates, offices of intergovernmental organizations, international NGOs, business corporations, and the media.

The BA in IRES Programme is run in accordance with the Łazarski University Rules and Regulations governing English Language Programmes.

The BA in IRES programme satisfies the International Relations component of the Politics and International Relations benchmark statements that can be found at:  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-politics-15.pdf>

### **Aims and Objectives**

To gain the qualification the student will have demonstrated i) subject knowledge and understanding ii) cognitive skills iii) subject-specific practical and professional skills and iv) other general skills and capabilities specified in the learning outcomes for modules within the programme.

Upon successful completion of the BA in IRES program, students will acquire the following qualities and capabilities:

- Knowledge and understanding of political, economic, cultural, military, religious, legal aspects of contemporary global and regional international relations, especially in Europe;
- Awareness of the historic roots and present cultural and political European identity, within and without the European Union;
- Awareness of similarities and differences between Europe and other major regions and civilizations of the world, as well as cooperation and conflict between them;
- Understanding of diplomacy, its methods and institutions
- Critical thinking and critical evaluation of concepts and arguments;
- Knowledge and ability to use appropriate theories, concepts and principles from a range of International Relations and European Studies-related fields;
- Locating, extracting, evaluating, analyzing and combining different types of information sources;
- Creative thinking.

Specifically the graduate will demonstrate the following qualities, skills, capabilities and values:

#### *i) Intellectual*

1. Background general education in history, economics, international politics;
2. Identification and evaluation of problems combined with proper tool application;
3. Analytical skills: ability to use analysis and synthesis, to draw conclusions, to formulate and test hypotheses and build theories;
4. Ability to make forecasts considering different time periods;
5. Research skills: ability to locate, collect and evaluate relevant evidence;

6. Effective usage of various quantitative and qualitative research techniques for social sciences.

*ii) Practical*

1. Communication, presentation, interaction skills;
2. Ability to find and use relevant information;
3. Knowledge of the diplomatic protocol;
4. Effective written and oral communication in English;
5. Teambuilding — the ability to work creatively and flexibly with others as part of a team;
6. Mediating skills.

*iii) Personal and Social*

1. Effective managing of time and resources;
2. Effective usage of IT, particularly the Internet, for professional purposes;
3. Personal and leadership skills;
4. Working in a multicultural environment;
5. Creative and innovating thinking allowing to develop and debate ideas and problems.

**Graduates**

BA in International Relations and European Studies (BA in IRES) graduates will be specialists well-trained in modern scholarship — including both academic and applied knowledge with practical professional skills — and aware of the civilizational, historical, social, economic and political complexity of Europe and the world. They will:

- be prepared to work as policy makers, planners or analysts, particularly in foreign service—especially in the diplomatic and consular corps—and in international non-governmental organisations (INGOs); as global and EU marketers and consultants in multinational business organisations; or as international journalists in the media, including the new (Internet-based) media;
- learn analytical skills, quantitative and qualitative research techniques and the use of computers and the Internet for professional purposes;
- know how to think critically and optimise decision-making processes;
- be able to understand the interrelated political, military, cultural and economic issues globally, from governmental as well as business and NGO perspectives;
- be open-minded, creative, inventive, flexible and ready to look for opportunities in the changing world.

## IMPORTANT ADMINISTRATIVE INFORMATION

### Academic Year 2018/19 important dates

Autumn semester dates 08/10/2018 – 18/01/2019

Autumn semester examination session dates: 28/01/2019 – 08/02/2019

Autumn semester re-sit examination session dates: 23/04/2019 – 11/05/2019

Spring semester dates: 22/02/2019 - 31/05/2019

Spring semester examination session dates: 03/06/2019 - 14/06/2019

Spring semester re-sit examination session dates: 17/09/2019 - 28/09/2019

### Useful addresses

[www.lazarski.pl](http://www.lazarski.pl)

[www.coventry.ac.uk/](http://www.coventry.ac.uk/)

[www.lazarski.pl/pl/wydzialy/wydzial-eiz/English-language-studies-registrar/](http://www.lazarski.pl/pl/wydzialy/wydzial-eiz/English-language-studies-registrar/)

[www.samorzad.lazarski.pl/](http://www.samorzad.lazarski.pl/)

<http://wu.lazarski.pl>

<http://www.euczelnia.lazarski.pl/> – This is a link to the virtual repository which module leaders use to share electronic documents. The access codes are provided by the module leaders.

### Useful info

Students are asked to contact the **Validated Studies Registrar** personally (**room 362 / 3<sup>rd</sup> floor / sector F**), by phone (**022 54 35 369**) or e-mail ([validated.studies@lazarski.edu.pl](mailto:validated.studies@lazarski.edu.pl)) when they, i.e.:

- need an application form to the Programme Director and want to submit it;
- need a statement about their student status;
- change their personal details, address, e-mail address or telephone number;
- face a sudden personal situation that has influenced their current mode of studies;
- have lost their ID card;
- have a disability;
- wish to withdraw;
- have a complaint;
- have any other issues related to the studies.

## ADMISSION PROCEDURES

Łazarski University offers the BA in International Relations and European Studies Programme with the thought of attracting international (especially East European) as well as Polish students. The candidates must complete secondary education prior to the admission. Additionally, we expect that they are proficient in English. They need to present either internationally recognized English certificates or pass a language test at Łazarski University. For applicants whose first language is not English, the minimum English Language Requirements is 6.0 IELTS.

The required documents are:

- Original or certified true copy of second level diploma (A-level certificate or an appropriate local equivalent) translated into English by a sworn translator);
- Original or certified true copy of IELTS, Cambridge Advanced Proficiency, or TOEFL scores;
- To be eligible for admittance to study, a candidate shall have attained the age of 17 years or over at the time of entry.

### **Recognition of prior learning and credit transfer scheme.**

LU recognizes prior learning of a prospective student and will exempt credit towards satisfying the requirements for a degree programme, where and only where this learning is considered equivalent to the content and learning outcomes prescribed for modules or courses within that programme. In the case of candidates applying for dual-award programmes, the application for recognition of prior learning needs to be approved by the partner university as well (Coventry University). Credit shall not be given for more than two thirds of any course, which means the early stages of a course. For example, in the case of a three-year full-time course the maximum credit will normally be two-thirds (i.e. years one to two).



## THE DEGREE

**Programme Title:** International Relations and European Studies (IRES)

**Degree Awarded:** BA (Hons)

**Credit Points:** 360 British Credit Points  
180 European Credit Transfer System (ECTS) Credit Points

**Duration:** 3 years

To be awarded the BA (Hons) in International Relations and European Studies degree, students must complete all three levels of the Programme and earn 360 credit points (180 ECTS credits).

Each year of the BA in IRES Programme carries 120 credit points (60 ECTS credit points) and each semester carries 60 credit points (30 ECTS credit points) divided into required (core) and elective modules (courses).

Part I of the Programme (1st and 2nd semester) carries 120 credits, on the basis of twelve core modules, 10 credits each. Additionally, the students take a two semester Athletics required by Polish law.

Part II of the Programme (3rd and 4th semester) carries 120 credits, on the basis of seven core modules and five electives, 10 credits each.

Part III of the Programme (5th and 6th semester) carries 120 credits, on the basis of eight core modules and three electives, each worth 10 credits.. One of the core modules—BA Thesis seminar—is worth 20 credits.

Course	Lecturer	Workshop lecturer	Lecture	Seminar	Workshop	hours total	credits / ECTS credits
<b>1st Year</b>							
<b>semester 1</b>							
Introduction to International Relations	Spasimir Domaradzki	Ostap Kushnir	30	0	15	45	10/5
Introduction to Law	Jerzy Zarzycki-Siek	Jerzy Zarzycki-Siek	30	0	15	45	10/5
Introduction to Microeconomics	Tomasz Napiórkowski	Bauyrzhan Zhanuzakov	0	30	15	45	10/5
Statistics and Demographics	Katarzyna Gmaj	Katarzyna Gmaj	45	0	15	60	15/7

Information Technology	Bauyrzhan Zhanuzakov	Bauyrzhan Zhanuzakov	30	0	15	45	10/5
BA in IRES Academic Writing I	Joanna Zientek	Grzegorz Butrym	0	45	45	90	5/3
Athletics	staff		0	0	30	30	0
<b>1st semester together</b>			<b>135</b>	<b>75</b>	<b>150</b>	<b>360</b>	<b>60/30</b>
<b>semester 2</b>							
Western Civilisation I	Krzysztof Łazarski	Jerzy Zarzycki-Siek	45	0	15	60	15/7
History of International Relations	Christopher Lash	Christopher Lash	30	0	15	45	10/5
Europe in the World – Political and Economic Geography	Ostap Kushnir	Ostap Kushnir	30	0	15	45	10/5
Introduction to Social Anthropology	Iryna Polets	Iryna Polets	30	0	15	45	10/5
Introduction to Macroeconomics	Tomasz Napiórkowski	Zhanuzakov Bauyrzhan	30	0	15	45	10/5
BA in IRES Academic Writing II	Joanna Zientek	Grzegorz Butrym	0	45	45	90	5/2
Athletics	staff		0	0	30	30	0
<b>2nd semester together</b>			<b>165</b>	<b>45</b>	<b>150</b>	<b>360</b>	<b>60/30</b>
<b>1st Year together</b>			<b>300</b>	<b>120</b>	<b>300</b>	<b>720</b>	<b>120/60</b>
<b>2nd Year</b>							
<b>semester 3</b>							
Western Civilisation II	Krzysztof Łazarski	Jerzy Zarzycki-Siek	0	45	15	60	15/7
Introduction to European Union	Spasimir Domaradzki	Ostap Kushnir	0	30	15	45	10/5
Critical Thinking	Michał Kuź	Jan Grzymiski	0	45	0	45	10/5
Intercultural Communication	Iryna Polets	Elena Diaconu	0	30	15	45	10/5
International Economics	Tomasz Napiórkowski	Katarzyna Marton-Gadoś	0	30	15	45	10/5
French or German Language	Edyta Wietecha/ Barbara Polkowska		0	0	60	60	5/3
<b>3rd semester together</b>			<b>0</b>	<b>180</b>	<b>120</b>	<b>300</b>	<b>60/30</b>
<b>semester 4</b>							
Five electives assigned for the 2nd Year	IRES staff		0	150	50	225	50/25

French or German Language	Edyta Wietecha/ Barbara Polkowska		0	0	60	60	10/5
<b>4th semester together</b>			<b>0</b>	<b>150</b>	<b>110</b>	<b>260</b>	<b>60/30</b>
<b>2nd Year together</b>			<b>0</b>	<b>330</b>	<b>230</b>	<b>560</b>	<b>120/60</b>
<b>3rd Year</b>							
<b>semester 5</b>							
Polish Foreign Policy	Spasimir Domaradzki	Jan Grzymiski	0	30	15	45	10/5
Introduction to Political Philosophy	Krzysztof Łazarski	Krzysztof Łazarski	0	30	15	45	10/5
Government and Comparative Politics	Ostap Kushnir	Margaryta Khvostova	0	30	15	45	10/5
International Public Law	Jerzy Zarzycki-Siek	Jerzy Zarzycki-Siek	0	30	15	45	10/5
Issues in Macroeconomic Policy	Tomas Napiórkowski	Tomasz Napiórkowski	0	30	15	45	10/5
BA IRES Thesis Methodology	Christopher Lash	Christopher Lash	0	30	15	45	10/5
<b>5th Semester together</b>			<b>0</b>	<b>180</b>	<b>90</b>	<b>270</b>	<b>60/30</b>
<b>semester 6</b>							
International Organisations	Iryna Polets	Elena Diaconu	0	30	15	45	10/5
<b>Three electives assigned for 3rd year</b>	IRES staff		0	90	30	120	30/15
BA IRES Thesis Research and Writing Seminar	IRES staff	Krzysztof Lazarski/ Joanna Zientek, Jacek Gałazka	30	0	55	85	20/10
<b>6th Semester together</b>			<b>30</b>	<b>120</b>	<b>100</b>	<b>250</b>	<b>60/30</b>
<b>3rdYear together</b>			<b>30</b>	<b>300</b>	<b>190</b>	<b>520</b>	<b>120/60</b>
<b>Total for the 1st-3rd Years</b>			<b>330</b>	<b>750</b>	<b>720</b>	<b>1800</b>	<b>360/180</b>
<b>Electives for the 2nd Year</b>							
American Civilisation	Andrzej Bryk	Elena Diaconu	0	30	10	40	10/5
Diplomacy	Jerzy Zarzycki-Siek	Jerzy Zarzycki-Siek	30	30	10	40	10/5
EU Common Foreign and Security Policy	Paweł Olszewski	Ostap Kushnir	0	30	10	40	10/5

Media & Politics	Michał Kuź	Jerzy Zarzycki-Siek	0	30	10	40	10/5
Human Rights in the Post-Soviet Space	Wiesław Wactawczyk	Jerzy Zarzycki-Siek	0	30	10	40	10/5
Eastern European Politics	Ostap Kushnir/ Spasimir Domaradzki		0	30	0	30	10/5
Terrorism and Anti-Terrorism	Michał Kuź	Bauyrzhan Zhanuzakov	0	30	10	40	10/5
Europe: Identity, Idea and Practice	Jan Grzymski	Jan Grzymski	0	30	10	40	10/5
<b>Electives for the 3rd Year</b>							
American Rights & Freedoms	Andrzej Bryk	Elena Diaconu	0	30	10	40	10/5
American Foreign Policy	Spasimir Domaradzki	Bauyrzhan Zhanuzakov	0	30	10	40	10/5
Ethnic Cleansing and Displacement in the Modern World	Christopher Lash	Christopher Lash	0	30	10	40	10/5
Russia, Eastern Europe and Soviet Legacy	Wiesław Wactawczyk / Krzysztof Łazarski		0	40	0	40	10/5
East Asia	Jarostaw Jura	Jarostaw Jura	0	30	10	40	10/5
Power and Control – Critical Overview	Jan Grzymski	Margaryta Khvostova	0	30	10	40	10/5

*\*An elective course should have no fewer than ten students and no more than twenty. The list of the elective courses can be modified.*

## DEGREE CRITERIA

To be awarded BA in International Relations and European Studies Degree students must pass all three levels of the scheme and earn 360 credits. The final grade for the degree is counted according to the following criteria:

- i. Marks of level 4 (Year I) count for 0% of the final mark
- ii. Marks of level 5 (Year II) count for 33.3% of the final mark
- iii. Marks for level 6 (Year III) along with the completed BA thesis, count for 66.7% of the final mark.

The following table shows a scale for undergraduate awards:

First Class Honours	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third	40-49%
Fail	0-39%

A student who is admitted to the programme but is subsequently unable, or is not permitted, to progress to completion may, depending upon the number of credits attained at the appropriate levels at the time of exit, qualify for one of the following awards:

<i>Credits Pursued</i>	<i>Candidate may exit the scheme with eligibility for:</i>
not fewer than 240 CATS	Undergraduate Diploma of Higher Education
not fewer than 300 CATS	Unclassified Degree

Credits accumulated at level 4 (Year I) do not contribute towards the minimum credits specified above.

### Polish Degree

The students of the BA in IRES at Łazarski University receive also a Polish BA degree (*licencjat*). Polish rules require BA thesis defense examination. The final mark for the Polish BA degree is counted as follows: the average grade for all three years is worth 60%, the thesis 20% and the thesis defense examination, 20%.

# ASSESSMENT

## Teaching and Learning

Each year of the BA in International Relations and European Studies Programme carries 120 British credit points (60 ECTS credit points) and each semester carries 60 British credit points (30 ECTS credit points) divided into required (core) and elective modules (courses) worth 10 British credit points (5 ECTS credit points) each.

The only exception in terms of credit points is — during the final Semester 6 — the IRES BA Thesis Research and Writing Seminar worth 20 British credit points (10 ECTS credit points) because it includes the writing of a 10 000-word BA Thesis.

Students' presence in all classes is obligatory. Absence in 3 classes without serious reasons may lead to failing the course. Repeated unexcused absence (more than 3 classes missed) may lead to deleting a student from the Programme by its Director or by the Dean. Student can excuse his/her absence due to illness and other serious reasons. All absences must be reported to the Programme Director. Students, who without good cause, fail to complete their forms of assessment by the required date or absent themselves from examinations, will be awarded a zero mark for the element concerned.

## Contact Hours

Each typical BA in IRES module (course) of 10 credits points (5 ECTS credits) requires about 150 hours of student workload. This includes:

50-60 hours of contact time comprising lectures, seminars, and workshops;

Workshops taught by assistants play an important role, particularly during the first 3 semesters as a method of enforcing regular study, therefore gaining proper study habits; they also allow us to conduct frequent in-class exams

90-100 hours of individual study, including preparation of presentations and other projects, writing of term papers and examinations.

Elective modules of 10 credit points (5 ECTS) require about 150 hours of student workload.

This includes:

40 hours of contact time comprising lectures, seminars, and workshops;

110 hours of individual study, including preparation of presentations and other projects.

The IRES BA Thesis Research and Writing Seminar of 10 ECTS credit points requires additional 100 hours, approximately, of individual study in the form of writing the BA Thesis.

## Methods of assessment

Individual module assessment methods are laid out in module descriptors. In the case of core modules coursework, irrespective of its form, accounts for 40% of the final mark, while

final exam is worth 60% of the final mark. In the case of elective modules, both coursework and final exam weigh 50% of the final mark each.

The following methods of assessment are applied:

- Examination papers (final, in-class and midterm)
- Final assessment
- Essays
- Presentations accompanied by a written report
- Case studies
- Reports on projects
- Group projects
- Thesis prospectus
- Extended dissertations
- BA Thesis project

### **Indicative proportion of the assessment methods**

Final examination	20% - 60%
Mid-term exam	20% - 40%
Case studies, projects, tests	20% - 50%
Essays, written assignments	10% - 40%
In-class exams	10% - 20%

The above assessment methods are applied to the various years of study in the following way:

#### **Level 4 (1<sup>st</sup> Year of Study)**

Frequent, brief in-class exams are particularly important during the first year of study (level 4). The students must be aware that they have to study regularly and that their knowledge is checked continuously. This method not only helps the student to gain solid knowledge but also teaches them proper study habits. Regular study habits is a quality that is crucial for the students to succeed in further stages of their education.

#### **Level 5 (2<sup>nd</sup> Year of Study)**

Assessment includes a combination of written examinations (less frequent) and short papers in various forms. Such kind of assessment stimulates communication within the group, teach problem-solving and develop team-building skills and abilities.

#### **Level 6 (3<sup>rd</sup> Year of Study)**

Assessment puts a stress on writing papers. The essential change in the assessment process applies to BA dissertation (thesis). The student writes BA thesis prospectus in the 5<sup>th</sup> semesters (within the IRES BA Thesis Methodology) and then the BA Thesis of approximately 10 000 words in semester 6 (within the IRES BA Thesis Research and Writing Seminar). Both the prospectus and the Thesis proper must be researched, written and presented. Each thesis is marked independently by two members of the tutorial staff of the

Programme. Students must obtain a pass mark on their Thesis in order to obtain the BA degree. Such kind of assessment helps in gaining skills in gathering and utilizing information, developing problem-solving abilities, increasing effectiveness of studying, and, finally, increasing the position of the graduate on the job market.



## DETAILS OF COURSE ASSESSMENT

COURSE TITLE	COORDINATOR	STATUS	ASSESSMENT METHODS
<b>YEAR I – The Foundations of International Relations</b>			
<b>SEMESTER 1</b>			
Introduction to International Relations	Spasimir Domaradzki	Required	Coursework 60%; two in-class exams each worth 30%; Final exam 40%
Introduction to Microeconomics	Tomasz Napiórkowski	Required	Coursework 60%; two in-class exams 30% each; Final exam 40%
Introduction to Law	Jerzy Zarzycki-Siek	Required	Coursework 60%; two in-class exams 30% each; Final exam 40%
Information Technology	Bauyrzhan Zhanuzakov	Required	Coursework 60%; two projects 30% each; Final exam 40%
Statistics and Demography	Katarzyna Gmaj	Required	Coursework 60%; midterm exam 30%, demographic or statistical project 30%; Final examination 40%
BA in IRES Academic Writing I	Joanna Zientek	Required	Coursework 60%; two in-class exams each worth 30%; Final exam 40%
<b>SEMESTER 2</b>			
Western Civilisation I	Krzysztof Łazarski	Required	Coursework 60%; two in-class exams 30% each; Final examination 40%
History of International Relations	Christopher Lash	Required	Coursework 60%; two in-class exams 30% each, Final exam 40%
Europe in the World – Political and Economic Geography	Ostap Kushnir	Required	Coursework 60%; midterm exam 30%, short essay 30%; Final examination 40%
Introduction to Macroeconomics	Tomasz Napiórkowski	Required	Coursework 60%; two in-class exams 30% each; Final exam 40%

Introduction to Social Anthropology	Iryna Polets	Required	Coursework 60%: midterm exam 30%, short essay 30%; Final examination 40%
BA in IRES Academic Writing II	Joanna Zientek	Required	Coursework 60%: two in-class exams each worth 30%; Final exam 40%
<b>YEAR II – The Global and European System</b>			
<b>SEMESTER 3</b>			
Western Civilisation II	Krzysztof Łazarski	Required	Coursework 60%: two in-class exams 30% each Final examination 40%
Introduction to European Union	Ostap Kushnir	Required	Coursework 60%: midterm exam 30%, research paper 30%; Final examination 40%
Critical Thinking	Michał Kuź / Jan Grzymski	Required	Coursework 60%: Two short essay / reaction paper assignments each worth 30%; Final examination 40%
Intercultural Communication	Iryna Polets	Required	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
International Economics	Tomasz Napiórkowski	Required	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
<b>SEMESTER 4</b>			
FIVE YEAR-II ELECTIVES	Staff	Elective	List of Year-III electives below
<b>YEAR III – The Civilisations</b>			
<b>SEMESTER 5</b>			
Polish Foreign Policy	Spasimir Domaradzki	Required	Coursework 60%: paper 60% Final exam 40%
Introduction to Political Philosophy	Krzysztof Łazarski	Required	Coursework 60%: midterm 30%, paper 30%; Final exam 40%
Government and Comparative Politics	Ostap Kushnir	Required	Coursework 60%: midterm 30%, paper 30%; Final exam 40%

International Public Law	Jerzy Zarzycki-Siek	Required	Coursework 60%: midterm exam 30%, essay with a presentation 30%; Final exam 40%
Issues in Macroeconomic Policy	Tomasz Napiórkowski	Required	Coursework 60%: midterm exam 30%, research paper 30%; Final exam 40%
IRES BA Thesis Methodology	Christopher Lash	Required	BA thesis prospectus 100%
<b>SEMESTER 6</b>			
International Organisations	Iryna Polets	Required	Coursework 60%: midterm exam 30%, research paper 30%; Final exam 40%
THREE YEAR-III ELECTIVES	Staff	Elective	List of Year-III electives below
IRES BA Thesis Advanced Research and Writing Seminar	Thesis Advisors assigned by Programme Director	Required	BA Thesis, 10 000 words, 100%
<b>YEAR-II ELECTIVES</b>			
<b>Electives for the 2<sup>nd</sup> Year</b>			
Diplomacy	Jerzy Zarzycki-Siek	Elective	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
Terrorism and Anti-Terrorism	Michał Kuź	Elective	Coursework 60%: midterm exam 30%, paper 30%; Final exam 40%
American Civilisation	Andrzej Bryk	Elective	Coursework 60%: midterm exam 30%, paper 30%; Final exam 40%
Media & Politics	Michał Kuź	Elective	Coursework 60%: midterm exam 30%, oral presentation with written report 30%; Final exam 40%
EU Common Foreign and Security Policy	Paweł Olszewski	Elective	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
Europe identity, idea and practice	Jan Grzymski	Elective	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%

Eastern European Politics	Ostap Kushnir/ Spasimir Domaradzki	Elective	Coursework 60%: midterm exam 30%, essay 30%; Final exam 40%
Human Rights in the Post-Soviet Space	Wiesław Wacławczyk	Elective	Coursework 60%: midterm exam 30%, oral presentation with written report 30%; Final exam 40%
<b>Electives for the 3<sup>rd</sup> Year</b>			
American Foreign Policy	Spasimir Domaradzki	Elective	Coursework 60%: midterm exam 30%, paper 30%; Final exam 40%
East Asia	Jarostaw Jura	Elective	Coursework 60%; essay 30%, midterm exam 30%; Final exam 40%
American Rights & Freedoms	Andrzej Bryk	Elective	Coursework 60%: midterm exam 30%, research paper 30%; Final exam 40%
Ethnic Cleansing and Displacement in the Modern World	Christopher Lash	Elective	Coursework 60%: two essays 30% each; Final exam 40%
Russia, Eastern Europe and Soviet Legacy	Wiesław Wacławczyk / Krzysztof Łazarski	Elective	Coursework 60%: midterm 30%, paper 30%; Final exam 40%
Power and Control – Critical Overview	Jan Grzymski	Elective	Coursework 60%: midterm exam 30%, paper 30%; Final exam 40%

## MARKING SCHEME

Assessment of modules and module components shall be made on the basis of a percentage scale, with those translated into the both the British letter marking system (A, B, C, D, E, F), and the Polish number marking system (5, 4.5, 4, 3.5, 3, 2).

Students will be assessed in English-language Programmes according to the following marking scheme:

70-100%	A
60-69%	B
50-59%	C
40-49%	D
35-39%	E (Marginal Fail)
0-34%	F

For the purposes of translating percentage-scale marks into the Polish number scale, Lazarski University shall apply the following criteria:

71-100%	5.5 (celujący)
65-70%	5.0
59-64%	4.5
53-58%	4.0
47-52%	3.5
40-46%	3.0
0-39%	2.0

Students who receive 71% or above may also classify for a Polish grade of 5.5, or “celujący”. This mark is possible to achieve by such a student who fulfils all the criteria listed below:

1. conducts scholarly research or participates in group research,
2. demonstrates outstanding knowledge and skills which are beyond the module content,
3. is excellent at analysis and synthesis of issues,
4. does not make any content-related errors.

**The following assessment criteria shall be used to apply marks for BA programmes:**

Class	Mark range	Guidelines
Class I	90 – 100%	In addition to that for 70 – 79% below, an outstanding answer that could hardly be bettered. High degree of understanding, critical/analytic skills and original research, where specified. Outstanding in all respects.
	80 – 89%	In addition to that for 70 – 79% below, the answer will demonstrate an excellent level of understanding, presence of clear description, critical/analytical skills or research, as appropriate.

	70 – 79%	Answer entirely relevant to the assignment set. Answer will demonstrate clear understanding of theories, concepts, issues and methodology, as appropriate. There will be evidence of wide-ranging reading and/or research, as appropriate, beyond the minimum recommended. Answers will be written/presented in a clear, well-structured way with clarity of expression. At level 3, evidence of independent, critical thought would normally be expected.
Class II : I	65 – 69%	Answer demonstrating a very good understanding of the requirements of the assignment. Answer will demonstrate very good understanding of theories, concepts, issues and methodology, as appropriate. Answer will be mostly accurate/appropriate, with few errors. Little, if any, irrelevant material may be present. Reading beyond the recommended minimum will be present where appropriate. Well organised and clearly written/presented.
	60 – 64%	A good understanding, with few errors. Some irrelevant material may be present. Well organised and clearly written/presented. Some reading/research beyond recommended in evidence.
Class II : II	55 – 59%	Answer demonstrating a good understanding of relevant theories, concepts, issues and methodology. Some reading/research beyond that recommended may be present. Some errors may be present and inclusion of irrelevant material. May not be particularly well-structured, and/or clearly presented.
	50 – 54%	Answer demonstrating a reasonable understanding of theories, concepts, issues and methodology. Answer likely to show some errors of understanding. May be significant amount of irrelevant material. May not be well-structured and expression/presentation may be unclear at times.
Class III	45 - 49%	An understanding demonstrated, but may be incomplete and with some errors. Limited use of material with limited reading/research on the topic. Likely to be poorly structured and not well-expressed/presented. Irrelevant material likely to be present.
	40 – 44%	Basic understanding demonstrated, with some correct description. Answer likely to be incomplete with substantial errors or misunderstandings. Little use of material and limited reading/research on the topic in evidence. May be poorly structured and poorly expressed/presented. Some material may be irrelevant to the assignment requirements.

Marginal fail	35 – 39%	Some relevant material will be present. Understanding will be poor with little evidence of reading/research on the topic. Fundamental errors and misunderstanding likely to be present. Poor structure and poor expression/presentation. Much material may not be relevant to the assignment.
Fail	30 – 34%	Inadequate answer with little relevant material and poor understanding of theories, concepts, issues and methodology, as appropriate. Fundamental errors and misunderstandings will be present. Material may be largely irrelevant. Poorly structured and poorly expressed/presented.
	20 – 29%	Clear failure to provide answer to the assignment. Little understanding and only a vague knowledge of the area. Serious and fundamental errors and lack of understanding. Virtually no evidence of relevant reading/research. Poorly structured and inadequately expressed/presented.
	0 – 19%	Complete failure, virtually no understanding of requirements of the assignment. Material may be entirely irrelevant. Answer may be extremely short, and in note form only. Answer may be fundamentally wrong, or trivial. Not a serious attempt.

## EXAMINATION PAPERS

The information below contains excerpts from LU Rules and Regulations. The Complete text is available on [euczelnia.lazarski.pl](http://euczelnia.lazarski.pl), access code: course1.

For the BA Programme in International Relations and European Studies, the predominant form of assessment will be essays, mid-term and final written examinations. Examinations will be conducted according to the norms set out by Lazarski University (Appendix A).

### Examination Marking

According to Lazarski University regulations, **students are not permitted to appeal against academic judgement of the Examiners** as fairness and consistency are ensured through the moderation process. Both the overall results of assessment as well as each individual student's result will be further scrutinized at the meeting of the internal and external examiners and at the final, decision-making Examination Board.

### Internal Examination Marking

Before the start of the exam session, the Programme Director appoints an internal moderator for each module. The moderator reviews all forms of assessment assigned for that module.

Exam papers shall reveal only student ID numbers, and shall not ask students to write their first or last names.

The marks awarded for each exam answer, as well as the cumulative mark for the entire exam, shall be shown clearly on the front cover of the exam.

Moderators shall compile sample copies of the exam, consisting of a sample of no less than 10% of the examinations, to check whether they have been marked in a fair, consistent and accurate manner.

The internal moderator shall moderate marked papers that have received marks between 35%-39% and above 70%, as well as a sample (1-2) for each class of marks. The moderator may check other pieces of assessment outside of the sample if necessary.

The internal moderator checks the given assessments for marking consistency and fairness. The moderator may suggest to lower or raise the marks given by the first examiner, or to have the marking redone if serious inconsistencies are evident. Suggested changes may pertain to all marks at the top or bottom, marks within one class or all marks across the board, not to individual students' marks.



In the case of questionable marking, or if lack of consensus between the examiners, the Programme Director may ask to consult with a third internal examiner and/or with the external examiner.

All examination papers and marks of both the internal examiner and the moderator are available for the external examiner.

When the marking is completed, coursework and examination scripts are returned to the Registrar.

Examiners will draw attention of the Programme Director to any papers which pose problems (marginal classification, fails, and suspected irregularities). Any suspicion of cheating shall be immediately referred to the Lazarski University Unfair Practice Procedure.

### **Examination Marking: External marking**

All examination papers and marks of both first and second internal examiners are available for the External Examiners and Academic Link Tutors designated by Lazarski University's Validated Studies partner. The role of the External Examiners is to ensure that justice is done to each student and that the standard of the University's awards is maintained and comparable with that in other UK higher education institutions. External Examiners are expected to provide informative comment and recommendation upon whether or not:

- a. the institution is maintaining the threshold academic standards set for its awards in accordance with the framework for Higher Education Qualifications and applicable subject benchmark statements;
- b. the assessment processes measure student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in the line the institution's policies and regulations;
- c. the academic standards and achievements of students are comparable with those in UK higher education institutions of which the external examiners have experience.

Students are not permitted to appeal against academic judgment, as fairness and consistency are ensured through moderation. In addition, the External Examiners will review the marking process and marks awarded. Both the overall results of assessment as well as each individual student's result will be further scrutinized at the Examination Board.

### **Thesis Marking**

The BA thesis is marked independently by two internal reviewers (one of them is the teacher of the thesis seminar). The External Examiner reviews a sample of theses.

### **Disclosure of Marks and Feedback to Students**

It is important to distinguish between unconfirmed marks and confirmed marks.

- a. Unconfirmed marks are those that have not been confirmed by the Examination Board including the relevant External Examiner(s);

- b. Confirmed marks are those that have been confirmed by the Examination Board including the relevant External Examiner(s). Confirmed marks are released to Lazarski students electronically after having been finally approved by the Examination Board;
- c. Students are given individual feedback on their performance to date as this promotes learning and facilitates improvement. Any feedback should be constructive and timely, in order for students to benefit from the feedback and to improve their performance. It is good practice to establish a clear timescale for providing feedback to students as well as establishing guidance on the level of feedback to be provided.
- d. If unconfirmed marks are provided, students should be made aware that any marks are subject to final confirmation by an Examination Board.

## PROGRESSION

Lazarski University students are required to complete successfully the full annual assessment programme before being permitted to proceed to the next level of study. This means that:

- a. A student must pass each module in the programme.
- b. The minimum pass requirement for each module is 40%.
- c. In cases of modules with more than one component of assessment (i.e. coursework and final exam), the minimum component mark required is 35%.

The student can also be eligible for compensation of his/her mark (see below).

**Compensation<sup>1</sup>:** Compensation means that students can pass a module with a final mark lower than 40%, provided that the overall average mark for the current academic year to date is equal to or higher than 45%. A student can obtain compensation only for one module per semester. The decision whether to apply compensation or not belongs to the Examination Board.

- a. For BA students, compensation is possible only within 4 points on any module.
- b. A student can compensate in both core and elective module, for both regular and re-sit session.
- c. Compensation can also be applied when determining the classification of any final award to be made to a student.
- d. In case where there is more than one component of assessment, if one of them (i.e. final exam or coursework) has been failed (i.e. marked below 35%), compensation is not awarded even if other criteria mentioned above are met.

**Condonement<sup>2</sup>:** Condonement means that under the conditions specified below a module mark may be raised within the maximum of 2 percentage points.

- a. Module marks of 68-69% may be condoned to 70% for one module per semester, provided that the overall average mark for the semester is in the 60%+ band.
- b. Module marks of 58-59% may be condoned to 60% for one module per semester, provided that the overall average mark for the semester is in the 60%+ band.
- c. Condonement may also be applied to final awards.

Students are entitled to obtain either compensation or condonement only once per semester.

### Resit examination:

Reassessment of a module by resit of one or more components (as appropriate) is restricted to one attempt only. In the case of reassessment, the same basic rules apply as in the case of first-attempt assessment.

---

<sup>1</sup> The rules relating compensation do not apply to the single-degree BA in IRES programme

<sup>2</sup> The rules relating condonement do not apply to the single-degree BA in IRES programme

- a. The total module mark of a reassessed module will be capped at 40%, regardless of the actual mark(s) obtained by the students for the resat or resubmitted component(s).
- b. If a module is failed, all components with a mark below 40% must be reassessed; marks over 40% in the other component shall be carried forward and combined with the reassessed component.
- c. On meeting the module assessment requirements a student will be awarded the original module mark or 40%, whichever is the highest.
- d. Any module component failed at the first attempt and failed at the second attempt shall carry the higher component mark of the two attempts.
- e. Dates of assessment may be deferred only in extraordinary circumstances with the consent of the Programme Director. Medical grounds are only permitted in case of a medical certificate from a hospital, which needs to be submitted within 7 calendar days starting from the date of discharge from hospital, together with an application to the Programme Director. Deferred first assessments shall be treated as a first attempt.

A student may not resit any module that has been passed or a component of assessment that has received a mark of 40% or above.

### **Repetition.**

Students who are not able to pass a module in second attempt may retake the module. The final mark for the retaken course will be capped at 40%.

BA students have a possibility to retake a maximum of five modules throughout the programme. If a student fails to pass more than five modules, they are deleted from the programme under the discretion of the Examination Board.

### **Deletion from the Programme**

A BA student who failed three modules in one year or made no progress during a semester might be required to repeat the academic year/level by the programme director or the Examination Board. Deletion is automatic for BA students if they fail five modules in one academic year, fail more than five modules in the programme, or fail to pass a retaken module.

A deleted student may be allowed to enroll into their programme again, however, all marks have to be forfeited and the student begins with clear record.

### **Thesis submission**

The above rules apply to the submission of the final BA thesis as well. In case of late delivery of the thesis (unless it was justified and extension was approved by the Programme Director), the final mark for the thesis will be capped at 40%. Students are to consult a detailed thesis/dissertation timetable circulated at the beginning of each academic year.

**Time limits**

All requirements for the completion of the BA degree must be met within not more than 5 years from the start of the scheme.

**Graduation Ceremony**

Upon completing the programme, graduates may participate in the official graduation ceremony both at LU as well as at CU. Registration deadlines for the CU graduation ceremony will be announced in the Dean's Announcement regarding thesis/dissertation defence timetable (published each November).

## EXAMINATION BOARD

The Dean of the Faculty of Economics and Management shall establish Examination Boards for English-language programmes to consider results and make recommendations on students pursuing programmes leading to awards of the Coventry University. The Examination Boards shall convene at the end of the academic year, following the collection of final grades and exams for the passing year.

Examination Board is part of the quality assurance process. The decision whether a student can proceed to the next level of study belongs to the Examination Board.

The main tasks of Examination Board are to:

1. ensure that the diet of assessment established in the course scheme has been duly administered by scrutinizing examination scripts, projects, course work, and any other evidence of assessment;
2. ensure that marking has been fair, internally consistent, and consistent with marking in UK higher education institutions;
3. ensure that students have satisfied the programme and university regulations in order to either progress or qualify for an award of the accrediting UK institution;
4. determine appropriate action, such as re-sits, for students who have not satisfied the conditions for progression or qualification;
5. take into account any special circumstances that may have affected student performance in any element of assessment and apply appropriate measures if necessary;
6. take decisions on any borderline cases;
7. decide final degree classifications
8. discuss any cases of unfair practice or other breaches of the regulation,
9. make recommendations for future assessment exercises.

The principal options for progression are:

1. progress with no modules pending,
2. progress after compensation (with or without modules pending),
3. progress with modules pending with re-sits at the next available opportunity,
4. re-assessment with progression dependent on passing a certain number of modules,
5. repetition of the whole year if the number of failed modules is so large that re-assessment at the next opportunity is not permitted under the regulations,
6. exclusion from the programme if the number of failed modules is so large as to require a student to withdraw, or the student has run out of time to complete the programme, or has run out of re-sit opportunities under the regulations.

## ERASMUS EXCHANGE PROGRAMME

For dual-award BA in IRES students, applying for Erasmus + programme may lead to the postponement of graduation from Lazarski University. Single diploma students can apply for Erasmus + programme with Programme Countries on a regular basis, as per Decision no. 2a/2015 of the Rector of Lazarski University of 10 February 2015 on funding and the mode of qualifying students of Lazarski University for the Erasmus + programme as well as for Erasmus+ programme with non-EU Partner Countries based on the Regulation No. 10/2015 of the Rector of the Lazarski University of 23 September 2015 on the rules for recruitment, funding and performance of studies.

For details, contact the Departmental Erasmus Coordinator.

## UNFAIR PRACTICE – RULES REGARDING CHEATING AND PLAGIARISM

Cheating and plagiarism are strictly prohibited and shall be severely penalized.

During exams, students are prohibited to:

- a. introduce into an examination room any unauthorized form of materials such as a book (including mathematical tables), manuscripts, or loose papers of any kind or any source of unauthorized information;
- b. communicate with any other person in the examination room, except as authorized by an Invigilator;
- c. copy or use in any other way unauthorized materials or the work of any other student;
- d. impersonate an examination student or allow oneself to be impersonated;
- e. engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;
- f. claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact been carried out or to claim to have obtained results which have not in fact been obtained.

Students found cheating during exams will be asked to leave the examination room, and their exam will be marked as 0%.

Plagiarism can be defined as using another person's words or ideas without acknowledgment and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

- a. Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.
- b. Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.
- c. Summarising another person's ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in the bibliography.
- d. Use of services of essay banks and/or any other agencies.
- e. Use of unacknowledged material downloaded from the Internet.
- f. Re-use of one's own material except as authorized by the department (autoplagerism).

All work submitted by students will be checked using anti-plagiarism software and reports of the check will serve as evidence should plagiarism be detected.

Students found guilty of cheating and/or plagiarizing will be referred to the Committee of Inquiry and face severe punishment, including but not limited to failing the assessment element or component, failing the module, written reprimand that will be added to the student's file, and deletion from the programme.



For more information on the **Unfair Practice Procedure** see the full text of the Rules and Regulations (Section VI).

## CODE OF CONDUCT

All students are expected to conduct themselves in a manner appropriate for their legal responsibility as adults and for the good name and reputation of Lazarski University.

### **Classroom Disturbances**

The creation of disturbances or an obstruction during classes is forbidden. In particular, students are not allowed to use their mobile phones during classes. The use of mobile devices and laptops for purposes other than note-taking is strictly forbidden.

# COMPLAINTS PROCEDURE

See Appendix B.

## QUALITY ASSURANCE

The English-language programmes at Lazarski University are subject to university-wide quality assurance procedures as administered by the University Senate (*Senat*), the Board of the Faculty of Economics and Management (*Rada Wydziału*), the Executive Board of the Faculty of Economics and Management (*Komisja Programowa i Kolegium Dziekańskie*), and by Faculty Chairs (*Katedry*).

The overall responsibility for quality assurance of Lazarski's English-language programmes and their adherence to university-wide quality assurance procedures shall lie with the Dean of the Faculty of Economics and Management.

**The Dean** shall maintain regular contact with the Faculty Chairs, shall convene meetings of the Faculty Board and the Executive Faculty Board, and shall monitor the work of the Associate Dean in charge of English-language programmes.

**The Associate Dean** reports directly to the Dean of the Faculty of Economics and Management. He/she shall:

1. monitor the work of Programme Directors;
2. convene Committee of Inquiry hearings;
3. maintain contact with the external validating bodies;
4. oversee the general quality of the English-language Programmes.

**The Programme Directors** report directly to the Associate Dean for English-language Programmes. They shall :

1. set programme content, programme structure, and ensure that the programmes adhere to educational standards set forth by the Polish Ministry of Higher Education and are in accordance with British university best practices;
2. maintain regular contact with the teaching staff and students to assure proper quality of the teaching and learning process;
3. convene Examination Board meetings;
4. make decisions regarding unfair practice, student complaints, student appeals and verification as outlined in sections VI, VII, VIII, and IX of the *Rules and Regulations Governing English-Language Programmes*.

In addition to university-wide quality assurance procedures, Examination Boards, Programme Faculty Meetings shall act as additional checks for quality assurance for Lazarski University's English-language programmes.

## CORE MODULE DESCRIPTORS

(in alphabetical order)

### BA in IRES ACADEMIC WRITING I

#### 1. MODULE SUMMARY

##### Aims and Summary

The aim of the course is to enable non-native speakers of English to express themselves coherently in writing. It is also to provide samples of academic writing and appropriate practice material for students who need to write essays. It takes students from sentence and paragraph structuring to essay writing through a process approach. Alongside with rhetoric, it teaches learners how to build sentences and paragraphs using various linguistic devices, how to order and link paragraphs into cohesive and coherent essays, and to build various paper types that are used in written assignments. It makes the students familiar with different strategies of writing development. It teaches writing in a straightforward manner, using a step-by-step approach. Clear models and varied practice help students develop confidence and a mature style of writing, adjusted to the academic context. The course includes work on how to generate ideas, organize material, draft and revise written work. The course also combines the theoretical background with plenty of exercises and comments, providing an in-depth analysis of the issues. The method of group brainstorming aiming at a better understanding of rules is used in classes. Students are actively involved in correcting their mistakes with guidance, so they are not likely to repeat them. Using this approach, the mistakes are not corrected by the teacher but indicated (both their type and occurrence). Students are gradually prepared how to import information from outside sources in their writing, so that they avoid committing plagiarism. A great emphasis is placed on the documentation of other authors' works, which is the first stage preparing the students for approaching their final dissertation papers. Different strategies of summarizing and paraphrasing, as well as synthesizing are explained and practiced. It also includes varied practical language exercise on the advanced level.

##### Module Size and credits

<b>CATS points</b>	5.0
<b>ECTS credits</b>	3.0
<b>Total student study hours</b>	90
<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)

N/A

##### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;

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**

BA Year 1 International Relations

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

None

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

### **Intended Module Learning Outcomes**

1. Demonstrate an awareness of approaches to research and associated problems
2. Display communication and presentation skills to a level appropriate to the module
3. Demonstrate skills in independent information retrieval at undergraduate level
4. Demonstrate a capacity to research structure and write cohesive academic papers.

### **Indicative Content**

- Introduction into the process of writing. Different stages of writing. Organizing the material
- Rules of writing the bibliography. Rules of using outside sources and documentation of sources in accordance with Harvard Referencing System. Punctuation and formatting principles. Reporting information.
- Sentence structure. Structure of a paragraph. Different types of paragraphs
- Summary and paraphrase. Direct and indirect speech
- Unity and coherence rules.
- Words to be avoided in academic writing. Words of foreign origin used in academic writing
- Essay structure. Cause/ result essay. Cause/result linking devices
- Cause/ result essay. Text organizers and reference words
- Rules of writing the critical review. un-English syntax and parallelism (extended)

### **Teaching and Learning**

This module will be taught by means of seminars, 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%)

**Lecture**            0 hours (0%)

**Self guided**      0 hours (0%)

**Seminar**           45 hours (50%)

**Workshop** 45 hours (50%)

**Total** 90 hours

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

The intended learning outcomes will be assessed as follows:

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

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

### **Date of last amendment**

17-07-2014

## **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**

Vince, M., 2003. *Advanced Language Practice*. Macmillan.

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

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.

Mann, M., Taylore-Knowles, S., 2007. *Destinations C1 C2*, Oxford: Macmillan.

Evans, V., 2002. *CPE Use of English*. Express Publishing

Vince, M., 2011. *Macmillan English Grammar In Context*. 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**

90 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** 9 July 2014



# BA in IRES ACADEMIC WRITING II

## 1. MODULE SUMMARY

### Aims and Summary

The aim of the course is to enable non-native speakers of English to express themselves coherently in writing. It is also to provide samples of academic writing and appropriate practice material for students who need to write essays. It takes students from sentence and paragraph structuring to essay writing through a process approach. Alongside with rhetoric, it teaches learners how to build sentences and paragraphs using various linguistic devices, how to order and link paragraphs into cohesive and coherent essays, and to build various paper types that are used in written assignments. It makes the students familiar with different strategies of writing development. It teaches writing in a straightforward manner, using a step-by-step approach. Clear models and varied practice help students develop confidence and a mature style of writing, adjusted to the academic context. The course includes work on how to generate ideas, organize material, draft and revise written work. The course also combines the theoretical background with plenty of exercises and comments, providing an in-depth analysis of the issues. The method of group brainstorming aiming at a better understanding of rules is used in classes. Students are actively involved in correcting their mistakes with guidance, so they are not likely to repeat them. Using this approach, the mistakes are not corrected by the teacher but indicated (both their type and occurrence). Students are gradually prepared how to import information from outside sources in their writing, so that they avoid committing plagiarism. A great emphasis is placed on the documentation of other authors' works, which is the first stage preparing the students for approaching their final dissertation papers. Different strategies of summarizing and paraphrasing, as well as synthesizing are explained and practiced. It also includes varied practical language exercise on the advanced level.

### Module Size and credits

CATS points	5.0
ECTS credits	3.0
Total student study hours	90
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2016/2017

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

Academic Writing I or similar course

### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;

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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

1. Demonstrate an awareness of approaches to research and associated problems
2. Display communication and presentation skills to a level appropriate to the module
3. Demonstrate skills in independent information retrieval at undergraduate level
4. Demonstrate a capacity to research structure and write cohesive academic papers.

### Indicative Content

- Revision of 1 semester material. Outlining the essay. Note-taking techniques. Reporting what others say
- Process paragraph/ Descriptive paragraph. Linking devices for the process writing. Describing changes, processes and procedures- vocabulary
- Formal and informal academic words and expressions. Formality rules, writing practice in converting texts into more formal
- Noun, verb, adjective, and adverb phrases (academic language). Academic writing general rules
- Comparison/contrast essay. Comparing and contrasting- vocabulary
- Linking devices
- Argumentative essay- general rules, analyzing and discussing sample essays. Substantiating the argument
- Academic vocabulary and linking devices used for argumentative essay. Argumentative thesis statements. Presenting an argument- vocabulary
- Writing a critical review of an article from the press
- Describing research methods. Revision of the whole material

### Teaching and Learning

This module will be taught by means of seminars, 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>	45 hours	(50%)
<b>Workshop</b>	45 hours	(50%)

**Total** 90 hours

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

The intended learning outcomes will be assessed as follows:

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

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

**Date of last amendment**

17-08-2014

**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**

Evans, V., 2002, *CPE Use of English*. Express Publishing

Vince, M., 2011. *Macmillan English Grammar In Context*. Oxford: Macmillan.

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

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

Macpherson, R., 2006. *English for Academic Purposes*. 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**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

Shortened title

Date of approval by FCPC 9 July 2014

# BA IRES THESIS RESEARCH AND WRITING SEMINAR

## 1. MODULE SUMMARY

### Aims and Summary

This is the most advanced and final stage of the undergraduate programme in the fields of International Relations and European Studies. The course builds upon IRES BA Thesis Methodology of the previous semester and on other methodological and theoretical subjects taught throughout the Programme. Students write and defend their BA Theses based on thesis prospectuses prepared in the IRES BA Thesis Methodology course.

### Module Size and credits

CATS points	20.0
ECTS credits	10.0
Total student study hours	200
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

Completion of IRES BA Thesis Methodology module

### Excluded Combinations

None

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

BA Thesis, 10 000 words, 100%

### 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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Conduct multidisciplinary research and write an extended dissertation on topics in the fields of contemporary International Relations and European Studies
2. Recognise the role of theory in IR and ES
3. Transfer project management to further education and professional careers

### Indicative Content

### **BA Thesis Manual:**

- Thesis Introduction (up to about 1500 words)
- Choosing, formulating and justifying the Thesis topic.
- Research questions.
- Hypotheses.
- Choosing research methods.
- Literature review.
- Sources.

### **Thesis Main Chapters** (up to about 7000 words)

- Empirical data — qualitative and quantitative data, cases, statistics.
- Theories.
- Identifying and analysing critical cases.
- Proofs and falsifications of hypotheses.

### **Thesis Conclusion** (up to about 1500 words)

- Explanatory (descriptive) conclusions.
- Predictive (forecasting) conclusions.
- Prescriptive (normative) conclusions.

### **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>	10 hours	(3%)
<b>Self guided</b>	145 hours	(77%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	45 hours	(23%)
<b>Total</b>	200 hours	

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

The intended learning outcomes will be assessed as follows:

BA Thesis (100% – 20 Credits): 10 000 words, contributes to learning outcomes 1, 2

### **Date of last amendment**

17-08-2014

## **3. MODULE RESOURCES**

### **Essential Reading**

Wayne C. Booth, Joseph M. Williams, Gregory G. Colomb. *The Craft of Research*. 3<sup>rd</sup> edition. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL.: University of Chicago Press, 2008.

### **Recommended Reading**

Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7<sup>th</sup> revised edition. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL.: University of Chicago Press, 2007.

Stephen Van Evera. *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press, 1997.

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leaders**

**Name** BA Thesis Advisors

**E-mail**

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

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**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC** 9 July 2014

# BA IRES THESIS METHODOLOGY

## 1. MODULE SUMMARY

### Aims and Summary

The module aims to provide a supportive environment in which to develop ideas regarding the most advanced and final stage of the BA programme in International Relations, the BA thesis. The module also aims to provide knowledge on methodological issues relating to the undertaking of a major research project in International Relations. In addition it will deal with issues such as finding and appropriate use of source materials and various research approaches within the field of International Relations. At the end of the course students will present their BA project to their fellow students. Lectures will deal with the main concepts, workshops will give students time to work on their thesis proposals

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

BA thesis prospectus 100%

### 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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of basic research methods;
2. Apply research methods to the fields of International Relations and European Studies.



3. Design research projects and papers, including BA theses, and formulate and defend these designs as thesis prospectuses.

In this way the students will be prepared to take IRES BA Thesis Research and Writing Seminar in the final semester of the Programme.

#### **Indicative Content**

- Supportive environment in which to develop ideas for the thesis
- Help to find an appropriate BA thesis topic
- Focus on how to write a BA thesis. The nuts and bolts.
- Advice on how to design and structure the BA thesis
- Help on defining appropriate research hypotheses
- Introduction into Qualitative and Quantitative research methods
- Advice on how to access and use sources appropriately and to avoid plagiarism

#### **Teaching and Learning**

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

BA thesis prospectus (70% – 7 Credits): contributes to learning outcomes 1, 2, 3

BA thesis prospectus defence (30% – 3 Credits): 60 minutes; contribute to learning outcomes 3

On the defence students will be required to give a ten minute thesis presentation at the end of the course which will present their research done to that date. After the defence students will be required to answer several questions given by other students regarding their work.

The thesis defence will be moderated according to the following five categories: a) Structure; b) Argument; c) Content; d) Sources; e) Style of delivery

#### **Date of last amendment**

17-08-2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

Laura Roselle and Sharon Spray, *Research and Writing in International Relations*, 2012

Gordon Harvey, *Writing With Sources: A Guide for Students*, 1998

#### **Recommended Reading**

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, *The Craft of Research*, 2nd ed., 2003

Michael Harvey, *The Nuts and Bolts of College Writing*, 2003

Janet B. Johnson, H. T. Reynolds & Jason. D. Mycoff, *Political Science Research Methods*, 6th Ed., 2007

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Christopher Lash

**E-mail** [christopherglash@yahoo.co.uk](mailto:christopherglash@yahoo.co.uk)

**Length and month of examination**

Defence 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** 9 July 2014

# CRITICAL THINKING

## 1. MODULE SUMMARY

### Aims and Summary

This course aims at introducing undergraduate students to critical thinking as a fundamental tool by which students can learn how to effectively use judgment and discernment in their course of study. This course hopes to aid the student in their ability to discover what are the most important issues/questions/problems and aid them in identifying rational solutions to address those issues/questions/problems. Topics and areas examined include 1) analyzing and building arguments, 2) the various methods and standards of critical thinking (introducing students to classics of critical thought) and 3) evaluating sources of information used to underlie judgment.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: Two short essay / reaction paper assignments, around 2500 words, each worth 30%; 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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Compare and contrast attitudes or values expressed by writers with differing perspectives.
2. Apply the principles of critical thinking to writing with and without the use of outside sources.
3. Analyze arguments for examples of fact and inference, inductive and deductive reasoning, and emotional appeal.
4. Construct an argument that defends a claim with appropriate supporting data and logical consistency.

#### **Indicative Content**

1. Basics of Reasoning and Practical Logic
2. Understanding Judgment and how to use it
3. Learning to understand phenomena as they are and distinguish between those phenomena are important to what you are dealing with and which are not.
4. Learning how to distinguish between what is important to the thing you are doing and what is not.
5. Learning how to read carefully as a means to learn how to make judgments critically.
6. Learning how to apply what one has learned to how one acts.

#### **Teaching and Learning**

This module will be taught by means of seminars 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>	55 hours	(55%)
<b>Seminar</b>	45 hours	(45%)
<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:

Two short essay/reaction paper assignments (60% - 6 Credits): around 1000 words each; result in learning outcomes 1, 2, 3

Final in class essay (worth 40% – 4 Credits) results in learning outcomes 1, 2, 3, 4

#### **Date of last amendment**

17-08-2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

Anthony Weston, *A Rulebook for Arguments*, 3<sup>rd</sup> edition (Indianapolis: Hackett Publishing, 2000).

#### **Recommended Reading**

Plato's *The Apology of Socrates*, trans by Thomas West

Niccolo Machiavelli, *The Prince*, trans Leo Paul de Alvarez (Propects Heights, Illinois: Waveland, 1989)

Sun Tzu *Art of War* (any edition)

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leader**

<b>Name</b>	Dr. Michał Kuź Dr. Jan Grzymski
<b>E-mail</b>	<a href="mailto:michalmkuz@gmail.com">michalmkuz@gmail.com</a> <a href="mailto:j.grzymski@lazaski.edu.pl">j.grzymski@lazaski.edu.pl</a>

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

90 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>	9 July 2014

# EUROPE IN THE WORLD – POLITICAL AND ECONOMIC GEOGRAPHY

## 1. MODULE SUMMARY

### Aims and Summary

The purpose of this course is to introduce students to the study of political and economic geography and to examine the impact that Europe has had on the development of the global political landscape. The course will give an overview of the concepts and theories in political geography, and will teach students how to apply these ideas in describing the evolution of the modern political map. Particular attention will be paid to the emerging role of the European Union as a new global player. Internal and external challenges will be acknowledged and analyzed. During the workshops special focus will be given to the European influences of the colonial era and the Cold War, and surveys of other parts of the world will be offered as well. In these surveys, students will analyze the geopolitical features of each region, key events involving border and resource disputes, as well as the region's relationship to Europe and its role in the broader, global political context.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, short essay (1000-1200 words) 30%;

Final examination 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. demonstrate an understanding of complexity of political time and space;
2. explain the historical development of the modern political map;
3. analyse the changing role of states and state divisions in the contemporary world.

### Indicative Content

- Main theoretical concepts
- Geopolitics and territory, interests and ethnicity
- Evolution of geopolitics
- Evolution of the European Integration from geopolitical perspective
- Geopolitical challenges for the European Union

### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes each; contributes to learning outcomes 1, 2

Short essay (30% – 3 Credits): 1000-1200 words; contributes to learning outcomes 2, 3

Final exam (40% – 4 Credits): 110 minutes; contributes to learning outcomes 1, 2, 3

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

Colin Flint, *Introduction to Geopolitics*, Routledge, 2<sup>nd</sup> ed. 2012

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

Cohen, Saul Bernard. *Geopolitics of the World System*. Lanham MD: Rowman and Littlefield, 2003.

### Recommended Reading

Allen, John. *Student Atlas of World Politics, 7th Edition*. McGraw-Hill, 2006.

Flint, Colin. *The Geography of War and Peace*, Oxford University Pres, 2006.

Mackinnon, Danny. *An Introduction to Economic Geography: Globalization, Uneven Development and Place*. Prentice Hall, 2007.

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Ostap Kushnir

**E-mail** [o.kushnir@lazariski.edu.pl](mailto:o.kushnir@lazariski.edu.pl)

**Length and month of examination**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC** 9 July 2014



# GOVERNMENT AND COMPARATIVE POLITICS

## 1. MODULE SUMMARY

### Aims and Summary

The purpose of this course is to introduce students to the study of comparative politics. It aims at revealing the alternative approaches to the art of Governance, familiarizing with the variety of political systems, their constitutive parts and unique features. The machinery of government will be confronted with the processes and mechanisms of political interaction. Finally, the features of political mobilization will be analyzed in order to apprehend their influence on the functioning of the state. The theoretical knowledge will be applied in order to understand the political developments in Central and Eastern Europe.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Paper 30%, midterm exam 30%, 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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. recognize the basic features of the political systems;
2. analyze an individual political system,
3. identify key features of a political system and explain their impact on its functioning.

## Indicative Content

- Political concepts
- Political ideologies
- The State
- Political Culture, Identity and Legitimacy chapter
- Parties and party systems
- Constitutions and law
- Multilevel governance
- Legislatures
- The political executive

## Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

## Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (30% – 3 Credits): around 2500 words, contributes to learning outcomes 2, 3

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

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

## Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

Rod Hague and Martin Harrop, *Comparative Government and Politics, an introduction*, Palgrave Macmillan 8<sup>th</sup> ed. 2010

Andrew Heywood, *Politics*, 3<sup>rd</sup> ed. Palgrave Macmillan, 3<sup>rd</sup> ed. 2007

### Recommended Reading

Danielle Caramani, *Comparative Politics*, Oxford University Press, 2011

Denis J Derbyshire & Ian Derbyshire, *Political Systems of the World*, Helicon Publishing, 1996

Siaroff Alan, *Comparing Political Regimes: A Thematic Introduction to Comparative Politics*, Broadview Press, 2005.

Turpin Colin & Tonkins Adam, *British Government and the Constitution*, Cambridge University Press, 2011.

### Required Equipment

None.

#### 4. MODULE ORGANISATION

##### Module leader

**Name** Dr. Michał Kuź

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

##### Length and month of examination

90 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** 9 July 2014

# HISTORY OF INTERNATIONAL RELATIONS

## 1. MODULE SUMMARY

### Aims and Summary

The course shall provide knowledge of essential facts from the history of international relations and diplomacy. The course will focus on relations within the modern state system that was established by the Peace of Westphalia, and will chronicle the interactions between nations from the 16<sup>th</sup> century all the way through to WWI, WWII, the Cold War and the 21st century. The role of important factors in international relations such as nationalism, geopolitics, resource politics, religion, and terrorism will also be given special attention during class discussion.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Identify main events which have shaped the development of international relations and diplomacy;

2. assess the state of modern international relations;
3. interpret today's rapidly changing political landscape

#### Indicative Content

- Politics in the Middle-ages and the emergence of Italian renaissance diplomacy
- The Peace of Westphalia and the establishment of the modern state system
- European relations in the 18th century and in the beginning of the 19th century
- Diplomacy in 19th century Europe and the "Great Concert Era"
- The causes of WWI
- The Treaty of Versailles and the causes of WWII
- World politics during the Cold War
- International relations after the fall of the Berlin Wall and the emergence of US hegemony
- 9/11 and its consequences
- The Arab Spring and the future of International Relations

#### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 6 Credits): 60 minutes each; contribute to learning outcomes 1, 2

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

#### Date of last amendment

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

Kennedy, Paul *The Rise and Fall of the Great Powers*. Vintage, 1989.

Young, John. *International Relations since 1945: A Global History*. Oxford University Press, 2004.

#### Recommended Reading

Kissinger, Henry. *Diplomacy*. Simon & Schuster, 1994

Zakaria, Fareed. *The Post-American World and the Rise of the Rest*. Penguin Group, 2009.

#### Required Equipment

None.

#### 4. MODULE ORGANISATION

##### Module leader

**Name** Dr. Christopher Lash

**E-mail** [christopherglash@yahoo.co.uk](mailto:christopherglash@yahoo.co.uk)

##### Length and month of examination

90 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

**Board of Study** Faculty Collaborative Provision Committee

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

##### Shortened title

**Date of approval by FCPC** 9 July 2014

# INFORMATION TECHNOLOGY

## 1. MODULE SUMMARY

### Aims and Summary

The course will provide students with the practical ability to compose good style text, numeric and graphic elaboration of data, preparing presentations.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: two projects 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Compose and edit good style text, tables and graphics within Microsoft Word;
2. elaborate data (e.g. from the Internet) – compute numeric characteristics and graphical illustration within Microsoft Excel;
3. create databases and work with records within Microsoft Word and Excel
4. prepare presentations in Power Point.

### Indicative Content

1. Microsoft Word – Creating a document and font level of formatting

2. Microsoft Word – Paragraph formatting and styles
3. Microsoft Word – Page setup, sections; tables, graphics and other visualization tools
4. Microsoft Word – Review tools, bibliography
5. Microsoft PowerPoint - Introduction to PowerPoint, creating a presentation from scratch
6. Microsoft PowerPoint – Working with Tables and Charts in Power Point
7. Microsoft PowerPoint – Animation and Transition Tools
8. Microsoft Excel – Entering and editing worksheet data
9. Microsoft Excel – Loading database tables and working with them
10. Microsoft Excel – Cell referencing and basic functions
11. Microsoft Excel – Conditional formatting and charts
12. Microsoft Excel – Pivot tables and pivot charts

### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Two projects (60% – 6 Credits): contribute to learning outcomes 2, 4

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

### Date of last amendment

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

John Walkenbach , Herb Tyson, Michael R. Groh, Faithe Wempen, Lisa A. Bucki, Office 2010- Bible, Amazon

#### Recommended Reading

N/A

#### Required Equipment

None.

### 4. MODULE ORGANISATION

Module leader



**Name** MA Bauyrzhan Zhanuzakov

**E-mail** [b.zhanuzakov@lazariski.edu.pl](mailto:b.zhanuzakov@lazariski.edu.pl)

**Length and month of examination**

90 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** 9 July 2014

# INTERCULTURAL COMMUNICATION

## 1. MODULE SUMMARY

### Aims and Summary

In the context of globalization, migration, corporate business management, international affairs and social conflicts, the aim of the course is to provide students with necessary tools which would help them to approach multi-cultural environments. Aiming to enforce cultural sensitivity students will be trained how to avoid cultural prejudices, preconceptions and oversimplifications.

The course has a multidisciplinary approach combining different theories taken from various spheres such as anthropology, sociology, communication studies, linguistics, etc. It incorporates information on history of communication, looks upon the notion of symbol, myth, cultural code and proceeds to the practical techniques of assessing different forms of productions of contemporary multicultural media.

### Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, essay (3000 words) 30%;

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Apply basic intercultural skills.

2. Analyze barriers to intercultural communication.
3. Demonstrate an understanding of culturally conditioned behavior in different contexts including negotiation, ethnic conflict, family life etc.
4. Explain the dynamics of ethnocentrism, stereotyping and prejudice.

### Indicative Content

- Introduction: How we communicate? Communication skills and their influence? What are the media? problematic messages.
- The evolution of language and thought
- The history of communication: the value of knowledge
- Approaches and theories of communication (behavioral, political economy, cultural, interdisciplinary). Behavioral approach
- Political Economy approach
- Culture shock, intercultural competence, globalization issues
- Cultural/Linguistic Approach
- Semiotics
- Semiotics: using semiotics to analyze text and images
- Deconstructing messages through individual signs (colors, shapes, symbols, icons, etc.)
- Visual as influenced by culture and aims. How politicians, journalists and PR managers provide and sell information
- History of Film and film technologies. Summary

### Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Essay (30% - 3 Credits): around 2000 words; contributes to learning outcomes 3, 4

Midterm exam (30% - 3 Credits): 60 minutes; contributes to learning outcomes 2, 3, 4

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

### Date of last amendment

23-02-2015

### 3. MODULE RESOURCES

#### Essential Reading

Larry Samovar (ed.), *Intercultural Communication: a Reader* (2011)  
Lawrence E. Harrison, Samuel P. Huntington, *Culture Matters* (2000)

#### Recommended Reading

Jean Aitchison, *The Articulate Mammal: An Introduction to Psycholinguistics* (2011);  
Maggie Bowring, Ronald Carter, Angela Goddard et al. *Working with Texts: A Core Introduction to Language Analysis* (2013);  
John Dowing, *Ali Mohammadi, Annabelle Sreberny, Questioning the Media: A Critical Introduction* (1995);  
Paul Pedersen, *The Five Stages of Culture Shock: Critical Incidents around the World* (1994).

#### Required Equipment

Screen projector

### 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

90 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 4 August 2015

# INTERNATIONAL ECONOMICS

## 1. MODULE SUMMARY

### Aims and Summary

The purpose of the course is to provide students with the background on international economics and to help them to understand the importance of economic and financial interrelations in shaping today's world. To show them how to use basic economic theory and where to apply it to international economic issues. To provide them with the analytical skills to interpret financial mechanism and their impact on the running of the economic policies. The explained issues range from definitions to concepts and theories of international economics.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, essay 30%;

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Analyse open and global economy mechanisms;
2. Understand the role of various economic factors in shaping the world of today;

3. Explain the impact of financial markets on the running of economic policies;
4. Demonstrate knowledge of the most important theories of international political economy.

#### Indicative Content

- International trade policy. Factor movements.
- Exchange rates & Money. Macroeconomics of the open economy
- International macroeconomic policy, financial markets.
- International economic integration: theoretical aspects of economic integration, examples of the trade blocks in America, Asia and Europe

#### Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Essay (30% - 3 Credits): 1500-2000 words; contributes to learning outcomes 1, 2, 4

Midterm exam (30% - 3 Credits): 60 minutes; contributes to learning outcomes 2, 4

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

#### Date of last amendment

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

Krugman, P. R., Obstfeld, M. (2006) *International Economics: Theory and Policy*, 6th Edition, Addison Wesley

Taylor J.B. (2009) *Getting Off Track. How Government Action and Interventions Caused, Prolonged and Worsened the Financial Crisis*. Hoover Institution Press, Stanford University, California

#### Recommended Reading

Goldstein J.S. (2006) *International Relations*, Pearson International Edition

Obstfeld, M. Rogoff, K. (1996) *Foundations of International Macroeconomics*, MIT

Salvatore, D. (2007) *International Economics*, 9th Edition, Wiley and Sons

Sawyer, W.Ch., Sprinkle, R.L (2004). *International Economics*, Prentice Hall.

#### Required Equipment

None.

#### 4. MODULE ORGANISATION

##### Module leader

**Name** Tomasz Napiórkowski

**E-mail** [tnapi002@gmail.com](mailto:tnapi002@gmail.com)

##### Length and month of examination

90 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** 9 July 2014

# INTERNATIONAL ORGANISATIONS

## 1. MODULE SUMMARY

### Aims and Summary

The main objective of this course is to present International Organisations (IO) as a crucial element of today's global governance system ("world system"). Their genesis is the result of the evolution of international politics out of the earlier Westphalian system of 'totally' sovereign states towards more complex and cross-border working units seeking to promote essentially the same objectives ("public goods") as would traditionally nation-states: peace and security, economic development, education etc. The main reason for this development that took pace especially in the 20th century is that nation-states cannot (anymore) deliver those goods alone but need wider and possibly long-lasting cooperation and possibly integration into larger systems. Acquaintance with the role of IO is crucial for any understanding of today's world politics and thus indispensable for anyone wishing to work in and with international structures.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Midterm exam 30%, essay 30%, final exam 60%

### 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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes



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

1. Understand why International Organizations have evolved in modern history
2. Categorize IO by their type and origin
3. Characterize IO by structures, functions and purposes
4. Identify IOs' influence on global and regional politics and economics
5. Evaluate the role of IOs within global governance
6. Discuss scenarios for future IO activities

#### **Indicative Content**

- The evolution of the international state system from the 17<sup>th</sup> to the early 20<sup>th</sup> century and the conditions for the genesis of IO
- Liberalism and democratization as factors driving the development of IO in the 20<sup>th</sup> century
- Typology of IOs: IGOs, INGOs and others
- Functions and roles of IO: instruments, forum, actors
- Changes of the global environment after 1990: globalization, multipolarity and the growing role of IO
- The UNO and the global governance system as interaction between states, IGOs and INGOs
- Case studies for IGO and INGOs
- Transnational/multinational corporations – a special kind of IOs?
- Practical problems of working in International Organisations

#### **Teaching and Learning**

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Essay (30% - 3 Credits): around 2500 words; contributes to learning outcomes 4, 5, 6

Midterm exam (30% - 3 Credits): 60 minutes; contribute to learning outcomes 1, 2, 3, 4

Final exam (40% - 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6

#### **Date of last amendment**

23-02-2015

### **3. MODULE RESOURCES**

### Essential Reading

Archer C., *International Organizations*, Routledge 1992

Karns, M.P., Mingst, K.A., *International organizations*, Lynne Rienner, Boulder 2004.

Rittberger, V., Zangl, B., Kruck, A., *International Organization*, 2nd edition, Palgrave Macmillan 2012

### Recommended Reading

McGrew, A., *The transformation of democracy? Globalization and territorial democracy*, Policy Press Cambridge 1997

Dielic, M.-L., *Transnational governance. Institutional dynamics of regulation*, Cambridge University Press 2008.

Linden, R.H., *Norms and nannies. The impact of international organizations on the Central and East European states*, Rowman & Littlefield 2004.

Nowicka, M., *Transnational professionals and their cosmopolitan universes*, Campus 2006.

Reinalda, B., *History of international organizations: from 1815 to the present day*, Routledge 2009.

### 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

90 minutes in June

### 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>	4 August 2015

# INTERNATIONAL PUBLIC LAW

## 1. MODULE SUMMARY

### Aims and Summary

This is an introductory survey course in international law (IL), designed primarily for those who have not previously studied the subject. This course provides students with knowledge of principal problems of international public law, both in theory and practice. During the course, participants should gain the ability to interpret international treaties and other documents as well as to analyse cases. This course aims to acquaint the students with basic regulations of international public law, familiarise them with both doctrine and documents. The discussions should cover recent developments in international law and emerging legal problems.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, essay with a presentation 30%;

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Associate emerging international problems with relevant legal norms

2. Understand the meaning and context of international jurisprudence and legal documents
3. Apply the precepts of international law to other areas of study

#### **Indicative Content**

- History of International Law, International Law Today
- Sources of International Law
- Subjects of International Law
- Recognition in International Law; Territorial Sovereignty
- International Jurisdiction and Immunities from Jurisdiction; Diplomatic and Consular Relations - Vienna Convention on Diplomatic Relations, 1961; Vienna Convention on Diplomatic Relations, 1961
- State Responsibility
- Territory
- Human Rights – Universal Declaration of Human Rights 1948, European Convention on Human Rights 1950; International Covenant on Civil and Political Rights, 1966; International Covenant on Economic, Social and Cultural Rights 1966
- Law of the Sea – The 1982 Law of the Sea Convention
- International Dispute Settlement
- International Organisations – United Nations Charter
- International Conflicts of Law

#### **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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Essay (30% - 3 Credits): 2000 words; contributes to learning outcomes 2, 3

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 2, 3

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

#### **Date of last amendment**

17-08-2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

Sean D. Murphy, *Principles of International Law*, 2<sup>nd</sup> edition (Reuters, 2012)

Malcolm N. Shaw, *International Law*, 6<sup>th</sup> edition (Cambridge University Press, 2008)  
Ian Brownlie, *Principles of Public International Law*, 7<sup>th</sup> edition (Oxford University Press 2008)  
*The Vienna Convention on the Law of Treaties*  
*Universal Declaration of Human Rights*  
*United Nations Charter*  
*Vienna Convention on Diplomatic Relations*

#### **Recommended Reading**

Antonio Cassese, *International Law*, 2<sup>nd</sup> edition (Oxford University Press, 2005).  
Mark W. Janis, *An Introduction to International Law*, 4<sup>th</sup> edition (Aspen Publishers, 2003).  
Thomas Buergenthal, Sean D. Murphy, *Public International Law in a Nutshell*, 4<sup>th</sup> edition (Thomson West, 2006)

#### **Required Equipment**

None.

### **4. MODULE ORGANISATION**

#### **Module leader**

**Name** Jerzy Zarzycki-Siek

**E-mail** [jerzy.zarzycki@lazarski.pl](mailto:jerzy.zarzycki@lazarski.pl)

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

90 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** 9 July 2014

# INTRODUCTION TO EUROPEAN UNION

## 1. MODULE SUMMARY

### Aims and Summary

The module begins with a brief historical and theoretical discussion of the impetus for European integration and the establishment of the EU, starting from the situation after the Second World War and the early steps towards integration in the 1950s. From there, it goes on through the crucial stages of the integration process until the Treaty of Lisbon of 2009-10. The second part examines the working mechanisms of the European Union, focusing on the EU institutions and the most important decision-making processes. The third part uses the acquired basic historical and institutional knowledge to discuss some central issues of European integration.

This course is designed to accomplish two primary tasks. First, it will introduce students to the history, development and current state of the European Union with special regard to the roles of its institutions. Secondly, the students shall be made familiar with some crucial challenges the EU is facing for its further development. Essentially, it should be seen that the EU is a fairly fluid and changing construction whose 'final' shape is at this moment a matter of speculation and that is kept in balance only by constant active policy-making. Moreover, should be understood the particular relationship between the EU and its member states, which has been a crucial element of both its progress and its stagnation.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, research paper 30%;

Final examination 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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Recognise and use the basic terms and definitions connected with the European Union
2. Track the historical roots of the European Union
3. Understand and explain the structure of European Union and its functions
4. Discuss the role of the European Union in the globalised world
5. Shape judgments on central challenges for the future development of the EU

### Indicative Content

- Historical factors creating the starting situation for European integration after World War II
- intellectual predecessors of European integration
- the 1950s debate over the goals of integration and the decision in favour of focusing on economics
- predecessors of the European Union: ECSC and EEC
- topical and geographic expansion of European integration between 1957 and 1990
- 'Eurosclerosis' and the relaunch of the 1980s: towards Economic and Monetary Union
- the impact of the end of Communism in 1989-91 on the path of European integration
- the genesis of the Treaty on European Union and its further evolution
- the main European institutions: Council, Parliament, Commission, Court of Justice
- intergovernmentalism and supranationality as core mechanisms of European decision-making
- Solidarity: Cohesion Policy and common development
- the EU as a foreign policy player

### Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Research paper (30% – 3 Credits): 2000 words; contributes to learning outcomes 2, 3, 4, 5  
Final exam (40% – 5 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

**Date of last amendment**

23-02-2015

**3. MODULE RESOURCES**

**Essential Reading**

Elizabeth Bomberg and Alexander Stubb, *The European Union: How Does it Work?*, Oxford University Press, 2003.

Desmond Dinan, *Ever Closer Union, An introduction to the European Community* [fourth edition] Lynne Rienner Press, 2010.

John Peterson and Michael Shackleton, *The Institutions of the European Union* [third edition], Oxford University Press, 2012

**Recommended Reading**

Brent F. Nelsen and Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration*, Lynne Rienner Publishers, 2003

Mark Gilbert, *Surpassing Realism: The Politics of European Integration Since 1945*, Rowman & Littlefield, 2003

John McCormick, *The European Union: Politics and Policies* [fourth edition], Westview Press 2007.

John Pinder, *The European Union: A Very Short Introduction*, Oxford University Press, 2001

Milada Anna Vachudova, *Europe Undivided: Democracy, Leverage, and Integration After Communism*, Oxford University Press, 2005

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Spasimir Domaradzki

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

**Length and month of examination**

90 minutes in January

**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>	4 August 2015



# INTRODUCTION TO INTERNATIONAL RELATIONS

## 1. MODULE SUMMARY

### Aims and Summary

The purpose of this course is to familiarize students with the basic approaches to the study of International Relations. The course will introduce the basic vocabulary for the student's apprehension of the international relations. It will also present the key theories that can be used to analyze and explain the behavior of the actors on the international stage. Students will also be given case studies and will work with basic international documents in order to learn how various forces have shaped the outcome of important historical events that impact the international relations.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016/2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%; two in-class exams each worth 30%;

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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of the principal notions and concepts in International Relations;
2. Demonstrate a grasp of the key theories of International Relations;

- Analyse and theorise the drivers which shape world politics in the contemporary world.

### Indicative Content

- Understanding International Relations
- Power and Sovereignty
- War in the international relations
- Introduction to International Relations theories
- International Security Mechanisms
- International systems
- The role of Law in International Relations
- Economy, trade and the international relations
- Contemporary security challenges
- Human rights in the International Relations

### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 6 Credits): 60 minutes each; contribute to learning outcomes 1, 2

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

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

John Baylis, Steve Smith & Patricia Owens, *The Globalization of World Politics, An introduction to international relations*. Oxford University Press 2011, 5<sup>th</sup> ed.

### Recommended Reading

Robert Jackson, Georg Sorensen, *Introduction to International Relations, Theories & Approaches*, Oxford University Press 2010

Colin S. Gray; *War, Peace and International Relations: An introduction to strategic history*, 2007

John J. Mearsheimer, *The Tragedy of Great Power Politics*, 2001

Snow, Donald. *Cases in International Relations*, 2011.

Stiles, Kendall. *Case Histories in International Politics*, 2010.

## 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

90 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** 9 July 2014

# INTRODUCTION TO LAW

## 1. MODULE SUMMARY

### Aims and Summary

This is an introductory course in law, designed primarily for those who have not previously studied the subject. This module aims at providing students with a general but working knowledge and understanding of law and basic legal concepts and institutions. Its objective is to make students familiar with the nature, purpose and various classifications of law, instruments and sources of law. It covers the main areas of law, with a focus on general issues affecting everyday life of individuals and businesses. Each issue is addressed from both civil law and common law perspectives, discussing commonalities and differences. The course involves a comparative analysis of Polish, English, American and European Union law. During the course students will learn about the most relevant legal cases, as well as become acquainted with basic legal terminology.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;

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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Recognize world legal systems and characterise them
2. Understand changes of law and emerging relevant legal problems
3. Identify rights, freedoms, and obligations of citizens
4. Analyse legal cases
5. Understand basic legal terminology

### Indicative Content

- Introduction: What is law?
- History of law development: evolution of law (statutory law vs law of lawyers)
- Classification of law:- characteristic of various categories of law (continental vs common law)
- Sources of law
- Constitutional
- Alternative Dispute Resolution (ADR), courts and tribunals
- Administrative law
- Contract law/civil law
- Characteristic of civil proceedings and criminal proceedings in Poland
- Subjects of law in a domestic and non-domestic legal system
- Basics of International Public Law, European Union Law system
- Humanitarian law

### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

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

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

Dajczak, W., Szwarc, A., Wiliński, P. *Handbook of Polish Law* [first edition]. ParkPrawo, 2011  
Jablonska-Bonca, J. *Introduction to Law*. LexisNexis, 2008  
The Constitution of the Republic of Poland of 2<sup>nd</sup> April 1997

### **Recommended Reading**

Michel Rosenfeld and András Sajó, *The Oxford handbook of comparative constitutional law*, Oxford University Press, 2013

Bradley, Anthony W. *Constitutional and administrative law*, Harlow : Pearson Longman, 2007.

Materials (including articles, presentations, extracts from legal acts and cases) provided by the course coordinator and the workshop assistant

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** mgr. Jerzy Zarzycki-Siek

**E-mail** jerzy.zarzycki@lazarzski.pl

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

90 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** 9 July 2014

# INTRODUCTION TO MACROECONOMICS

## 1. MODULE SUMMARY

### Aims and Summary

Courses will present core issues of modern Macroeconomics. Government and international policy mechanisms will be explained to make students familiar with current economic problems of most of the countries. The main goal of the course is to provide students with basic macroeconomic categories and models, to present mechanisms in economy, to make them familiar with economic problems discussed in press.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Understand policy-making in international environment;
2. explain how the economic mechanisms are implemented to promote development and stabilization;
3. define what are the functions of fiscal and monetary policy.

## Indicative Content

- Introduction to macroeconomics. Basic definitions and variables. Unemployment, inflation, output: types and measuring of basic macroeconomic indexes.
- Measuring the Economy's Performance: flow of income and output, GDP: its definition, limitations and computing, real and nominal GDP
- The goods market. The composition of GDP. The equilibrium in the goods market and the determination of output.
- Fiscal policy on the goods market. Keynesian analysis for fiscal policy. Budget multiplier effect. Crowding out effect.
- Financial market. Money demand and money supply. Determination of the interest rates.
- Monetary policy. Basic function of Central Banks. Function of money. Creation of money and the Money Multiplier.
- Goods market and financial market in the short run. The IS-LM Model.
- Policy mix. Fiscal policy, monetary policy, output and the interest rates. Expansionary and contractionary policy vs. equilibrium in goods market and money market.
- Labor market. Flows of workers. Wage determination and the equilibrium on the labor market. Natural rate of unemployment.
- Relation between inflation and unemployment and output growth. Nominal growth of money. Expected inflation. Philips curve in short and long term analysis. Okun's law.
- Economy in the medium run. Aggregate demand and aggregate supply. AD-AS Model.
- Fiscal and monetary policy in the medium run and long run. Expansionary and contractionary policy vs. equilibrium in goods market and money market. The neutrality of money.

## 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

## Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

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

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

## Date of last amendment

17-08-2014



### 3. MODULE RESOURCES

#### Essential Reading

Blanchard, O., Johnson D.J., *Macroeconomics*, 7<sup>th</sup> edition, Pearson Education, 2012

#### Recommended Reading

LeRoy Miller, R., *Economics Today*, 16<sup>th</sup> edition, Pearson, 2011

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

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr Tomasz Napiórkowski

**E-mail** [tnapi002@gmail.com](mailto:tnapi002@gmail.com)

#### Length and month of examination

90 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

**Board of Study** Faculty Collaborative Provision Committee

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

#### Shortened title

**Date of approval by FCPC** 9 July 2014

# INTRODUCTION TO MICROECONOMICS

## 1. MODULE SUMMARY

### Aims and Summary

Course will provide introduction to basic economic problem as well as basic concepts and methods used by microeconomics. During the course of the year concepts of market, customer choice theory as well as different market structures theories will be presented.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Understand how different entities make decisions under the assumption of rationality;
2. explain how supply and demand influence the allocation of resources between different types of activities;
3. understand how customers choose between different types of goods;

4. explain how companies in different market structures make decisions about price level and quantity of production;
5. recognize how outcomes change if the assumption of rationality is relaxed.

### Indicative Content

- Introduction to economics and microeconomics. Basic definitions and variables. Concept of rationality, methodology of economics and microeconomics, transformation curve, opportunity cost.
- Market – demand, supply and market equilibrium. Relative prices, introduction of demand and supply as well as their incentives. Concept of market equilibrium.
- Elasticity. Concept of elasticity: price elasticity of demand, price elasticity of supply, income elasticity of demand, cross elasticity of demand, Engel’s Law.
- Customers choice theory – part one: cardinal and ordinal concepts approaches to customers choice, concept and measurement of utility, total and marginal utility, marginal utility and law of demand.
- Customers choice theory – part two: budget constraint, different types of indifference curves, marginal rate of substitution, utility maximizing equilibrium, income expansion path, changes in relative prices – substitution effect, income effect and their relation to demand elasticities.
- Companies and production. Production function: total product, average product , marginal product and their interactions. Differences between short and long run.
- Costs. Cost function: total cost, average cost and marginal cost. Costs in short and long run. Economies of scale.
- Introduction to different market structures and perfect competition. Assumptions about perfect competition, perfect competition in short and long run.
- Monopoly. Assumptions about monopoly, monopoly in short and long run, costs and benefits of monopoly, monopoly and innovation, patent law and appropriability.
- Monopolistic competition. Assumptions about monopolistic competition, monopolistic competition in short and long run, differences between monopolistic competition and perfect competition, Lerner index.
- Oligopoly: Assumptions about oligopoly, Sweezy’s (kinked demand) model and Cournot’s model and basic concepts of game theory.
- Behavioral and experimental economics: constrains on rationality, different concepts of rationality, perception, cognitive dissonance, context, Dan Ariely on economics.

### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)

**Workshop** 15 hours (15%)

**Total** 100 hours

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

The intended learning outcomes will be assessed as follows:

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

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### **Date of last amendment**

20-01-2014

## **3. MODULE RESOURCES**

### **Essential Reading**

Mankiw, N.G., Taylor, M. P. *Microeconomics*, Cengage Learning EMEA, 2011

Varian, H.R., *Intermediate Microeconomics*, W. W. Norton & Company, 2010

### **Recommended Reading**

Schumpeter, J.A., *Capitalism, Socialism and Democracy*, Routledge, 2003

Ariely, D., *Predictably Irrational: The Hidden Forces That Shape Our Decisions*, HarperCollins, 2008

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr Tomasz Napiórkowski

**E-mail** [tnapi002@gmail.com](mailto:tnapi002@gmail.com)

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

90 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** 9 July 2014

# INTRODUCTION TO POLITICAL PHILOSOPHY

## 1. MODULE SUMMARY

### Aims and Summary

This course introduces students to fundamentals of Political Philosophy through reading and discussing books on politics and state written by some of the greatest minds in European tradition. Students are expected to read the books under discussion and appropriate chapters from the reading lists before the class. This course aims to acquaint the students with main political ideas and concepts relating the best theoretical order, which preoccupied the ancient and mediaeval philosophers and with the best practical order which modern thinkers have been and still are interested in.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm 30%, paper 30%;

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Characterise the main ideas and concepts of political philosophy in the Western tradition and their evolution;

2. Identify principal concerns of pre-modern thought and modern theories, as well as describe the main differences between them;
3. Analyse the main ideas of each reviewed thinker and estimate their impact;
4. Apply an understanding of intellectual European tradition to other areas of study;

#### Indicative Content

- Intro: What is philosophy and political philosophy; first Greek thinkers; Socrates and the Sophists
- Plato, *Republic*
- Aristotle, *Politics*; lecture on *Nichomachean Ethics*
- Lecture on Aristotle's *Metaphysics*; St. Augustine, *City of God*
- St. Thomas, *Treatise on Law*
- Machiavelli, *Prince*
- Hobbes
- Locke, *Second Treatise of Government*; lecture on Montesquieu
- Rousseau, *On the Social Contract*; Lectures on *Emile*
- Marx-Engels, *Communist Manifesto*; Lecture on Kant's ethics and politics
- Mill Jr. *On Liberty*
- Nietzsche

#### Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Paper (30% - 3 Credits): 2500 words; contributes to learning outcomes 1, 2, 3, 4

Midterm exam (30% - 3 Credits): 60 minutes; contributes to learning outcomes 1, 2

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

#### Date of last amendment

17-09-2014

### 3. MODULE RESOURCES

#### Essential Reading

George H. Sabine (1973), *A History of Political Theory*, 4<sup>th</sup> ed., appropriate chapters for each class

Leo Strauss, Joseph Cropsey (2003), *History of Political Philosophy*, 3<sup>rd</sup> ed (textbook), appropriate chapters for each topic, recommended

### Recommended Reading

John H. Hallowell (1984), *Main Currents in Modern Political Philosophy*, § 1-3; available in teaching materials under my name (2 copies)

Christopher Lazarski (2012), "Acton's Ideal Polity and its Alternatives," in *Power Tends to Corrupt: Lord Acton's Study of Liberty*

Harvey Mansfield (2006), *A Student's Guide to Political Philosophy*; library + teaching materials under my name (2 copies)

James Schall (1984), *The Politics of Heaven and Hell*, § 1-2; available in teaching materials under my name (2 copies)

James Schall (1987), *Reason, Revelation, and the Foundation of Political Philosophy*, § 1-3; library + teaching materials under my name (2 copies)

Yves R. Simon, *Philosophy of Democratic Government*, § 1-4; library or <http://maritain.nd.edu/jmc/etext/pdg.htm>

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. hab. Krzysztof Łazarski

**E-mail** [k.lazarski@lazarski.edu.pl](mailto:k.lazarski@lazarski.edu.pl)

### Length and month of examination

90 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** 9 July 2014

# INTRODUCTION TO SOCIAL ANTHROPOLOGY

## 1. MODULE SUMMARY

### Aims and Summary

The aim of the course is to provide students with basic knowledge about anthropological concepts. Although the most rudimentary classical theories are to be mentioned, stress will be put on the contemporary most up to date social phenomena and processes in globalizing world.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, essay 30%;  
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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate basic anthropological concepts and ideas;
2. explain how social factors influence the economic and political situation in the contemporary world.

### Indicative Content

- Beginnings of anthropology as a social science.
- Social nature of "homo sapiens". Biological basis of human being behaviour.



- Social exchange.
- Environment, Society and Culture
- Socialization and identity
- Interaction and communication
- Rituals and religion
- Social institutions: kinship, family
- Changing gender and age group role role.
- Race and Ethnicity
- The changing world – colonialism, modernity, globalization
- Modern world and the People – Migration, Identity, Nationalism

### 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>	55 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contribute to learning outcome 1

Essay (30% – 3 Credits): 2500 words; contributes to learning outcomes 1, 2

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

### Date of last amendment

23-02-2015

## 3. MODULE RESOURCES

### Essential Reading

Jack David Eller, *Cultural Anthropology : Global Forces Local Lives*, Routledge, 2009

Anthony Giddens, *Sociology*, Blackwell, 2006

### Recommended Reading

Lila Abu-Lughod, Honor and the Sentiments of Loss in a Bedouin Society (1985);

Fredrik Barth, Ethnic Groups and Boundaries: Introduction (1969);

Clifford Geertz, The Interpretation of Cultures (1973);

Claude Lévi Strauss, The Savage Mind (1966);

Claude Lévi Strauss, Myth and Meaning (1995);

Theodore Macdonald, Jr., Ethnicity and Culture amidst New “Neighbours”: The Runa of Ecuador’s Amazon Region (1999);

Thomas Hylland Eriksen, *Small Places. Large Issues: An Introduction to Social and Cultural Anthropology* (2001);

Marcel Mauss, *The Gift: The Form And Reason For Exchange In Archaic Societies* (2002);

David Maybury-Lewis & Theodore Macdonald Jr. (eds.), *Indigenous Peoples, Ethnic Groups, and the State* (2002);

#### **Required Equipment**

Screen projector

#### **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**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

##### **Shortened title**

**Date of approval by FCPC** 4 August 2015

# ISSUES IN MACROECONOMIC POLICY

## 1. MODULE SUMMARY

### Aims and Summary

Macroeconomic theory as well as policy has been the subject of an often heated debate. This course will first revise general macroeconomic course and subsequently focus on specific aspects of macroeconomic models as well as debates among economists concerning economic policy. On the monetary policy side, the actions by the Fed or the ECB are frequently commented upon by political leaders. On the fiscal policy side, the failure by governments to limit public deficits and debt has caused a lot of controversy among economists. These issues will be illustrated by the European Stability and Growth Pact. Other issues addressed will focus on trade imbalances, outsourcing and the effects on wages and income distribution, structural reforms and short-run and long-run views about economic growth and competitiveness. During the course, different economic models and schools of thought are introduced in order to highlight the consequences of alternative economic policies.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, research paper 30%;  
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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

## Intended Module Learning Outcomes

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

1. Explain key macroeconomic terms;
2. Analyze major macroeconomic trends and aggregates;
3. Define and distinguish different policy approaches to assess the impact and efficiency of alternative macroeconomic reforms;
4. Critically assess the potential benefits, but also the limitations of macroeconomic policies;
5. Apply and assess alternative macroeconomic theories to real world problems and analyze and conceptualize economic policies in changing institutional frameworks.

## Indicative Content

- General revision of basic macroeconomic course
- Macroeconomic policy, inflation, unemployment
- Monetary Policy: Inflation, main functions of Central Bank, money creation, the role for the ECB, the FED and other central banks
- Fiscal Policy, public debt, fiscal deficit and macroeconomic performance
- Public Deficit and Debt sustainability. The European Stability and Growth Pact.
- Policy mix of fiscal and monetary policy. Consequences of expansionary and contractionary monetary and fiscal policy
- Optimum currency area and monetary integration. Eurozone as an example of the OCA?
- Structural policy and labor market. Reforms of the labor market
- The Reform of the Public Sector. Privatization.
- The facts of growth. Savings, capital accumulation, labor, technological progress
- Financial crisis and sovereign debt crisis
- Welfare State. The experience and future of European Social Model/Welfare State

## Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

## Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Paper (30% - 3 Credits): 2000 words; contributes to learning outcomes 2, 3, 4, 5

Midterm exam (30% - 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Final exam (40% - 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

**Date of last amendment**

17-08-2014

**3. MODULE RESOURCES****Essential Reading**

Blanchard, O. *Macroeconomics, International Edition*, Pearson Education, 2003.

Mankiw, G.N. *Macroeconomics*, Worth Publishers, 2010

Taylor, J.B. "The Financial Crisis and the Policy Responses: An Empirical Analysis of What Went Wrong," *Critical Review*, 2009, 21 (2-3): 341-364

**Recommended Reading**

Anders, A., "Why a Break up of the Eurozone must be avoided", *Peterson Institute for International Economics*, 2012  
DeLong, B.J., "The Triumph of Monetarism," *Journal of Economic Perspectives*, 2000

Vickrey W., "Fifteen fatal fallacies," *Proceedings of the National Academy of Science*, Economic Studies, Volume 95, February 1998;

Tatom J., "Not all deficits are created equal", *Financial Analysis Journal*, Volume 62, Number 3, CFA Institute, 2006;

Moffitt R., "The negative income tax", *JEP*, Volume 17, Number 3 2003

Thurow L., "Do only economic illiterates argue that trade can destroy jobs and lower America's national income?" *Foreign Affairs, Social Research*, Volume 71, Number 2, 2004

Freeman R., "Are your wages set in Beijing?" *JEP*, Volume 9, Number 3, 1996

Freeman R., "People Flows in Globalization," *JEP*, Volume 20, Number 2, 2006

Krugman P., "Can America Stay on Top?" *JEP*, Volume 14, Number 1, 2000

**Required Equipment**

None.

**4. MODULE ORGANISATION****Module leader**

**Name** Dr. Tomasz Napiórkowski

**E-mail** [tnapi002@gmail.com](mailto:tnapi002@gmail.com)

**Length and month of examination**

90 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** 9 July 2014

# POLISH FOREIGN POLICY

## 1. MODULE SUMMARY

### Aims and Summary

The course aims at delivering knowledge and analytical skills on contemporary Polish Foreign Policy. Particular attention will be paid to the Polish geopolitical conditions before and after the end of the Cold War; the Polish *raison d'état* and its practical achievement. In particular, the main vectors of the Polish Foreign Policy will be discussed. Critical analysis and comment of particular political events will provide better understanding of the official rhetoric, hidden goals and means of their realization. Therefore, the course will be also an analytical workshop deepening the knowledge on the practical functioning of the countries' foreign policy.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: paper 60%

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Understand Poland's place in the international arena;
2. Explain and assess the origins, priorities, and aims of current Polish foreign policy;
3. Analyse the behaviour of Polish Foreign Policy decision makers;
4. Predict Poland's priorities and position concerning international issues.

### Indicative Content

- Introduction, theoretical aspects of Foreign Policy.
- The historical determinants of the Polish Foreign Policy – the historical, political and economic features of the interwar period.
- The Cold War and the Polish Foreign Policy – from subjection to brotherhood. Poland and the Stalinism; the peaceful co-existence, the Solidarity movement and the end of the Cold War.
- Political, economic and social aspects of the peaceful transition in Poland.
- Reshaping the Polish Foreign Policy priorities, the government of Tadeusz Mazowiecki and minister Skubiszewski's expose of 1990;
- The revival of Central Europe and the Polish Foreign Policy. Regionalization, integration tendencies.
- Poland and the European Union – the road to the EU – Association agreement, negotiations, referendum, membership.
- Poland in the EU – the nation state and the integration process. Possibilities, chances, threats.
- Poland and NATO – from Cold War rivalry to pillar of the Polish security.
- Poland and the United States. Following the same way. Political and economic determinants of the Polish Foreign Policy. Poland and the export of democracy.
- The Polish Eastern Policy – the historical policy and its consequences for the Polish Foreign Policy and the relations with the former Soviet states.
- The Polish Foreign Policy – political aspects of the relations with selected former Soviet republics (Ukraine, Belarus, Georgia, Lithuania) and Russia, Eastern Partnership.
- Poland and the international organizations. Selected cases of regional involvement or how to use the international bodies for national interests.

### Teaching and Learning

This module will be taught by means of seminars, 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>	55 hours	(55%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Paper (60% – 6 Credits): ca. 4000 words; contributes to learning outcomes 1, 2, 3

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

**Date of last amendment**

17-02-2015

**3. MODULE RESOURCES**

**Essential Reading**

Kuźniar, R., *Poland's Foreign Policy After 1989*, Warsaw, Scholar, 2009

**Recommended Reading**

Merje Kuus, *Geopolitics Reframed: Security and Identity in Europe's Eastern Enlargement*. New York 2007

Larry Wolff, *Inventing Eastern Europe*, Stanford 1994

Jacinta O'Hagan, *Conceptualizing the West in the International Relations. From Spengler to Said*, New York 2002

Janine Wedel, *Collision and Collusion. The Strange Case of Western Aid to Eastern Europe 1989-1998*, New York 1998

Attila Meleg, *On the East-West Slope. Globalization, nationalism, racism and discourses on Eastern and Central Europe*, Budapest & New York 2006

Jan Zielonka, *Europe as Empire. The Nature of the Enlarged Europe*, Oxford 2006, p.23-63.

Frank Schimmelfennig, Ulrich Sedelmeier, *The Europeanization of Central and Eastern Europe*, New York 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**

90 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** 4 August 2015



# STATISTICS AND DEMOGRAPHICS

## 1. MODULE SUMMARY

### Aims and Summary

To make students familiar with different types of data, statistical measures and methods of statistical and demographic analysis.

### Module Size and credits

CATS points	15.0
ECTS credits	7.0
Total student study hours	150
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, demographic or statistical project 30%;  
Final examination 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Collect, analyse, and interpret statistical data.
2. Use software such as Excel or Eviews in statistical analysis.
3. Apply statistical methods to simple real situations.
4. Understand the essence of demographic processes.
5. Analyse and evaluate demographic changes.
6. Understand the growing impact of demographic processes in politics.

## Indicative Content

- Introduction to statistics. Data acquisition and management (data sets, data sources, experimental and observational studies, acquisition of data: *interview, self-enumeration, questionnaires*, errors in data)/ Introduction to Demography
- Introduction to statistics. Data acquisition and management (data sets, data sources, experimental and observational studies, acquisition of data: *interview, self-enumeration, questionnaires*, errors in data)/ Data and methods of demographic analysis. Cross-section and cohort analysis
- Data patterns (simple displays of quantitative data, frequency distributions, displays of qualitative data, displays of bi-and multivariate data)/Demographic processes: fertility, mortality, migration.
- Data patterns (simple displays of quantitative data, frequency distributions, displays of qualitative data, displays of bi-and multivariate data)/ Demographic theories
- Summary measures for data (descriptive statistics: measures of position, variability and skewness)/ Demographic theories
- Summary measures for data (descriptive statistics: measures of position, variability and skewness)/ Demographic theories, Population processes: in World and in Poland.
- Summary measures for data (descriptive statistics: measures of position, variability and skewness)/ Demographic development.
- Analysis of Dynamics, Indexes/ Demographic change. Role of Demography in Social Policy.

## 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>	45 hours	(30%)
<b>Self guided</b>	90 hours	(60%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(10%)
<b>Total</b>	150 hours	

## Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 3, 4, 5

Demographic or statistical project (30% – 3 Credits): 1000 words paper; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 6 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6

## Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

J. Alho, B. Spencer, *Statistical Demography and Forecasting*, Springer 2005.

S. Preston, P. Heuveline, M. Guillot, *Demography: Measuring and Modeling Population Processes*, Wiley-Blackwell 2000.

### Recommended Reading

S. Ross, *Introductory Statistics*, Academic Press, 2005.

S.H. Murdock, D. Swanson. *Applied Demography in the 21st Century*, Springer 2008.

Neter, J., Wasserman W. and G.A. Whitmore, *Applied Statistics*, fourth edition, Allyn and Bacon, 1993

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr Katarzyna Gmaj

**E-mail** [k.gmai@lazarowski.edu.pl](mailto:k.gmai@lazarowski.edu.pl)

### Length and month of examination

90 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** 9 July 2014

# WESTERN CIVILISATION I

## 1. MODULE SUMMARY

### Aims and Summary

This course is an introduction to European Civilisation and society since antiquity until 1788 (before the French Revolution). It centers on interpretation of fundamental ideas and processes which shaped European identity, while facts and pure history are of secondary importance. The students are expected to know the basics from previous education, but the course has no formal pre-requisites. Workshops are an integral part of the entire course. They are to help the students to understand the topics reviewed during lectures as well as to review some extra material not covered by the lectures. They also help the teachers to check students' work. The course aims to show the birth and growth of principal ideas, concepts, institutions, and trends such as authority, liberty, equality, citizenship, limited vs. absolute power, state, society, and economic development in each of Europe's main epoch, Antiquity, Middle Ages and Early Modern Europe.

### Module Size and credits

CATS points	15.0
ECTS credits	7
Total student study hours	150
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: two in-class exams 30% each;

Final examination 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

BA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

## Intended Module Learning Outcomes

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

1. Trace the origins of Western Civilisation and indicate the main sources of its uniqueness;
2. Critically evaluate the growth and decline of authority and liberty at each stage of European history and identify the forces which supported that growth or were against it;
3. Observe the evolution of state, its concept and practise throughout ages, and define differences between mediaeval and early modern European society;
4. Compare and discuss basic developments in Western and Eastern Europe

## Indicative Content

- Prehistoric Man and Woman and the Oldest Civilizations: Egypt & Mesopotamia and Crete; Ancient Roots of European identity: Israel, Greece, Rome and Christianity. Main features of Greek and Roman civilisations. Byzantium and Islam.
- Middle Ages: “Barbaric Europe”; feudalism; state; estate and provincial rights; the growth of High Middle Ages and the crisis of Late Middle Ages; freedom in the Middle Ages
- Nation State; Renaissance and Reformation; Absolutism vs. Constitutionalism; Town and village—daily life
- East Europe: Case of Russia and the Polish-Lithuanian Commonwealth
- The Scientific Revolution and the Enlightenment

## 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>	45 hours	(30%)
<b>Self guided</b>	90 hours	(60%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(10%)
<b>Total</b>	150 hours	

## Method Of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 9 Credits): 60 minutes each; contribute to learning outcomes 2, 3

Final exam (40% – 6 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

## Date of last amendment

17-09-2014

## 3. MODULE RESOURCES

### Essential Reading

John P. McKay et al (2008, or an earlier editions), *A History of Western Society* (§ 1-18, 20).  
New York: Houghton Mifflin  
Brian Levack et al (2007), *The West: Encounters and Transformations*. New York: Pearson,  
Longman  
Stephen Hause, William Maltby, *Western Civilisation – A History of European Society* (§ 1-20),  
or any other textbook on Western Civilization (our library has a rich choice of such  
textbooks)

### Recommended Reading

Francis Bacon (1999), *New Atlantis*, in: (ed.) Susan Bruce, *Three Early Modern Utopias*, Oxford  
Jean Bodin, *The Six Books of Commonwealth*, various editions, Book I, (selected fragments)  
George Huppert (1998 or later eds), *After the Black Death: A Social History of Early Modern  
Europe*, New York, § 1-5, (library, teaching material on reserve under my name  
Deyns Hays (1968), *Europe – The Emergence of An Idea*. Edinburgh  
Russell Kirk, *The Roots of American Order*, 11-38 (class on Israel); 60-73 (class on Greece);  
177-192 (class on the Middle Ages); library, teaching material on reserve under my  
name  
Christopher Lazarski (2012), 'Liberty's Ancient Roots: From Ancient Israel to the Fall of the  
Roman Empire' in *Power Tends to Corrupt: Lord Acton's Study of Liberty* (available  
also in our student resources)  
Thomas Moore (1999), *Utopia*, in: (ed.) Susan Bruce, *Three Early Modern Utopias*, Oxford  
Pericles, *Funeral Oration* (fragments from Thucydides, *History of the Peloponnesian War*) -  
online  
Jean-Pierre Vernant (1982), *The Origins of the Greek Thought*, New York  
Max Weber (1992), *The Protestant Ethic and the Spirit of Capitalism*, London&New York  
Immanuel Kant, *What is the Enlightenment?*, various editions, online

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. hab. Krzysztof Łazarski

**E-mail** [k.lazarski@lazarski.edu.pl](mailto:k.lazarski@lazarski.edu.pl)

### Length and month of examination

90 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

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

Date of approval by FCPC 4 August 2015

# WESTERN CIVILISATION II

## 1. MODULE SUMMARY

### Aims and Summary

This is the second part of the survey course on Western Civilization which begins with the American and French Revolutions and ends in the present. Workshops are an integral part of the course: they are to help the students to understand the course and to check their work. The class aims to present long-term trends in the development of European and Western world. In particular it focuses on the impact of the Enlightenment and the French Revolution as well as on the triumph of liberalism, nationalism and communism. Furthermore, it attempts to show the roots of totalitarianism and the post-modern outlook.

### Module Size and credits

CATS points	15.0
ECTS credits	7
Total student study hours	150
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

Western Civilisation I or similar course

### Excluded Combinations

None

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

Coursework 60%: two in-class exams 30% each

Final examination 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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Analyse the consequences of the Enlightenment and the French and Industrial Revolutions for Modern Europe;



2. Trace the origins and messages of main intellectual trends in the 19<sup>th</sup>-20<sup>th</sup> centuries;
3. Observe the stages of growth of European power and its decline, and understand the reasons for both developments;
4. Analyse the World Wars and their consequences;
5. Trace the origins of totalitarianism and understand its main features;
6. Analyse the collapse of Communism and understand main developments in present Europe with its post-modern outlook.

### Indicative Content

- The Age of Revolution: American, French and Industrial Revolutions
- Liberalism and conservatism, and nationalism and socialism
- Western Expansion: New imperialism
- 20<sup>th</sup> Century: the early modern period versus the late modern Europe; World Wars and totalitarianism
- Cold War and Communism; European integration
- 1989 and its Aftermath: Is liberalism the end of history?

### Teaching and Learning

This module will be taught by means of seminars, 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>	45 hours	(30%)
<b>Self guided</b>	90 hours	(60%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(10%)
<b>Total</b>	150 hours	

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

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 9 Credits): 60 minutes each; contribute to learning outcomes 1, 2, 3, 4, 5,

Final exam (40% – 6 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6

### Date of last amendment

17-09-2014

## 3. MODULE RESOURCES

### Essential Reading

John P. McKay et al (2003), *A History of Western Society* (chapters 19, 21-31)

or

Stephen Hause, William Maltby (2004), *Western Civilisation – A History of European Society*, or any other textbook on Western Civilization (our library has a rich choice of such textbooks)

### Recommended Reading

Timothy Garton Ash (1983), *The Polish Revoluton: Solidarity*, London

\_\_\_\_\_ (1993), *The Magic Lantern The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague*. New York

Ian Buruma, Avishai Margalit (2004), *Occidentalism. The West in the Eyes of its Enemies*, New York, § 1,4, 6;

William Doyle (1980 or subsequent editions), *Origins of the French Revolution*, part I

Ortega y Gasset (1930 or subsequent editions), *The Revolt of the Masses*

John Gray (2003), *Al Qaeda and What It Means to be Modern*, London, § 1,7,8

Christopher Lazarski (2012), "The French Revolution: A Triumph of Revolutionary Tyranny," in *Power Tends to Corrupt: Lord Acton's Study of Liberty*, (teaching materials on our student resources)

Edward Said (1979 or other editions), *Orientalism*, New York

Timothy Snyder (2010), *Bloodlands: Europe between Hitler and Stalin* (New York: Basic Books), Introduction, § 1, 3-5,7-9; § Conclusion

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leader**

**Name** Dr. hab. Krzysztof Łazarski

**E-mail** [k.lazarski@lazarski.edu.pl](mailto:k.lazarski@lazarski.edu.pl)

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

90 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** 4 August 2015

# ELECTIVE MODULE DESCRIPTORS

## AMERICAN CIVILISATION

### 1. MODULE SUMMARY

#### Aims and Summary

The main objective of the course is to give the students a basic knowledge and understanding of American civilization starting with the basics of geography and economy, and then proceeding into the extensive coverage of the main characteristics of political culture. Then, the course will cover an outline of political, constitutional, and social history from colonial times to the present. The last part will deal with contemporary constitutional and political institutions as well as current political issues.

#### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

#### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, research paper 30%;

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

BA Year 2 International Relations

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

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### Intended Module Learning Outcomes

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

1. Explain modern America as a distinctive civilisational entity;
2. Analyze issues from the history, society, politics and legal system of the US;

3. Assess critically the fundamental ideas which drive American society and understand the way they relate to the international scene.

#### **Indicative Content**

4. The global, political and economic position of the US: history and contemporary issues.
5. American political culture.
6. Colonial America, the Revolution and the Founding Period: Declaration of Independence 1776, the Constitution 1787.
7. The political, social and constitutional history: the Hamiltonian system, the Jeffersonian and Jacksonian revolutions, the Manifest Destiny, the slavery issue, the Civil War.
8. The rise of progressive liberalism and the New Deal, the Cold War and the rise of global America
9. The rise of the Supreme Court and its role as a vehicle of social change – from the Marshall Court to the Robert’s Court
10. The constitutional system: Congress, the President and his administration, the Supreme Court
11. The political system: the electoral system, parties, media, military.
12. The challenge of internal politics: minorities, affirmative action, feminism, the challenge of the welfare state, identity politics.
13. Foreign Policy in the aftermath of the Cold War: the new World’s System, the War on Terror and its implications.
14. The United States and the European Union – the political, military and economic relations.
15. The United States’ defense of national sovereignty against the Kantian international utopian order.

#### **Teaching and Learning**

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contribute to learning outcomes 1, 2, 3

Research paper (30% – 3 Credits): around 2000 words; contribute to learning outcomes 1, 2, 3

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

**Date of last amendment**

03-12-2015

**3. MODULE RESOURCES****Essential Reading**

Peter H.Schuck, James Q.Wilson (eds.), *Understanding America*, New York 2008

Jeremy Rabkin "*Law Without Nations?*", Princeton University Press, Princeton 2005.

Pierre Manent "*Democracy without Nations?*", ISI Books, Wilmington DE 2007.

**Recommended Reading**

Steffen W. Smith, Mack C. Shelley, Barbara A. Barber, *American Government and Politics Today, The Essentials 2011 - 2012.*

Brian C. Andreson, *Democratic Capitalism and Its Discontents*, 2007.

David Mauk, John Oakland, *American Civilization: An Introduction*, 4th edition, 2005.

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

**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**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC** 9 July 2014

# AMERICAN FOREIGN POLICY

## 1. MODULE SUMMARY

### Aims and Summary

While the world is predicting the decline of American power and the emergence of new pillars of the international system, a student of international relations needs to be able to understand the patterns of behaviour of the only world power. Recently, the general attitude outside the U.S. towards Washington is generally a blatant criticism which hardly searches for understanding and explanation. On the other hand the United States are the remarkable example of the most recent evolution of a state from its early days of independence to the world's power position. Therefore, a thorough analysis of the American Foreign Policy from the early days of the Republic through the territorial expansion and accompanying attitude towards the other actors in the international relations, to the Cold War rivalry and the ultimate success of the liberal order are issues that deserve student's attention.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: paper 60%;

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Identify and explain American values, principles, and sentiments that shape American foreign policy
2. Assess critically the main patterns in American foreign policy
3. Analyze the most important breakthroughs in foreign policy of successive administrations in the 20<sup>th</sup> century.

#### **Indicative Content**

- Introductory remarks – the American Foreign Policy, role, prejudices, the importance of assessment;
- The Geopolitical determinants of American Foreign Policy from XVIII to XXI century.
- Isolationism v Internationalism in the United States
- Realism v Idealism
- Multilateralism v Unilateralism
- Sources of power in American Foreign Policy – the role of the President, Congress and the Supreme Court
- The role of the Media and Public Opinion in shaping the American Foreign Policy.
- Case study: The Cold War and the American Foreign Policy
- The Post Cold War World – between Pax Americana and the international chaos.
- 9/11 and the new dimensions of American Foreign Policy – change and continuity. Analysis of the Bush and Obama administrations.

#### **Teaching and Learning**

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Paper (60% – 6 Credits): ca. 3500-4000 words; contributes to learning outcomes 1, 2, 3

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

#### **Date of last amendment**

17-02-2015

### **3. MODULE RESOURCES**

#### **Essential Reading**

Bruce W. Jentleson, *American Foreign Policy: The Dynamics of Choice in the 21st Century* (Fifth Edition), W. W. Norton & Company, 2013

Łukasz Wordliczek, U.S. Foreign Policy: Procedure and Substance, Jagiellonian University Press 2005

### **Recommended Reading**

James M. McCormick, American Foreign Policy and Process, Fourth Edition, Thomson-Wadsworth, 2005

John Lewis Gaddis, The United states and the End of the Cold War, Implications, Reconsiderations, Provocations, Oxford University Press, 1992

Stephen W. Hook, John Spanier, American Foreign Policy since World War II, CQ Press, 2004

Joseph S. Nye, Jr., The Paradox of American Power, Oxford University Press, 2002

Fareed Zakaria, The Post-American World, 2008

Nancy Soderberg, The Superpower Myth, The Use and Misuse of American Might, 2005

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

### **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**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

### **Shortened title**

**Date of approval by FCPC** 4 August 2015



# AMERICAN RIGHTS AND FREEDOMS

## 1. MODULE SUMMARY

### Aims and Summary

The main objective of the course is to introduce students into the American system of civil rights and liberties. The analysis revolves around the constitutional system of rights and liberties as contained in the Bill of Rights and its historical evolution as applied by the Supreme Court interpretation, in relation to changes in the American political culture and legal system. The major contemporary decisions of the Supreme Court are going to be analyzed and their diverse social, political as well as cultural consequences. At last, the American civil rights and liberties system will be looked upon in a context of the international system of human rights and a tension between the two systems in particular areas will be given due attention.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, research paper 30%;

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of the modern, complex, and controversial field of civil rights and liberties in the universal context
2. Analyze versatile subjects taken from history, society, politics, legal system
3. Identify and assess critically ideas which drive American society as a fundamentally rights conscious society;
4. Explain the connection between the US understanding of rights and the international rights culture.

### **Indicative Content**

5. The Anglo-Saxon tradition of rights and its American reception, the Declaration of Independence 1776, the Virginia Bill of Rights, the Constitution and the federal Bill of Rights, the XIV Amendment and the incorporation of the Bill of Rights into the state system.
6. The Supreme Court's emergence as the main interpreter of individual rights, the 'living Constitution' doctrine, the unwritten fundamental rights in the Constitution and the Culture Wars over interpretation of rights.
7. The I Amendment: freedom of religion and the establishment clauses.
8. The I Amendment: freedom of speech, assembly and petition of government; the II Amendment: the right to bear arms.
9. The importance of the XIV Amendment in American constitutional system of rights.
10. Procedural Due Process and Substantive Due Process; modern Contract Clause Doctrine; the Taking Clause.
11. Procedural rights in criminal and civil cases; rights of the accused; death penalty and its international implications;
12. Privacy rights and reproductive rights: the abortion controversy, 'homosexual marriage' controversy etc.
13. Slavery and its political and cultural history; the Civil Rights Revolution and its consequences.
14. Women and equal rights: three phases of the feminist movement; affirmative action controversies; other selected issues and rights: e.g. immigration.
15. Transnational justice and the American understanding of rights.
16. The United States and the human rights culture as an issue of culture war's controversies

### **Teaching and Learning**

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)

**Workshop** 10 hours (10%)

**Total** 100 hours

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contribute to learning outcomes 1, 2, 3

Research paper (30% – 3 Credits): around 2000 words; contribute to learning outcomes 1, 2, 3, 4

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

### **Date of last amendment**

03-12-2015

## **3. MODULE RESOURCES**

### **Essential Reading**

David J. Bodenhamer, *Our Rights*, 2006 (or paperback version)

Steffen W. Smith, Mack C. Shelley, Barbara A. Barber *American Government and Politics Today: Essentials 2011-2012*, 2011

### **Recommended Reading**

Robert P. George (ed.), *Great Cases in Constitutional Law*, 2002

Jeremy Rabkin, *Law Without Nations?*, Princeton University Press, Princeton 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**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

### **Shortened title**

**Date of approval by FCPC** 9 July 2014

# DIPLOMACY

## 1. MODULE SUMMARY

### Aims and Summary

The course presents the idea of diplomacy as an important tool of state's foreign policy but notices also the popular concept of diplomacy as an "art" of peaceful and effective achieving of aims. Following the remarks concerning functions and historical evolution of diplomacy, the course defines specific structures and forms of diplomatic activity at its bilateral and multilateral level as well as mechanisms and instruments at diplomacy's disposal. The classes refer at the same time to challenges the diplomacy faces at the beginning of the XXI century.

The aim of the course is to make students familiar with the specificity and complex character of diplomacy as an instrument used by the state in its foreign policy. The course is to present the evolution of diplomatic structures, decision-making processes and functions. Against the background of diplomatic and consular law as well as principles of diplomatic protocol discussion is going to focus on specific mechanisms and instruments in diplomatic efforts. Understanding diplomacy as political activity the classes is also to refer to the idea of diplomacy as an "art" of persuasion and effectiveness not only in foreign policy. At the same time the course is to answer the question on the role of diplomacy in the contemporary globalized and dynamic world.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, essay 30%;

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

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

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

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

1. Explain the role and functions of diplomacy as a complex tool of state's foreign policy.
2. Identify the major historical milestones in evolution of diplomacy as well as the specificity of diplomacy at its bilateral, multilateral and special missions level.
3. Assess critically the structure and decision-making process in the Ministry of Foreign Affairs and foreign missions as well as different roles of diplomatic staff, including specificity of consular tasks.
4. Demonstrate an understanding of the basic rules and principles of diplomatic protocol.
5. Identify and explain basic mechanisms and instruments in diplomatic activity, including specificity of diplomatic correspondence and use of modern technologies in diplomacy.

**Indicative Content**

- State as a subject of international relations
- Historical forms of diplomacy
- Diplomacy and its functions
- Diplomatic and consular law
- Ministry of Foreign Affairs
- The concept of Foreign Service – diplomatic service and bilateral diplomacy
- The concept of Foreign Service – consular service
- Multilateral diplomacy and special diplomatic missions
- Privileges and immunities in diplomacy
- Mechanisms and instruments of diplomacy
- Correspondence in diplomacy
- Diplomatic protocol – still in use?
- “Art” of diplomacy – myth or reality?
- New challenges for diplomacy

**Teaching and Learning**

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)

Total 100 hours

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3, 4

Paper (30% – 3 Credits): ca. 2000 words; contributes to learning outcomes 3, 4, 5

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

G. R. Berridge, *Diplomacy: Theory and Practice*, 4<sup>th</sup> edition, Houndmills, Basingstoke, Hampshire; New York; Palgrave Macmillan, 2010.

K. Hamilton, R. Langhorn, *The Practice of Diplomacy: its Evolution, Theory and Administration*, London, New York; Routledge 2010

Ch.W. Freeman, *Arts of Power. Statecraft and Diplomacy*, Washington, United States Institute of Peace, 2000 (Part II and III)

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

Name MA Jerzy Zarzycki-Siek

E-mail [jerzy.zarzycki@lazarski.pl](mailto:jerzy.zarzycki@lazarski.pl)

### Length and month of examination

90 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

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

### Shortened title

Date of approval by FCPC 9 July 2014

# EAST ASIA

## 1. MODULE SUMMARY

### Aims and Summary

The aim of the course is to provide students with knowledge of the major regions of East Asia: China, Japan, North and South Korea, Taiwan and Vietnam in broad context: historical, cultural, geographical, socio-economical and political. The emphasis will be put on the foreign relations issue.

### Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%; essay 30%, midterm exam 30%;

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Assess the political and cultural development of each major East Asian country in its historical context
2. Identify, define, and analyze current business and political problems of each East Asian country studied
3. Demonstrate an understanding of social and economic problems of each East Asian country studied

- Analyze the advantages and disadvantages of the region in the context of future development.

### Indicative Content

#### A. China

- Chinese modern history and its relations to contemporary issues:
- China's geography, population, etc.
- China political and administrative system
- International relations
- China's economy transformation
- Face, *Guanxi*
- Ideology and nationalism
- Social changes

#### B. Vietnam

- Vietnamese Culture origins, Vietnam's modern history, contemporary Vietnam: wars heritage, China's "smaller copy", mixture of cultures and influences

#### C. Japan

- Japanese Culture origins (indigenous or Chinese?, Japan modern history
- Contemporary Japan economic success, Social problems in contemporary Japan

#### D. Korea

- Korean Culture origins, independent state versus Chinese influence, Korea as a state, modern history, Japanese occupation, Korean War, Country division
- Contemporary Korea
  - North Korea: *juche* ideology, Kim Il Sung eternal president, military regime, North Korea nowadays
  - South Korea: generals power, strikes and unrests, economic success, South Korea nowadays

### Summary – East Asia nowadays and perspectives for future

#### Teaching and Learning

This module will be taught by means of seminars, 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>	60 hours	{60%}
<b>Seminar</b>	30 hours	{30%}
<b>Workshop</b>	10 hours	{10%}
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Essay (30% – 3 Credits): 2500 words; contributes to learning outcomes 1, 2, 3

Midterm exam (30% – 3 Credits): contributes to learning outcomes 1, 2

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



**Date of last amendment**

17-08-2014

**3. MODULE RESOURCES****Essential Reading**

Luis D. Hayes, 2012, *Political systems of East Asia. China Korea and Japan*, M. E. Sharpe

Hunter Alan, Sexton Jay, 1999, *Contemporary China*, Palgrave Macmillan

**Recommended Reading**

Mackerras, Colin, 1995, *East and Southeast Asia*, Lynne Rienner Publishers

**Required Equipment**

None.

**4. MODULE ORGANISATION****Module leader**

Name Dr. Jarosław Jura

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

**Length and month of examination**

90 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**

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

**Shortened title**

Date of approval by FCPC 9 July 2014

# EASTERN EUROPEAN POLITICS

## 1. MODULE SUMMARY

### Aims and Summary

This course has its aim to uncover the factors influencing politics of the Eastern European states. One should consider in this regards the cultural and historical background common for the states in the region and their differences in political and economic priorities. Except this, the course will focus on the cases of successful transition, negative and positive impacts of the post-communist legacy, changes in post-2004 public policies, democratization and adoption of European values, and other features. It will also demonstrate how politics in Eastern Europe are influenced by the EU and Russian engagement. The policies of such states as Poland, Ukraine, Belarus, Czech Republic, Slovak Republic, Hungary, Romania, Bulgaria, Baltic and Balkan States will be addressed.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%; midterm exam 30%; essay 30%

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of the complexity of Eastern European politics

2. Explain how political institutions and civil society interact with one another in Eastern Europe
3. Analyze the outcome of policies pursued by the Eastern European states
4. Assess the geopolitical importance of the region and its dependencies on other global actors including Russia, EU and USA

#### Indicative Content

- Introduction: Defining Eastern Europe and its place in the world
- A short history of Eastern Europe since 1945. Communistic legacy and European transition.
- Eastern Europe between the EU and Russia. Regionalisation of the Eastern Europe
- Democratisation in the Eastern Europe. Internal and External Security Threats.
- Poland as a Growing European Power
- Ukraine, Belarus, and Their Manoeuvring Between East and West
- Baltic States on Their “Way Back” to Europe
- The emergence of Central Europe, Poland, Czech Republic, Slovakia, and Hungary
- The Balkans, Prejudices and Reality
- The Western Balkans, from integration to disintegration and back
- The Eastern Balkans – the permanent satellites?
- General overview and conclusion. Future of Eastern Europe

#### Teaching and Learning

This module will be taught by means of seminars 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>	60 hours	(60%)
<b>Seminar</b>	40 hours	(40%)
<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:

Midterm test (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Essay (30% – 3 Credits): contributes to learning outcomes 2, 3, 4

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

#### Date of last amendment

05-02-2014

### 3. MODULE RESOURCES

#### Essential Reading

Wolchik, S. L., and Curry, J. L. (2011). *Central and East European Politics: From Communism to Democracy*. 2nd ed. Rowman & Littlefield Publishers, Inc.

### Recommended Reading

Frucht, R. (2000). *Encyclopedia of Eastern Europe: From the Congress of Vienna to the Fall of Communism*. Garland Publishing, Inc.

Kogan, I., Gebel M., and Noelke C. (2008). *Europe Enlarged: A handbook of education, labour and welfare regimes in Central and Eastern Europe*. The Policy Press, University of Bristol

Kaplan, R. (2005). *Balkan Ghosts: A journey through history*. Picador St. Martin's Press, New York

Todorova, M. (1997). *Imaging the Balkans*. Oxford University Press

Wieck, H-G., and Malerius, S. (2011). *Belarus and the EU: from isolation towards cooperation*. Centre for European Studies and Konrad Adenauer Stiftung

Rotschild, J., and Wingfield, N. M. (2000). *Return to diversity: a political history of East Central Europe since World War II*. Oxford University Press

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

<b>Name</b>	Dr Ostap Kushnir Dr Spasimir Domaradzki
<b>E-mail</b>	<a href="mailto:o.kushnir@lazariski.edu.pl">o.kushnir@lazariski.edu.pl</a> <a href="mailto:spasimir.domaradzki@lazariski.pl">spasimir.domaradzki@lazariski.pl</a>

### Length and month of examination

90 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

### Shortened title

**Date of approval by FCPC** 9 July 2014

# ETHNIC CLEANSING AND DISPLACEMENT IN THE MODERN WORLD

## 1. MODULE SUMMARY

### Aims and Summary

This module focuses on major incidents and theories surrounding displacement and ethnic cleansing in the Twentieth Century. It will deal with major incidents of ethnic cleansing and displacement such as the Armenian genocide, the Treaty of Lausanne between Turkey and Greece and displacement in the Second World War and its aftermath. In addition it will look at theories surrounding displacement and ethnic cleansing and focus on organisations dealing with the displaced. In the process it will analyse in a transnational and comparative perspective the pressures which lead groups to carry out ethnic cleansing, what the experience of ethnic cleansing was like for those who experienced it and what displacement and ethnic cleansing tells us about the nature of the modern state.

### Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: two essays 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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of an area of political science which is new and relatively unexplored
2. Assess critically the actions of states and societies in times of war
3. Display an awareness of what led to the most important examples of mass violence in the Twentieth Century

#### Indicative Content

1. Introduction: Theories of Genocide, ethnic cleansing and displacement
2. Displacement and ethnic cleansing before the 20<sup>th</sup> century
3. The Armenian Genocide
4. Greek-Turkish exchanges, the Treaty of Lausanne
5. Soviet national deportations in the 1930's
6. Ethnic cleansing in the Second World War
7. Ethnic cleansing and displacement in Europe in the war's aftermath
8. Ethnic cleansing and displacement in the Indian partition 1947
9. Ethnic cleansing and displacement in Palestine 1948
10. Ethnic cleansing and displacement in the Wars of Yugoslav succession
11. Ethnic Cleansing and displacement in Rwanda
12. Ethnic cleansing and displacement and course conclusions

#### Teaching and Learning

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Two essays (60% – 6 Credits): ca. 2500 words each; contribute to learning outcomes 1, 2, 3

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

#### Date of last amendment

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (2004)

Norman Naimark, *Fires of Hatred, Ethnic Cleansing in Twentieth Century Europe* (2001)

#### Recommended Reading

Kate Brown, *A Biography of No Place* (2005)

Robert Gellately and Ben Kiernan, *The Specter of Genocide: Mass Murder in Historical*

*Perspective* (2003)

Benny Morris, *The Birth of the Palestinian Refugee Problem Revisited* (2004)

Gerard Prunier, *Darfur: A 21<sup>st</sup> Century Genocide, Third Edition* (2008)

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Christopher Lash

**E-mail** [christopherglash@yahoo.co.uk](mailto:christopherglash@yahoo.co.uk)

**Length and month of examination**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC** 9 July 2014

# EU COMMON FOREIGN AND SECURITY POLICY

## 1. MODULE SUMMARY

### Aims and Summary

With the Maastricht Treaty of 1991-92, the European Community turned into the European Union, with the Treaty for the first time encompassing a Common Foreign and Security Policy (CFSP); later was developed as a subchapter a European (Common) Security and Defence Policy (ESDP/CSDP). Contrary to certain expectations right after the Cold War, over the last two decades, issues of security and defence have grown in importance within the EU's policy portfolio, while the nature of these issues itself has undergone significant changes. At the same time, the EU has been searching for a larger global role seeking to establish itself as a civil power spreading democracy. The relationship with the USA so crucial for the emergence of the EU has seen fundamental challenges that urge for a renewal of transatlantic relations. This module aims at making students understand the importance of this still volatile issue for the EU's capability as a global player, but likewise its credibility and even political identity.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, essay 30%;

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes



By the end of this module students should be able to:

1. Understand and explain the EU member states' reasons for the establishment of a CFSP/ESDP in the years after 1990
2. Identify the different internal and external barriers to the full unfolding of the CFSP/ESDP
3. Demonstrate evaluative knowledge about the steps taken by the Union to strengthen the CFSP/ESDP
4. Critically assess the possible future development of CFSP/ESDP

### **Indicative Content**

This module addresses the reasons for the long delay in the conceptualization of a CFSP by the EU member states as well as the trigger factors behind its final adoption in the early 1990s. It explains the mechanisms of decision-making – mostly intergovernmental –, the (increasing) scope of activities and the relations with third countries such as the USA – but as well with NATO – as defining factors of the CFSP. Moreover, it is outlined the evolution of EU security policy and the history of missions to third countries under CFSP.

### **Teaching and Learning**

This module will be taught by means of seminars 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 35 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Essay (30% – 30 Credits): 2000 words; contributes to learning outcomes 2, 3, 4

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

### **Date of last amendment**

23-02-2015

## **3. MODULE RESOURCES**

### **Essential Reading**

Helene Sjursen (2012): *The Common Foreign and Security Policy of the European Union. The Quest for Democracy*, London

Charlotte Bretherton /John Vogler (2006): *The EU as a global actor*, 2nd edition, Oxford

### **Recommended Reading**

Dieter Mahncke (ed.) (2004): *European Foreign Policy. Rhetoric or reality?*, Brussels

Karen E. Smith (2008): *European Union Foreign Policy in a changing world*, Cambridge

Shira Becker-Alon (2011): The Communitarian Dimension of the European Union's Common Foreign and Security Policy, Baden-Baden

Finn Laursen (ed.) (2009): The EU as a Foreign and Security Policy Actor, Dordrecht

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leader**

**Name** Ostap Kushnir

**E-mail** [o.kushnir@lazarowski.edu.pl](mailto:o.kushnir@lazarowski.edu.pl)

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

90 minutes in June

##### **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>	4 August 2015

# EUROPE: IDENTITY, IDEA AND PRACTICE

## 1. MODULE SUMMARY

### Aims and Summary

European politics is based on many different intellectual and historical facets. However, many discussions on Europe are located within the continuum of euro-enthusiasm and euro-skepticism. Tony Judt once stated that “contemporary discussions on Europe’s perspectives tend to sway loosely between Pangloss and Cassandra; between optimistic certainty and terrifying prophecy”. Such a situation is very convenient for “enthusiasts” and “skeptics” of Europe. It allows for a clear separation of easily predicable positions in a debate, but – as it will be argued during the course – there are not interesting from the cognitive perspective and should not be copied or validated in academic discussions. The course’s aim is to look at identity, idea and political practices conducted in the name of Europe in the way that it will go beyond such continent binary opposition. The course will focus on historical discourses which shape today’s Western Europe such as: heritage, memory and past of Europe, claims for European diffusionism and universalism, postcoloniality in European politics, European integration and the EU enlargement, Europe’s borders, cosmopolitan and/or multicultural Europe vs. radical Islam and last but not least latest European Crisis since 2008 (both political and economical).

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Midterm exam 30%, paper 30%, 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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate a general understanding of identity, idea and practices of politics in Europe
2. Understand the way historical and political discourses shape the politics of Europe
3. Explain how policies, institutions, and society influence each other
4. Analyse the interaction between politics in European states and the EU politics

### Indicative Content

1. Introduction: How to Study Europe?
2. European Heritage: History, Memory, East and West
3. European Diffusionism, Universalism, Postcolonial Europe
4. Integration (Seeing like a High Authority) and Enlargement
5. Europe as Empire
6. Making European Space – Borders
7. Cosmopolitan Europe?
8. Knowledge and Authority - European Diplomacy and Bureaucracy
9. Democratic deficit?
10. Multiculturalism and Islam
11. Europe in Crisis
12. Conclusions: Quo Vadis Europe?

### Teaching and Learning

This module will be taught by means of seminars, 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>	60 hours	{60%}
<b>Seminar</b>	30 hours	{30%}
<b>Workshop</b>	10 hours	{10%}
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Paper (30% – 3 Credits): ca. 2000 words; contributes to learning outcomes 1, 2, 3, 4

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

### Date of last amendment

23-02-2015

### 3. MODULE RESOURCES

#### Essential Reading

Chris Rumford, *The SAGE Handbook of European Studies*, (2008)

#### Recommended Reading

Gerard Delanty, Chris Rumford, *Rethinking Europe. Social Theory and the Implications of Europeanization* (2005)

Gerard Delanty, *Inventing Europe* (1995)

Gerard Delanty, *Europe and Asia. Beyond East and West* (2008)

Immanuel Wallerstein, *European Universalism. The Rhetoric of Power* (2007)

William Walters, Jens Henrik Haahr, *Governing Europe. Discourse, Governmentality and European Integration* (2008)

Jan Zielonka, *Europe as Empire. The Nature of Enlarged Europe* (2006)

József Böröcz, Mahua Sarkar, *What is the EU?*, *International Sociology*, June 2005, Vol 20(2): 153–173.

Merje Kuus, *Geopolitics and Expertise. Knowledge and Authority in European Diplomacy* (2014)

Jey Huysmans, *The Politics of Insecurity. Security, Migration & Asylum in the EU* (2004)

Cris Shore, *The Cultural Politics of European Integration* (2000)

Marilyn Strathern, *Audit Cultures. Anthropological Studies in Accountability, ethics and the Academy* (2008)

Ian Buruma, *Murder in Amsterdam* (2006)

Jan Zielonka, *Is the EU doomed?* (2014)

Anthony Giddens, *Turbulent and Mighty Continent: What Future for Europe* (2013)

Ulrich Beck, *German Europe* (2013)

Simon Hix, *What's wrong with the European Union and How to Fix It* (2012)

Ivan Berend, *Europe in Crisis: Bolt from the Blue?* (2013)

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

Name Dr Jan Grzymiski

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

#### Length and month of examination

90 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

Board of Study

Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC**      4 August 2015

# HUMAN RIGHTS IN THE POST-SOVIET SPACE

## 1. MODULE SUMMARY

### Aims and Summary

The course examines the question of human rights in the countries of the former Soviet Union. Some emphasis will also be given to the issue of human rights in other countries of the former Warsaw Pact, such as Poland, the Czech Republic or Hungary. The main objective of the course is a comprehensive overview of selected problems in human rights in Russia, Ukraine, Belarus or Moldova, as well as in the Caucasian countries (Armenia, Azerbaijan, Georgia) and in the countries of Central Asia: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. The problems under discussion will be analyzed from a multidisciplinary point of view (political, legal, historical).

### Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, oral presentation with written report 30%;  
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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of the idea of human rights and contemporary standards for their protection
2. Identify key human rights questions

3. Acknowledge problems with human rights in different countries of the post-Soviet space
4. Assess the influence exerted by Russia on countries of Central Asia, the Caucasus as well as Eastern Europe and East Central Europe
5. Analyze new trends in the field of human rights protection.

### Indicative Content

- What are human rights? The UN Universal Declaration of Human Rights, the UN International Covenant on Civil and Political Rights, the European Convention on Human Rights, and the EU Charter of Fundamental Rights.
- The problem of human rights in the former Soviet Union.
- Civil liberties and other human rights in Russia after 1991.
- The question of human rights in the Commonwealth of Independent States.
- Human rights in the Baltic states (Estonia, Latvia, Lithuania).
- Human rights in Belarus, Moldova and Ukraine.
- Human rights in the Caucasian area (Armenia, Azerbaijan, Georgia).
- The problem of human rights in Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan).
- Human rights in selected countries of Central and Eastern Europe (the Czech Republic, Hungary, Poland).
- Consolidation.
- Economic conditions and the problem of human rights in the post-Soviet space.
- Theories of international relations, human rights and the Russian foreign policy.
- Censorship in the countries of the former Soviet Union.
- Human rights NGOs in Russia and other post-Soviet countries.
- Human rights greatest challenges in the countries of the former Soviet Union.

### Teaching and Learning

This module will be taught by means of seminars, 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>	60 hours	{60%}
<b>Seminar</b>	30 hours	{30%}
<b>Workshop</b>	10 hours	{10%}
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 2, 3, 4

Oral presentation with written report (30% – 3 Credits): 2000 words, contributes to learning outcomes 1, 3, 5



Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

**Date of last amendment**

17-08-2014

**3. MODULE RESOURCES**

**Essential Reading**

P. Juviler, *Freedom's Ordeal: The Struggle for Human Rights and Democracy in Post-Soviet States* (2011).

F.J.L. Feldbrugge, W.B. Simons (eds.), *Human Rights in Russia and Eastern Europe: Essays I in Honor of Ger. P. van den Berg*, Kluwer Law International (2002).

J. D. Weiler, *Human Rights in Russia: A Darker Side of Reform* (2004).

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Prof. Wiesław Wacławczyk

**E-mail** [w\\_waclawczyk@op.pl](mailto:w_waclawczyk@op.pl)

**Length and month of examination**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC** 9 July 2014

# MEDIA AND POLITICS

## 1. MODULE SUMMARY

### Aims and Summary

To provide students with survey knowledge of the relations between media and politics in the contemporary world. The range of issues includes such topics as the principle of freedom of speech and its implications for international relations, media and democracy, media and authoritarian regimes, media and inner politics in selected countries, the Internet and its impact on political activities.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, oral presentation with written report 30%;  
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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Analyse and discuss relations between freedom of speech, censorship and the world of media and politics.
2. Demonstrate an understanding of the free speech case law of the US Supreme Court and the European Court of Human Rights in Strasbourg.

3. Display a knowledge of media theory.
4. Assess and evaluate media markets in different countries.
5. Identify and discuss current problems concerning the world of media and politics.

#### **Indicative Content**

- Mass media in democratic countries and authoritarian regimes.
- Freedom of speech, media and politics from a historical perspective.
- The principle of freedom of speech and the media in the United States and the case-law of the US Supreme Court.
- The European standards of freedom of expression and the case-law of the European Court of Human Rights in Strasbourg.
- Media and the problem of freedom of expression in Russia.
- The question of free speech and freedom of the media in China.
- The role of the media in contemporary authoritarian regimes (e.g. Belarus, Burma, Cuba, North Korea, Turkmenistan).
- Hallin and Mancini's analysis of media systems and its contemporary application.
- Media ethics.
- Politics, the question of truth and free marketplace of ideas.
- Rhetoric, propaganda and interpretation.
- Stereotypes, media and politics.
- Politics, great speeches and media.
- Media and political populism.
- New media and politics.
- Global media and politics.

#### **Teaching and Learning**

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 2, 3, 4

Oral presentation with written report (30% – 3 Credits): 2000 words; contributes to learning outcomes 1, 3, 5

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

**Date of last amendment**

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

F. S. Siebert, T. Peterson, W. Schramm, *Four Theories of the Press*, University of Illinois Press, Urbana 1963.

W. Waclawczyk, *Classic Defenders of Freedom of Speech*, Toruń 2012.

A. Sajó, *Freedom of Expression*, Institute of Public Affairs, Warsaw 2004.

B. Dobek-Ostrowska and M. Głowacki (eds.), *Comparing Media Systems in Central Europe. Between Commercialisation and Politicization*, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 2008.

E. D. Cohen, *Philosophical Issues in Journalism*, Oxford University Press, New York – Oxford 1992.

K. Sanders, *Ethics and Journalism*, SAGE Publications, London 2006.

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Michał Kuź

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

#### Length and month of examination

90 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

**Board of Study** Faculty Collaborative Provision Committee

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

#### Shortened title

**Date of approval by FCPC** 9 July 2014

# POWER AND CONTROL – CRITICAL OVERVIEW

## 1. MODULE SUMMARY

### Aims and Summary

The conventional accounts of power are mostly limited to the boundaries of states, law, public institutions, international organizations or political doctrines. However, they very often neglect the fact that power can be strongly embedded in other human relations, which are not always seen as a power relation precisely because they exceed the formal area of control. The course approach aims at analytical opening to a wide range of phenomena which exert today a great deal of control on human beings, while they are not always presented in terms of the power relations by the conventional political analyses. Particular attention will be paid to understanding the way people are being engaged in contemporary forms of entertainment and consumption; how they are subject to different forms of surveillance in daily life ranging from the Internet through the media to the urban space; or last but not least how their lives are being constantly framed within and disciplined by the different forms of corporate management and governance (e.g. by catchy phrases like 'risk management', 'audit practices' or 'expert rule' etc.). All these practices are often presented as neutral and inevitable in the 'globalized world' and they are just taken for granted by political scientists in their analyses. Therefore, the course will focus on uncovering how these practices could be seen as a power relations; in what way they strengthen or undermine the democratic premises of contemporary societies; and how they are being resisted by some people. It will give students a general critical overview on different contemporary forms of power and control.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, paper 30%;

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**

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Demonstrate an understanding of different types of power and control
2. Evaluate the role of contemporary means of controlling people
3. Explain the mechanisms of power relations beyond the formal/legal area
4. Analyse the political actions conducted in the name of entertainment, consumption or management and security of people
5. Assess critically strands, tendencies and developments connected with contemporary forms of power and control

### Indicative Content

#### PART I – ENTERTAINMENT AND CONSUMPTION

- Public Sphere and Journalism
- Show Business
- Reality show
- Consumption

#### PART II – MANAGING PEOPLE

- Disciplinary society
- Technology
- Expert rule
- Audit management

#### PART III – FREEDOM VS. SECURITY

- Risk society
- Surveillance practices
- Urban control

### Teaching and Learning

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)

**Total** 100 hours

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 3

Paper (30% – 3 Credits): ca. 2000 words; contributes to learning outcomes 4, 5

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### **Date of last amendment**

05-02-2014

## **3. MODULE RESOURCES**

### **Essential Reading**

- Stephen Graham (2010), *Cities Under the Siege*, London

### **Recommended Reading**

- Barbara Adam, Ulrich Beck, Joost van Loon (2000), *The Risk Society and Beyond: Critical Issues for Social Theory*, London
- Pierre Bourdieu (1996), *On Television*, New York
- Michel Foucault (1995 or later editions), *Discipline and Punish*, London
- David Lyon (2011), *Surveillance Society: Monitoring Everyday Life*, Buckingham
- Benjamin J. Gould (2004), *CCTV and Policing: Public Area Surveillance and Police Practices in Britain*, Oxford
- Neil Postman (1992), *Technopoly. The Surrender of Culture to Technology*

### **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**

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

### **Shortened title**

**Date of approval by FCPC** 9 July 2014

# RUSSIA, EASTERN EUROPE, AND SOVIET LEGACY

## 1. MODULE SUMMARY

### Aims and Summary

This course introduces students to Russian and East European history as well as to Communism and post-communist legacy in that part of Europe.

This course aims to acquaint the students with historical background for Communist experience in Russia and Eastern Europe and to show how recent past has shaped Russian and East European order after 1989

### Module Size and credits

CATS points 10.0

ECTS credits 5.0

Total student study hours 100

Number of weeks 12

School responsible Łazarski University, Faculty of Economics and Management

Academic Year 2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm 30%, paper 30%;

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

BA Year 3 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Understand the nature of the Kievan Rus' and its relevance for modern Russia, Ukraine and Belarus;
2. Trace the origins of modern Russia and characterise its unique futures;
3. Analyse the Soviet Union as a totalitarian regime and as a product of Russian tradition;
4. Identify main differences in various models of Communism in Eastern Europe;
5. Appreciate the influence of Communist past on current situation in EE and identify main



problems in shedding the Communist past.

### **Indicative Content: Seminar**

1. The Origins of the Kievan Rus'; Novgorod as an alternative to Russia's history
2. The Tatar's Yoke and the Rise of Moscow. Conflicts with Lithuania
3. From Muscovy to the Russian Empire.
4. The Polish-Lithuanian Commonwealth vs. Russian Autocracy'
5. Late Russian Empire and the growth of opposition to the regime
6. The Bolshevik Revolution and the Civil War
7. Lenin, Stalin and the Soviet Union.
8. Communist Regimes after World War II.
9. Resistance: Berlin, Budapest, Prague, Gdansk and Solidarnosc.
10. The Fall of Communism and post-Communist Regimes in Eastern Europe.
11. Russia again: Yeltsin, Putin, Medvedev.
12. Baltic Countries, Belarus, Ukraine and Poland Today.

### **Teaching and Learning**

This module will be taught by means of lecture, seminar 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>	60 hours	{60%}
<b>Seminar</b>	40 hours	{40%}
<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:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2, 4

Paper (30% – 3 Credits): ca. 2500 words; contributes to learning outcomes 1, 2, 3, 4

Final exam (40% – 4 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4, 5

### **Date of last amendment**

1-02-2015

## **3. MODULE RESOURCES**

### **Essential Reading**

A. V. Ledeneva (2013), *Can Russia Modernise? Sistema, Power Network and Informal Governance*.

C. Evtuhov, D. Goldfrank, R. States (2004), *A History of Russia*.

Nancy Shield Kollmann, 'Ritual and Social Drama at the Muscovite Court,' *Slavic Review*, 45,3 (1986): 486-502 (teaching materials)

T. Snyder (2003), *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*.

P. Kenny (2006), *The Burdens of Freedom. Eastern Europe since 1989*.

### **Recommended Reading**

Laure Delcour (2013), *Shaping the Post-Soviet Space?: EU Policies and Approaches to Region-Building*.

Andrzej S. Kaminski (1993), *Republic vs. Autocracy*.

Christopher Lazarski (2008), *The Lost Opportunity: Attempts at Unification of the anti-Bolsheviks, 1917-1919*. Lanham: University Press of America

Nicholas V. Riasanovsky (2010), or earlier editions), *A History of Russia*.

Joseph Rothschild and Nancy M. Wingfield (2007), *Return to Diversity: A Political History of East Central Europe Since World War II*.

Robert Service (2003) *A History of Modern Russia*.

Piotr Wandycz (2001), *The Price of Freedom: A History of East Central Europe from the Middle Ages to the Present*.

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leader**

**Name** Dr. hab. Krzysztof Łazarski  
Prof. Wiesław Wacławczyk

**E-mail** k.lazarski@lazarski.edu.pl  
w\_waclawczyk@op.pl

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

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

##### **Shortened title**

**Date of approval by FCPC** 4 August 2015

# TERRORISM AND ANTI-TERRORISM

## 1. MODULE SUMMARY

### Aims and Summary

The statement “One man’s terrorist is another man’s freedom fighter” is a popular cliché reflecting difficulties associated with the concept of terrorism as the 20<sup>th</sup> century phenomenon. The course seeks to introduce students into various definitions and conceptualizations forming the theoretical approach to terrorism. It will also focus on current terrorist activities as well as anti-terrorist and counter-terrorist means to confront it.

Since the global struggle against terrorism today requires the agreed upon definitions attempts will be made at clarifying crucial terms and concepts.

The analysis will be conducted at the backdrop of evolving rules of international law regarding the phenomenon of terrorism. A special emphasis will be placed on different types of responses to terrorism in Poland and other countries.

### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Łazarski University, Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: midterm exam 30%, paper 30%;

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Identify and explain various theoretical approaches to terrorism
2. Demonstrate an understanding of the current struggle against terrorism around the world
3. Critically assess responses to terrorism in Poland, United States and Europe.

#### **Indicative Content**

- Terrorism – origins of the term
- Defining terrorism – is the theory of terrorism possible?
- Historical background – from Brutus’s killing of Caesar to 9/11 attacks
- Responses to terrorism – anti-terrorism and counter-terrorism
- Terrorism or national liberation? – conceptual and moral levels of analysis
- Globalization and terrorism
- Religion and Terrorism
- Terrorism quandary at the backdrop of international law – review of international documents on terrorism
- Types of terrorist incidents and their perpetrators
- NGO versus state-sponsored terrorism – terrorism as a weapon of the weak
- New technologies at the service of terrorists
- Nuclear terrorism – a real threat?
- Close up examination of anti-terrorism legislation in selected countries – e.g. United States, Great Britain, Israel
- Evolution and future of terrorism

#### **Teaching and Learning**

This module will be taught by means of seminars, 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>	60 hours	(60%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (30% – 3 Credits): 60 minutes; contributes to learning outcomes 1, 2

Paper (30% – 3 Credits): ca. 2000 words, electronic (Microsoft Word and Microsoft Power Point) and paper copy; contributes to learning outcomes 1, 2, 3

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

#### **Date of last amendment**

17-08-2014

### 3. MODULE RESOURCES

#### Essential Reading

- Bruce Hoffman, *Inside Terrorism*, Columbia University, New York, 2006
- Cindy C. Combs, *Terrorism in the Twenty-First Century*, Prentice Hall, 6<sup>th</sup> ed., 2010

#### Recommended Reading

- Boaz Ganor, *Defining Terrorism: Is One Man's Terrorist Another man's Freedom Fighter?*, International Policy Institute for Counter-Terrorism, November 1998, <http://www.ict.org.il/>
- Clarence Augustus Martin, *Understanding Terrorism: Challenges, Perspectives, and Issues*, 2006
- Russel D. Howard, Reid L. Sawyer, *Terrorism and Counterterrorism. Understanding the New Security Environment*, 2008
- The History of Terrorism: From Antiquity to al Qaeda, ed. by Gerard Chaliand, Arnaud Blin, 2007
- Charles W. Kegley, Jr., *The New Global Terrorism: Characteristics, Causes, Controls*, Prentice Hall, 2002
- *The Terrorism Reader*, ed. by David J. Whittaker, Routledge, 2003
- Paul Berman, *Terror and Liberalism*, W.W.Norton & Company, 2004
- Graham Allison, *Nuclear Terrorism*, Constable&Robinson Ltd. 2006

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

Name Dr. Michał Kuź

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

#### Length and month of examination

90 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

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

#### Shortened title

Date of approval by FCPC 9 July 2014

# LANGUAGE ELECTIVES MODULE DESCRIPTORS

## GERMAN LANGUAGE I

### 1. MODULE SUMMARY

#### Aims and Summary

Student will acquire knowledge concerning basics of phonetic system of German, basic vocabulary and basic grammar structures within the scope of topics referring to everyday life (naming people, places, human relations, interests, basic characteristics, placing activities in time reference) and basic knowledge on socio-cultural behaviours.

#### Module Size and credits

CATS points	5.0
ECTS credits	3.0
Total student study hours	60
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

#### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;

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

BA Year 2 International Relations

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

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### Intended Module Learning Outcomes

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

5. demonstrate an awareness of German intonation, pronunciation, and accent.
6. demonstrate an awareness of the basic language content in the scope of everyday life and intercultural issues.

7. develop basic language skills: understanding of the spoken and written communication.

### Indicative Content

1. Learning german phonetic system, alphabet, pronunciation, accent.
2. Basic personal data
3. Making acquaintances, introducing themselves.
4. Basic information about their faculty.
5. Basic description of their families, short characteristics.
6. Work, jobs, school.
7. Basic everyday activities, times of the day, months, year, etc.
8. Leisure time, interests, weather.
9. Place of living (house, flat)
10. Food, eating in and out.
11. Shopping for food.
12. Health – basic information.
13. Computer –basic information.
14. Revision, final test.

### Teaching and Learning

This module will be taught by means of seminars 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>	60 hours	(60%)
<b>Total</b>	60 hours	

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

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 3 Credits): 60 minutes each; contribute to learning outcomes 1, 2, 3

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

### Date of last amendment

26-01-2015

## 3. MODULE RESOURCES

### Essential Reading

Funk, H., Kuhn, C., 2010. *Studio 21 (A1) Das Deutschbuch mit E-Book DVD*. Berlin: Cornelsen

### Recommended Reading

Ganczar, M., 2011. *Deutsche Grammatik für alle*. Warsaw: Poltext

*Deutsche Grammatik Schritt für Schritt – Anfänger ohne Vorkenntnisse + CD. 2010.*

Milan: Las Spiga Modern Languages

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** MA. Barbara Połkowska

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

**Length and month of examination**

90 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** 4 August 2015



# GERMAN LANGUAGE II

## 1. MODULE SUMMARY

### Aims and Summary

The aim of the subject is to teach language competences for simple situations concerning everyday life. It is assumed that students will develop skills which will make it possible for them to use the language in not complicated and routine situations requiring only communicating about well known and typical topics. Students will be able to form questions about private life, people they know and things they have. They will answer such questions, too. They will have a simple conversation on condition that interlocutor will speak slowly and clearly. Students will read simple texts, brochures, timetables, etc. They will fill out personal forms connected with the covered lexical and grammar material.

### 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	2016-2017

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

German language I or similar course. Student is expected to demonstrate language competence (reading, writing, speaking and understanding) at the level A1 as defined by CEFR.

### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;  
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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. conduct verbal communication in the scope of grammar structures and lexicon defined at A2 level
2. acquire the ability to read verbal communication of others on the topics covered at A2 competence level
3. acquire the skills to write and read texts within the scope of lexicon and grammar at A2 level

#### **Indicative Content**

1. Leisure time, favourite activities, time expressions.
2. Describing events from the past.
3. Describing free time activities, spending weekends, holidays, etc.
4. Describing and presenting tv programmes.
5. Describing journeys, favourite places ways of spending vacation.
6. Means of transport – possible dangers.
7. Asking about the way, directions, city map.
8. Favourite destinations.
9. Describing everyday places, emotions and moods.
10. Characteristic features, fashion, clothes.
11. Cinema and movies, favourite films, preferences.
12. Concerts and festivals, cultural events, preferences.

#### **Teaching and Learning**

This module will be taught by means of seminars 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>	40 hours	(40%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	60 hours	(60%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

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

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

#### **Date of last amendment**

26-01-2015

### **3. MODULE RESOURCES**

#### **Essential Reading**

Funk, H., Kuhn, C., 2010. *Studio 21 (A2) Das Deutschbuch mit E-Book DVD*. Berlin: Cornelsen

### Recommended Reading

Ganczar, M., 2011. *Deutsche Grammatik für alle*. Warsaw: Poltext  
*Deutsche Grammatik Schritt für Schritt – Anfänger ohne Vorkenntnisse + CD*. 2010.  
Milan: Las Spiga Modern Languages

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** MA. Barbara Połkowska

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

### Length and month of examination

90 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

**Board of Study** Faculty Collaborative Provision Committee

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

### Shortened title

**Date of approval by FCPC** 4 August 2015

# FRENCH LANGUAGE I

## 1. MODULE SUMMARY

### Aims and Summary

Vocabulary range:

1. Presenter la personne et presenter soi-meme
2. Parler de ses origines, de sa famille et sa vie professionnelle
3. Inviter quelqu'un, repondre a l'invitation (accepter/refuser)
4. Justifier sa reponse – argumenter
5. Decrire son entourage – choisir un appartement

Students will know and will be able to use:

- Singulier et pluriel, Verbes irreguliers *être* i *avoir*,
- Chiffres – adjectifs, Verbes reguliers – groupes des verbes, Formation des questions, Prepositions à i de,
- Irregularites: aller, partir, connaitre, venir, vouloir,
- Negation, Verbes possessifs, Adj.possessifs, demonstratives, Indicateurs temporels,

Students will take active part in classes, have conversations in pairs and in groups of four, read and understand texts, ask and answer questions.

### Module Size and credits

CATS points	5.0
ECTS credits	3.0
Total student study hours	60
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2016-2017

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

N/A

### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. understand formal questions in presentation and answer them
2. explain how go to the university,
3. speak about their places of living, interests, families
4. ask about the way, describe the way, provide time

### Teaching and Learning

This module will be taught by means of seminars 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>	60 hours (60%)
<b>Total</b>	60 hours

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

The intended learning outcomes will be assessed as follows:

Two in-class exams (60% – 3 Credits): 60 minutes each; contribute to learning outcomes 1, 2, 3

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

### Date of last amendment

26-01-2015

## 3. MODULE RESOURCES

### Essential Reading

Riehl, L., Soignet, M., 2012. *Objectif Diplomatie – Le français des relations internationales*. Paris: Hachette

### Recommended Reading

Capelle, G., Menard, R., 2009. *Taxi 1*. Paris: CLE

Berthet, A., Daill, E., 2012. *Alter Ego+*. Paris: Hachette

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

Name MA Dorota Rucińska-Luczyna

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

### Length and month of examination

90 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** 4 August 2015

# FRENCH LANGUAGE II

## 1. MODULE SUMMARY

### Aims and Summary

Vocabulary range: time, activities for given professions, arranging a meeting, making appointments, placing orders in restaurants, savoir-vivre.

Students will know and will be able to use: passe compose, verbes auxiliaires, conjugaison des verbes irreguliers, futur simple et structures impersonnelles

Students will take active part in classes, have conversations in pairs and in groups of four, read and understand texts, ask and answer questions.

### 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	2016-2017

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

French language I or similar course. Student is expected to demonstrate language competence (reading, writing, speaking and understanding) at the level A1 as defined by CEFR.

### Excluded Combinations

None

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

Coursework 60%: two in-class exams each worth 30%;

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

BA Year 2 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. conduct professional communication (read and understand special offers, write a c.v., select a good candidate for a job).

2. select and order dishes in the restaurant, recommend the best dish, explain the French cuisine,
3. participate in a formal conversation,
4. describe European cities

### Teaching and Learning

This module will be taught by means of seminars 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>	40 hours	(40%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	60 hours	(60%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

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

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

### Date of last amendment

26-01-2015

## 3. MODULE RESOURCES

### Essential Reading

Riehl, L., Soignet, M., 2009. *Objectif Diplomatie – Le français des relations internationales*. Paris: Hachette

### Recommended Reading

Capelle, G., Menard, R., 2012. *Taxi 1*. Paris: CLE

Berthet, A., Daill, E., 2012. *Alter Ego+*. Paris: Hachette

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** MA Dorota Rucińska-Luczyna

**E-mail** [dorota-rucinska@wp.pl](mailto:dorota-rucinska@wp.pl)

### Length and month of examination

90 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**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

**Date of approval by FCPC** 4 August 2015

## MODULE LEADERS

(in Alphabetical Order)

### ANDRZEJ BRYK

Since 2007 Adjunct lecturer of international politics / economics at Łazarski University, Warsaw

Professor of Politics at Jagiellonian University.

### QUALIFIED TO TEACH

Constitutional history, political philosophy of Europe and the United States; Eastern European Politics and Society; The United States, the European Union, Eastern Europe; Different approaches to modernity; Political and Constitutional History of the US and Europe since the eighteenth century; American Civilization; Comparative Constitutional History; Modern History of Poland; Polish-Jewish Relations 1918-89; Polish-Jewish Relations During the Holocaust

### INTERNATIONAL CONFERENCES AND PUBLICATIONS /selected/

“Ronald Reagan and the Freedom Crusade”, **Krakow 2011**

Paper presented “The Conservative Movement after Ronald Reagan”

“Drivers of change: what can we learn by comparing U.S. and EU university education,” **Warsaw 2010**

Paper presented “Why the American Secondary Education Prepares the Students Better for the University Education”

“International Justice System”, EUROPEAN CENTRE FOR LAW AND JUSTICE, **Strasbourg 2009**

Paper presented “The dangers of the International Jurisdiction to freedom and democracy”. “Koscol-Cerkiew-Panstwo”, **Moskwa 2009**

Paper presented “The Catholic Church, the Orthodox Church and the contemporary education”

“East of East Europe” Russia’s Economic , Strategic and Political Relations with Its Neighbours,” University of Wisconsin, **Eau Claire 2009**

Paper presented “East-Central Europe as a Place of Continuous Cultural and Political Play Between Russia and the European Union”

“Freedom of Speech and Religion “, The Federalist Society Conference, **Strasbourg 2008**

Paper presented “Is Religion a form of speech or is it a form of identity ?”

“Quo Vadis America?”, Collegium Civitas , **Waszawa 2007**

Paper presented “Is the Nation State Obsolete?”

“American Democracy in the Twenty First Century”, UJ, **Krakow 2007**

Paper presented “American Sovereignty and the idea of International Justice:

“East Europe and its Neighbors”, University of Wisconsin , **Eau Claire 2006,**

Paper presented “Culture Wars in the European Union-East and West: What Integration ? For What?”

"US Economic Experience and its Applicability to Poland and EU", SGH, **Warsaw 2006**  
 Paper presented "The United States and the European Union : Different Legacies and Approaches to Modernity"

"Polish Patriotism", Osrodek Mysli Politycznej, **Krakow 2006**  
 Paper presented „American and Polish Patriotism –two faces of heroism”

"American Democracy in the Twenty First Century", UJ, **Krakow 2005**  
 Paper presented "American neoconservatism and its evolution”

"The State, Economy, Society", KSW, **Krakow 2003-6**  
 Papers presented "Multiculturalism as the new tribalism" and "Affirmative Action and the end of liberal society  
"Feminism as a new form of gnosticism""

"Rediscovering the Roots and the Common Values of Western Culture", **Palermo 2005.**  
 Paper presented : "Richard Weaver and the Crises of Modernity:

"Rediscovering the Roots and the Common Values of Western Culture", **Barcelona 2005;**  
 Paper presentd: "Why does Western Europe does not understand East-Central Europe?""

"Natural Law and Europe", **Budapest 2005;**  
 Paper presented : "Natural Law tradition in the medieval constitutionalism"

"East Europe and its Neighbors", University of Wisconsin, **Eau Claire 2001,**  
 Paper presented : "Does Eastern Europe have a chance to be a partner of Western Europe inside the European Union"

"Center for Leadership" seminars, **Atlanta 1990, Berlin 1992, Moscow 2002**  
 Papers presented : "Poland and Constitutional Transformation" and "Poland in the Post-Communist World",

"Jews of East Central Europe", **Freiburg, 1992,**  
 Paper presented: "Jews of Galicia 1772-1914"

"Organization of American Historians" annual conference, **Chicago 1992,**  
 Paper presented "The Self-Governed Republic of the Polish-Lithuanian Commonwealth XVI-XVIII centuries".

"American Society for Slavic Studies" annual conference, **Chicago 1990, Boston 1987**

"American Legal Historians" conference, **Washington 1989**

"History and Culture of the Polish Jews" conference, **Jerusalem,1988.**  
 Paper presented: "The Hidden Complex of the Polish Mind-Polish-Jewish Relations during the Holocaust".

"European and American Constitutionalism" ,**Warsaw 1987.**  
 Paper presented : "The Bill of Rights- the Case for Anti -Federalists".

"Perspectives on Poland" conferences. **Vienna 1985, 1986,**  
 Papers presented "Russia and Poland in the nineteenth and the twentieth centuries: Conflicting Philosophies of Politics"; and "Polish Political Crises 1944-1986".

"Western Democracies-Dangers and Chances" **Claremont 1983.**  
 Paper : "Eastern Europe and Western Intellectuals - Why we cannot understand each other."

"United Europe" , **Florence 1982.**  
 Paper presented "The Self Governing Republic – Solidarity's Constitution"

## ELENA DIACONU

Since 2013      Adjunct lecturer of international politics at Łazarski University, Warsaw

**QUALIFIED TO TEACH:** English language and literature, Theory of International Relations, all subjects related to the European Union, International Organizations, Geopolitics, American Civilisation, Europe and the World.

### CONFERENCES:

*23 – 24 November 2012, Marrakech, Maroc* – FEMISE Annual Conference, “Inclusive Development in the South-Med Countries and the role of the EU-Med partnership”, representing Management Board on behalf of the institution.

*26 – 29 September 2012, Bratislava, Slovakia* – NEUJOBS FP7 project Peer Review and Validation Conference “Socio-ecological transition: Employment, education and welfare”, workshop organised for project partners, representing CASE team.

*18 – 19 November 2011, Warsaw, Poland* - 7th International Conference: “Europe 2020: Exploring the Future of European Integration”. Thematic focus on global and European financial sectors; economic governance reform; fiscal crisis; beyond the EU-27 – perspectives of the EU enlargement and ENP. CASE International Conference.

*20 – 21 November, 2009, Warsaw, Poland* - “The Return of History: From Consensus to Crisis”. The thematic focus of the conference were the causes of the current global financial and macroeconomic crisis, shock transmission from developed countries to emerging market economies, crisis management, policy responses, and short and long-term consequences of the crisis both in a global and a regional scale. CASE International Conference.

*19 – 21 September 2003, Belgrade, Serbia and Montenegro* – final conference “Danube: Europe is meeting – Citizenship rights in a Europe without borders” organized by the Observatory on the Balkans. The second International Meeting of the network “Europe from below”.

*12-19 July 2003, Cecina (Livorno), Italy* – Meeting Internazionale Antirazzista “Borders”, Right of Asylum, Right to Migrate – Refugees and migrants in Europe organized by ARCI. The main objective of the seminar - to examine the effective situation of the asylum right in Europe in respect to present harmonization process that seemingly aims to a “low profile” harmonization lacking an adequate protection regime that guarantees the fundamental rights of refugees and asylum seekers.

## SPASIMIR DOMARADZKI

Since 2009      Assistant Professor at Łazarski University, Warsaw

**QUALIFIED TO TEACH:** Theory and Practice of Human Rights Protection, American Foreign Policy, Polish Foreign Policy American Political System, History of International Relations,

Theory of International Relations, European Integration, Integration Processes on the Balkans, National and International Security.

## PUBLICATIONS

### *Edited volumes:*

- 2010** Eds. Lee Trepanier, Spasimir Domaradzki, Jaclyn Stanke, *The Solidarity Movement and Perspectives on the Last Decade of the Cold War*, Andrzej Frycz Modrzewski Publishing House, Krakow 2010 (in English)
- 2009** Eds. Lee Trepanier, Spasimir Domaradzki, Jaclyn Stanke, *Comparative Perspectives on the Cold War*, Andrzej Frycz Modrzewski Publishing House, Krakow 2009 (in English)

### *Articles:*

- 2011** *The United States and the International Criminal Court – the Republican Attitude of Democrat President (on the continuity in the American Foreign Policy)* in [eds] Włodzimierz Bernacki, Adam Walaszek, *Amerykomania II* in print in 2011. (in Polish)
- 2010** *State Sovereignty and the European Court of Human Rights* in [eds] Jacek M. Majchrowski and Barbara Stoczewska, *Political Values*, Andrzej Frycz Modrzewski Publishing House, Krakow 2010 (in Polish)
- 2009** *The Council of Europe’s Human Rights System after Sixty Years – Political Evolution and Continuance* in [ed] B. Bednarczyk, *The Euroatlantic area, Sixty years of existence and change*, Krakow International Studies, VI: 2009 nr.3 pp.75-95 (in English)
- 2009** *The Voting Rights of the Inhabitants of Washington D.C. – the Gordian Knot of American Democracy* Krakow International Studies, V: 2008 N. 3 s. 9 – 21 (in Polish)
- 2006** *United States and the Establishment of the International Criminal Court during the Last Decade of the XXth Century* in: *Anamnesis*, Vol.II, the paper is available at: [http://www.anamnesis.info/broi2/Domaradzki\\_Kolev.php](http://www.anamnesis.info/broi2/Domaradzki_Kolev.php) (in Bulgarian,)
- 2005** *The Policy of Ronald Reagan’s Administration towards Yugoslavia* in Andrzej Bryk; Andrzej Kapiszewski “Ronald Reagan and the Challenges of the Epoch,” Publishing House AFM, Krakow 2005 pp. 305 – 313 (in Polish)
- 2004** *United States and the International Criminal Court: From Support to Opposition* in: Krakow International Studies, AFMCC, 2004 Krakow pp. 23–54 (in Polish)
- 2004** Author and editor in section *History of Poland* in “Bulgarian Encyclopedia” Bulgarian Academy of Sciences, BAN Publishing House, Sofia 2004 (in Bulgarian)

## JAN GRZYMSKI

Since 2011      Assistant Professor at Lazarski University

**QUALIFIED TO TEACH:** Critical Thinking; Western Civilization; Polish Foreign Policy; Nations, Nationalism, Identity; Power and Control

**SCHOLARLY INTEREST:** Political Thought, Political Philosophy of Michel Foucault, the Postcolonial Theory, The Idea of Europe, Critical Approach to Polish Transformation and European Integration, Democracy Study.

**PUBLICATIONS:**

***Books***

(2008), "Rozmowa czy konfrontacja? Protesty pisane, marsze i strajki w Polsce 2005-2007", Warszawa: Instytut Spraw Publicznych [Dialogue or Confrontation? Written Protests, Marches and Strikes in Poland 2005-2007]

***Translations***

(2011), Walters, William; Haahr, Jens Henrik, "Rządzenie Europą. Dyskurs, urządzenie i integracja europejska", Warszawa: Wydawnictwo Naukowe PWN. [original title: Governing Europe. Discourse, Governmentality and European Integrations]

Richard Bernstein (forthcoming), The Restructuring of Social and Political Theory, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej.

***Selected Articles***

(2014, forthcoming), "Civil Society in Central Europe" in: (ed.) Marcin Moskalewicz, "Dictionary of Central Concepts", Budapest: Central European University

(2013), "Metafora Europy" [The Metaphor of Europe], in: (ed.) Bohdan Kaczmarek, "Metafory polityki" [The Metaphor of politics], Warsaw: Elipsa, p. 168-197.

(2013), Poza szantaż Europy [Europe's blackmail], Liberte, no 15, p. 92-108

(2011), "Eastern Europe. Otherness in Europe?", in: (ed.) Adam Bednarek, Iwona Witczak-Plisiecka, "Interdisciplinary Approaches to Communication Studies", Łódź: Wyższa Szkoła Studiów Międzynarodowych w Łodzi, p. 182-198.

(2011) "[Samo-]Orientalizacja. O możliwościach postkolonialnej krytyki transformacji.", [(Self-)Orientalization. On Possibility of the Post-colonial Critique of Transformation] in: (ed.) Eryk Krasucki, Tomasz Sikorowski, Anna Szczepańska, "Oblicza polskiej modernizacji. Próba bilansu transformacji ustrojowej III Rzeczypospolitej", Toruń: Wydawnictwo Adama Marszałka, p. 610-632. [The Faces of Polish Modernizations. The Attempt of Summazing Polish Transformations]

(2011) "Powrót do Europy. O geopolityce i kłopotach z polską tożsamością" [The Return to Europe. On Geopolitics and Troublesome Polish Identity], in: (ed.) Adam Jarosz, Krzysztof Olszewski, "Polityka zagraniczna III RP", Toruń: Wydawnictwo Naukowe UMK w Toruniu. p. 19-38. [Polish Foreign Policy in the 3rd Republic]

(2011) – „Charyzma niecharyzmatyczna”, Res Publica Nowa, no. 209 [Uncharismatic Charisma]

(2010) "O powrocie do Europy. przyczynek do rekonceptualizacji dychotomii centrum-peryferia", Kultura i Polityka no. 7, p.53-67. [On Return to Europe. The Contribution to Reconceptualization of Center-Periphery Dichotomy]

(2010) "Krytyka rozumu sponsorowanego. Społeczeństwo obywatelskie jako żargon", Gazeta Wyborcza 18 March 2010 (co-author Maciej Kassner) [The Critique of Sponsored Reason. Civil Society as a Jargon]

- [2009] "Okrągły Stół. O ograniczeniach deliberacji i konsensusu", [The Round Table. On Deliberations and Concesnus] in: (ed.) Wojciech Polak, "Okrągły Stół - geneza, przebieg, konsekwencje", Toruń: Wydawnictwo Adam Marszałek, p.86-98. [The Round Table – genesis, course, consequences]
- [2009] "Eastern or Central Europe? Discursive Shifts on the Imaginary Map of Europe", in: Contemporary European Studies, Special Issue 2009, p. 85-93.
- [2007] "The Story of Tina" in: (ed.) Małgorzata Kowalska, "The New Europe. Uncertain Identity and Borders", Białystok: Wydawnictwo Uniwersytetu w Białymstoku, p. 81-99.

## JAROSŁAW JURA

Since 2008 Assistant Professor, Łazarski University, Warsaw, Poland

**AREAS QUALIFIED TO TEACH:** Sociology, Cultural Anthropology, Sociology and Anthropology of Food, Sociology of Culture, Sociology of Communication, Negotiations, Cross-Cultural Business and Organization Culture, Conversational Analyse, Qualitative Methods, Social Anthropology, Research methods, Asian Studies, Chinese Studies, Social Transitions in Contemporary China, Asian Business Culture, Chinese expansion in Africa

**CURRENT SCHOLARLY INTEREST:** Globalisation, Social and Cultural Change, China Studies, Interaction Behaviour Patterns Changes, Sociology of Food, Social Bonds and Social Relations Changes, Chinese expansion in Africa, Perception of China and Chinese in Africa

## SELECTED PUBLICATIONS

### Articles:

- forthcoming Jura J., 2011, "Czy tylko wspólnota? Ramadan w Sudanie z perspektywy analizy zachowań związanych z jedzeniem i piciem (Is there only community factor involved? Ramadan in Sudan from eating and drinking behaviour perspective.)" in: *Jeść i pić (Eating and drinking)* , Wydawnictwo Uniwersytetu Warszawskiego
- forthcoming Jura J., 2011, „Na przekór Weberowi: Chiny w Afryce - czyli o racjonalności nieracjonalności” (“Against Weber: China in Africa – about rationality in irrationality”) in: J. Jelonek, B. Zemanek, J. Wardega (red.) *Współczesne Chiny - narodziny imperium w kontekście międzynarodowym (Contemporary China – emergence of empire in international context)*, Wydawnictwo Uniwersytetu Jagiellońskiego
- Jura J., 2009, *Eating and drinking interactions patterns and social women role transformation in contemporary urban China*, Polish Sociological Review
- Jura J., 2008, "Is McDonald's eating Confucius away?" in: J. Jelonek, B. Zemanek, J. Wardega (eds.) *China. Confucian Tradition – towards the New Century*, Wydawnictwo Uniwersytetu Jagiellońskiego
- Jura J., 2006 "Chinese Table manners. Consequences of Hybridisation" in: D. Schirmer, G. Saalman, Ch. Kessler (ed.), *Hybridising East and West*, LIT – Verlag, Munster,
- Jura J., Nykiel R, Żelazo K., 1997, „I tu jest pełna zgoda” („We achive a full agreement here”) in: M. Czyżewski, S. Kowalski, A. Piotrowski (ed.) *Rytualny chaos. Studium dyskursu publicznego (Ritual chaos. Public discourse study)*, Wyd. Aureus, Kraków

## OSTAP KUSHNIR

Since 2011 Assistant Professor, Łazarski University, The Faculty of Economics and Management

**QUALIFIED TO TEACH:** Introduction to International Relations, Media and Politics, Introduction to the European Union, Europe in the World – Political and Economic Geography, European Foreign and Security Policy.

**CURRENT SCHOLARLY INTEREST:** European Geopolitics, European Foreign and Security Policy, Eastern European political thought, Astropolitics, Political Journalism, Journalism and Legitimacy.

## PUBLICATIONS

### *Articles*

'Ruling or Ruled: the Role of Poland in a New Type of European Empire' *Annales UMCS – Politologia*, 21:1 (2014)

'Interwar Views on Managing Eastern European Space: Exploring Lypa's Conceptualisation of the Black Sea Union' *The Central European Journal of International and Security Studies*, 7:4 (2013): 118-136

'The EU-Ukraine Relations Through the Prism of Human Rights: Tymoshenko Case' (in co-authorship with Spasimir Domaradzki) *Myśl Ekonomiczna i Polityczna*, 4:43 (2013): 274-298

'Conception of history in the 'All Ukraine Trilogy' by Yuri Lypa' *Proceedings of the Kamieniec-Podolski University*, September 2010)

'Yuri Lypa's manipulation techniques in the description of Ukrainians and Moskovians' *Dialogue: Mediacritiques*, 7 (2008): 194-198. '

Europe's pre-war crisis in Yuri Lypa's political texts' *Materials of Ukrainian scientific and practical conference 'Fourth Lypa's Readings'*, (2008): 28-36

'Ukrainian liberation ideas in the Yuri Lypa's journalistic texts' *Proceedings of the Institute of Journalism*, 26 (December 2007): 113-117.

'Rhetoric impact on the narration of 'The Destination of Ukraine' by Yuri Lypa' *Dialogue: Mediacritiques*, 6 (2007): 209-218.

'Peculiarities of Yuri Lypa's newspaper and magazine journalism in the pre-war period' *Materials of Ukrainian scientific and practical conference 'Fourth Lypa's Readings'*, (2008): 65-76

'Fairy-tale's structure and the narration of Yuri Lypa's political essays – the issue of manipulative contamination' *Dialogue: Mediacritiques*, 6 (2007): 149-155.

## CHRISTOPHER LASH

Since 2015 Assistant Professor in International Relations, Łazarski University, Faculty of Economics and Management, Warsaw, Poland



**QUALIFIED TO TEACH:** History of International Relations, Introduction to International Relations, Thesis Research Methods, Ethnic Cleansing and Displacement in the Modern World, The Cultural History of War 1850-, State, Nation and Nationalism 1750-1920, History of Poland 1918-, The Second World War, The Making of the Modern World

## **PUBLICATIONS**

### ***Articles:***

Submitted to *Europe Asia Studies*: May 2011 / 'Friction over Flats: Lodging in Times of Displacement: Poland 1944-6, The Case of Zielona Góra.'

Submitted to *Studies in Ethnicity and Nationalism*: July 2011 / 'City and Nation during Mass Displacement: Poland's 'Recovered Lands' 1945-8, the case of Zielona Gora.'

### ***Conference Papers***

Paper to be given at 'Beyond camps and forced labour: current international research on survivors of Nazi persecution', Imperial War Museum, London; January 2012, "'First the Nazis, then the Soviets", survivors of Nazi persecution in Poland's 'Recovered lands' 1945-48, the case of Zielona Góra'

Paper at 'Remembering Dictatorship: State Socialist Pasts in Post-Socialist Presents', IHR, University of Bristol

September 2011, 'Submerged Narratives: The Memory of Displaced Eastern Poles in Post-Socialist Poland.'

Paper at 'Cities and Nationalism conference', Centre for Metropolitan History, IHR, University of London; June 2010, 'City and Nation in Times of Displacement: Poland's 'Recovered Lands' 1945-8. The Case of Zielona Gora.'

Paper at Annual Conference of British Association for Slavonic and East European Studies, Fitzwilliam College, Cambridge; March 2009, 'Moving West: The Experience and Treatment of Displaced Eastern Poles in Poland's "Recovered Lands," 1945-8.'

## **CHRISTOPHER ŁAZARSKI**

Since 1997      Łazarski University, Faculty of Economics and Management, Assistant Professor of History and Politics

Since 2002      Associate Dean of the Faculty of Economics and Management in charge of English language BA and MA/MSc programs

**AREAS QUALIFIED TO TEACH:** Intellectual History; Political Thought; Modern Europe; History of East-Central Europe; History of Russia and the Soviet Union

**CURRENT SCHOLARLY INTEREST:** Political Theory, in particular liberalism; History and Theory of liberty. Image of East-Central Europe in the English Language Textbooks and Monographs (within ongoing project-seminar "Recovering Forgotten History", since 2005)

## **PUBLICATIONS**

### ***Books***

*Power Tends to Corrupt: Lord Acton's Study of Liberty*. DeKalb: Northern Illinois University Press, 2012.

*The Lost Opportunity: Attempts at Unification of the anti-Bolsheviks, 1917-1919*. Lanham: University Press of America, 2008).

### **Editor**

Grygień, Janusz, Krzysztof Łazarski i Wiesław Wacławczyk, ed. *Human Rights and Politics*. Warszawa: Erida, 2013.

### **Articles**

„Nowożytna nauka i wiedza według Kartezjusza”. *Myśl Ekonomiczna i Polityczna* 2013, no. 2 (41): 192-211.

“Przywracanie zapomnianej historii: czy wizerunek Polski w świecie może być zmieniony?”, *Arcana* 2013, no. 4-5 (112-113): 33-56.

„Erasmus of Rotterdam: Religious Reformer, Revolutionary or Reactionary?” *Optimum: Studia Ekonomiczne* (Un. Białostocki) 2013, no 2 (62): 3-10.

„Eric Voegelin's New Political Philosophy: A Brief Overview. *Myśl Ekonomiczna i Polityczna* 2013, no 1 (40): 169-181.

„How the Whites Blew Their Chances”. *Canadian-American Slavic Studies* 2013, vol. 47, no 2: 137-169 (article on Russian civil war).

„Law, Forms of Government and Liberty in Montesquieu's Thought”, *Studia Prawnicze. Rozprawy i materiały*, 2013, nr 1 (12): str. 3-18.

„Rousseau and the Roots of Modernity”. *Krakowskie Studia Międzynarodowe* 2013, no 1: 243-256.

„Obywatelska wolność oraz liberalizm w ujęciu lorda Actona”. *Politeia* 2012 no. 1 (23): 5-31.

„Enemies or Allies: Liberalism and Catholicism in Lord Acton's Thought”. *Krakowskie Studia Międzynarodowe* 2011, no 2: 179-196.

„Prawda w rozumieniu Jana Pawła II w oparciu o encykliki *Veritatis splendor* i *Fides et ratio*”. *Zeszyty Naukowe Wyższej Szkoły Handlu i Prawa* 2000, no. 4: 85-106.

„Kryzys Polityczny Rzeczypospolitej w połowie XVII w.”, *Arcana* 1998, no 5: 58-69.

„Vladimir Vysotsky and His Cult”. *Russian Review* 1992, vol. 51, no1: 58-71

„White Propaganda Efforts in the South during the Russian Civil War, 1918-19”. *Slavonic and East European Review* 1992, vol. 70, no 4: 688-707

### **Book Chapters**

„Prawa człowieka w historii”, in Laura Koba (ed.), *Powszechna Deklaracja Praw Człowieka*, Biuro Rzecznika Praw Dziecka, to be Publisher in 2014

„Hobbes's Leviathan: New Science of Man”, w Janusz Grygień i inni, *Human Rights and Polittics*. Warszawa: Erida, 2013, str. 11-27.

„John Locke's State of Nature and the Origins of Rights of Man”, w Janusz Grygień i inni, *Human Rights and Politics*. Warszawa: Erida, str. 48-65.

“Freedom, State and 'National Unity' in Lord Acton's Thought,” in Karin Friedrich and Barbara M. Pendzich, eds., *Citizenship and Identity in a Multinational Commonwealth* (Leiden, Boston: Brill, 2009), 261-76.

“Lord Acton on the Origins of American Freedom and Prosperity,” in Wojciech Bienkowski, et al. eds., *Reaganomics Goes Global: What Can the EU, Russia and Other Transition Countries Learn from the USA?*(NYC: Palgrave Macmillan, 2006), 12-27; Polish edition: *Amerykański model rozwoju gospodarczego. Istota, efektywność i możliwość zastosowania* (Warszawa: Szkoła Główna Handlowa, 2006), 25-39.

"Polish Peace Movement," in Vladimir Tismaneanu, (ed.), *Grassroots Activism* (New York: Routledge, 1990), 118-34

## **TOMASZ NAPIÓRKOWSKI**

Since 2014     Adjunct Faculty, Lazarski University, Warsaw Poland

**QUALIFIED TO TEACH:** Statistics and Demography

### **PUBLICATIONS**

Kowalski, A.M., Napiórkowski, T.M., (2014), "Statistical Analysis of Quantitative Data", Teaching script for a PhD program: "Studia doktoranckie w języku angielskim jako narzędzie wzmożenia pozycji SGH w ramach EOSW i EOBil", Warsaw, 2014.

Napiórkowski, T.M., (2014), "International Trade and Foreign Direct Investment as Innovation Factors of the U.S. Economy", in: "International Journal of Management and Economics", ed. Jolanta Mazur, Warsaw School of Economics – Publishing Office, Warsaw pp. 60-75.

Napiórkowski, T.M., (2014), "The Expected Inflow of Foreign Direct Investment in Poland: Focus on regions", in: "New Cohesion Policy of the European Union in Poland", ed. Adam A. Ambroziak, Springer, Switzerland, pp. 119-131.

Napiórkowski, T.M., (2014), "International Competitiveness of Countries with Performing Innovation Systems. Case Study: the USA", in: "Innovation, Human Capital and Trade Competitiveness", ed. Marzena Anna Weresa, Springer, Switzerland, pp. 295-318.

Napiórkowski, T.M., (2014), "The Impact of Poland's Accession to the European Union on the Country's Foreign Direct Investment", in: "Poland Competitiveness Report 2014. A decade in the European Union", ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 113-133.

Napiórkowski, T.M., (2014), „Wpływ członkostwa Polski w Unii Europejskiej na atrakcyjność Polski dla zagranicznych inwestorów”, in: „Polska. Raport o konkurencyjności 2014. Dekada członkostwa Polski w Unii Europejskiej”, ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 117-138.

Napiórkowski, T.M., (2013), "Międzynarodowa konkurencyjność państw o stabilnie funkcjonujących systemach innowacji. Studium przypadku: Stany Zjednoczone" in: "Kapitał ludzki i innowacyjność jako czynniki długookresowych przewag konkurencyjnych w handlu międzynarodowym", ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 348-364.

Napiórkowski, T.M., (2013), "Poland's Investment Attractiveness", in: "Poland Competitiveness Report 2013. National and Regional Dimensions", ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw pp. 113-126.

Napiórkowski, T.M., (2013), „Atrakcyjność inwestycyjna Polski”, in: „Polska. Raport o konkurencyjności 2013. Wymiar krajowy i regionalny”, ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 119-132.

Napiórkowski, T.M., (2013), "Internationalization of the Polish Economy and its Susceptibility to the Global Crisis After 2007", in: "International Journal of Management and Economics", ed. Jolanta Mazur, Warsaw School of Economics – Publishing Office, Warsaw pp. 214-232.

Weresa, M.A., Napiórkowski, T.M., (2012), "Poland's Investment Attractiveness", in: "Poland Competitiveness Report 2012. Focus on Education", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw pp. 115-134.

Weresa, M.A., Napiórkowski, T.M., (2012), „Atrakcyjność polskiej gospodarki dla inwestorów zagranicznych”, in: „Polska. Raport o konkurencyjności 2012. Edukacja jako czynnik konkurencyjności”, ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 118-139.

Napiórkowski, T.M., (2012), "U.S. Foreign Direct Investment in Poland and Germany. The Possible Disconnect Between Theory and Econometric Results", in: "Międzynarodowe Stosunki Gospodarcze – Wybrane Podmioty i Procesy Gospodarki Światowej", ed. Tadeusz Sporek, Katowice Economic University – Publishing Office, Katowice, pp. 243-253.

## IRYNA POLETS

Since 2013     Adjunct faculty at Lazarski University, Warsaw

**QUALIFIED TO TEACH:** Risk Management, Business Performance Management, EU Financial Procurement and Proposal Writing Methodology, Introduction to Sociology, Intercultural Communication

**CURRENT SCHOLARLY INTEREST:** Globalisation, Role of Mass media in shaping public opinion; Time, Money and Knowledge: new fundamentals of economic success; Think Corporate – indicator of Globalization; The "Other" in society: Labour market and contemporary migration.

## PUBLICATIONS

Iryna Polets "Medieval Elements in the Movies and their Allure of Unknown World" in *Oblicza mediewalizmu*, eds. A. Dąbrówka i M. Michalski – Poznań, 2013

Iryna Polets "Educated Cleric Behind the Model of Aristocratic Behavior: the Examples of Thirteenth-Century-Authors – Vincent of Beauvais and Giles of Rome" in *Catholicism: Traditional and Contemporary*, eds. L. Vladychenko, V. Chromets– Kyiv, 2010

International Medieval Conference: „From Medieval to Medievalism,” Warsaw University, 22-23 March 2010. Presentation: "Well-Raised Aristocratic Child in the Middle Ages."

International History Conference: „Atiner,” Athens, Greece, 7-9 September 2010.

Presentation: "Chrétien de Troyes in Constructing the Ideal of Noble Youth within *The Story of the Grail*. Author's Influences on Thirteenth Century Educational Literature."

Summer School: „Utrecht Approaches to Medieval Studies,” Kazimierz Dolny, Poland, 15-22 August 2009. Presentation: "The Methods of Medieval Studies."

## WIESŁAW WACŁAWCZYK

Since 2007      Assistant Professor of international politics at the Łazarski University in Warsaw  
Since 2005      Assistant Professor of political science at the Nicolaus Copernicus University in Toruń

**AREAS QUALIFIED TO TEACH:** Human Rights ; Media and Politics; Introduction to International Relations; Russia, Eastern Europe, and the Soviet Legacy

#### **PUBLICATIONS (selected)**

##### ***Books:***

*Swoboda wypowiedzi politycznej w USA do roku 1918* [Freedom of Political Speech in the US until 1918] (Toruń: Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, 2011).

*Wolność słowa. Wybrane zagadnienia* [Freedom of Speech: Selected Issues] (Toruń: Wydawnictwo Adam Marszałek, 2009).

*Idea wolności słowa Johna Milтона* [John Milton's Idea of Freedom of Speech] (Toruń: Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, 2008).

##### ***Edited books:***

*Karta Praw Podstawowych UE. Nowa szansa dla praw człowieka?* [The EU Charter of Fundamental Rights: A New Chance for Human Rights?] (Warszawa: Wydawnictwo ERIDA, 2010).

*Wokół współczesnych problemów ochrony praw człowieka* [On the Contemporary Issues in Human Rights] (Warszawa: Wydawnictwo ERIDA, 2009).

##### ***Co-edited books:***

*Prawa człowieka. Wybrane zagadnienia i problemy* [Human Rights: Selected Issues and Problems] (Warszawa: Oficyna a Wolters Kluwer business, 2009).

##### ***Chapters in books:***

"Freedom of Speech in Europe Yesterday and Today. Firm Standards, New Challenges", in Kazimierz Robakowski, ed., *Europa XXI wieku. Perspektywy i uwarunkowania rozwoju* [Europe in the 21<sup>st</sup> Century: Perspectives and Development Conditions] (Poznań: Wydawnictwo Naukowe Instytutu Nauk Politycznych i Dziennikarstwa Uniwersytetu im. Adama Mickiewicza w Poznaniu, 2008), 105-112.

"Будет ли свобода слова означать свободный рынок идей?" [Will Freedom of Speech Mean a Free Marketplace of Ideas?], in *Формула свободы* [The Formula of Freedom] (Издательство "Адилоглы", Баку [Baku] 2001), 115-123.

##### ***Articles:***

"Freedom of Speech as an Ingredient of the European Identity. Tradition and New Challenges", in *Acta Humanitarica Universitatis Saulensis* T. 2 (2006), 235-245.

"Alfred Korzybski's Thought and the Question of the Search for Truth in Journalist's Work", in: *Polish Political Science Yearbook*, 2007/XXXVI, 255-262.

#### **JERZY ZARZYCKI-SIEK**

Since 2014      Adjunct faculty at the Faculty of Economics and Management at Lazarski University, Warsaw

**QUALIFIED TO TEACH:** Introduction to International Relations, Geopolitics; Theories of International Relations

**SCHOLARLY INTEREST:** Geopolitics, International Relations Theory, Space Law

## **JOANNA ZIENTEK**

Since 2004 Teaching assistant at Łazarski University, Warsaw; Senior Lecturer of Academic Writing

Senior Lecturer of English (business and legal)

### **QUALIFIED TO TEACH**

Academic Writing (rules concerning gathering information, outlining, shaping, paraphrasing, summarising and writing essays, research papers and other writing assignments)

English for general communication

English for business

English for law

English for diplomatic Services

English for telecommunication industry

English for civil engineering

English for politics

English grammar and phonetics

Preparation for TELC, TOLES, TOEIC, FCE, CAE, CPE, LCCI examinations

### **PUBLICATIONS**

M.A. Thesis on "Cohesion in Spoken and Written Language"

## USEFUL VOCABULARY AND TERMS

**Academic Link Tutor:** a professor appointed on behalf of LU's partner university on the recommendation of the LU to ensure that the teaching and assessment practices conform to the rules agreed in the submission documents and to the British education standards.

**Assessment:** methods of evaluation of student's learning performance. It usually consists of a final examination, and coursework, e.g. mid-term examinations, term papers, problem sets, case studies, projects, strategic games or presentations in class. The final BA thesis is also one of the forms of assessment.

**Capped mark:** in case of reassessment (of coursework or an examination), a module repetition or a delay in submitting the final thesis, the final module mark will not be higher than 40%. The student should be informed of the real value of his/her work though.

**Compensation:** a possibility to get a pass grade without taking a re-sit examination when student's overall average mark is equal or higher than 45% and when the student has achieved at least 35% on all forms of assessment. Compensation is possible only within the number of 4 percentage points on any course (module).

**Condonement:** a special "reward" for good students (with overall mark of 60% and above) awarded by the Examination Board, whereby marks of 58-59% as well as 68-69% are raised to 60 and 70% respectively. Condonement also applies to final awards.

**Elective courses:** courses (modules) which are elected by students and indicate their areas of specialisation.

**External Examiner:** an external examiner (or examiners) appointed on behalf of LU's partner university on the recommendation of LU; this examiner does not belong to the faculty of LU, and is appointed from a different British university to ensure that the assessment practice is fair and conforms to the British education standards.

**Internal Examiner:** an examiner who belongs to the faculty of LU and who marks students' examination papers. Final examinations are marked by two internal examiners.

**Retake:** a course (module) which is taken again because the student failed it.

**Resit examination:** a second examination for a failed course (module).

**Validation:** Lazarski University defines validation as the process by which the partner university, as the awarding institution, judges that a programme developed and

delivered by Lazarski University is of an appropriate quality and standard to lead to its award.



## APPENDIX A - DIRECTIONS TO STUDENTS AT EXAMINATIONS

The examinations will be held at times specified in the degree examination time-table. Students should be in their seats punctually at the hours fixed for the commencement of the examination.

No student may enter the examination room fifteen minutes or more after the commencement of an examination.

Students are not permitted to leave the examination room until forty five minutes have elapsed, nor may they leave in the last fifteen minutes of the examination. Any student who has left the room without the invigilators' authority shall not be allowed to re-enter it during the examination. This regulation does not apply to students who completed their exams earlier and returned their work to the invigilator.

In every examination the students occupy the seats assigned to them by the invigilator.

Students may take into the examination room only such books, mathematical or other tables, printed documents, manuscripts, notes, formulae, electronic equipment or other source of information or assistance as have been approved by Lazarski University and the Examination Board. In some cases, where appropriate, students will be provided by Lazarski University with such material and / or equipment as the examiners consider necessary. In particular, students are NOT allowed to use any electronic devices apart from non-programmable calculators when clearly specified. All electronic devices must be turned off and put away.

The material and / or equipment which students are permitted to bring into the examination room shall bear no marks or notes of any kind other than the name of the owner and anything which is regarded as normal in the nature or construction of the item in question.

Unfair practice during examination or test conditions

Under examination or test conditions it is unfair practice to:

- i. introduce into an examination room any unauthorized form of materials such as a book (including mathematical tables), manuscripts, or loose papers of any kind or any source of unauthorized information;
- ii. communicate with any other person in the examination room, except as authorized by an Invigilator;
- iii. copy or use in any other way unauthorized materials or the work of any other student;
- iv. impersonate an examination student or allow oneself to be impersonated;
- v. engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;

- vi. claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact been carried out or to claim to have obtained results which have not in fact been obtained.

Where it is considered or suspected that a student is engaging in unfair practice, the student shall be informed by the invigilator, preferably in the presence of a witness, that the circumstances will be reported. According to LU Rector's Regulation no. 10/11, the teacher/invigilator is to put a 0% on the exam script and ask the student to leave the examination room in an orderly fashion.

Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances in writing, with any evidence retained, to the Registrar worker.

## APPENDIX B – STUDENT COMPLAINTS PROCEDURE

The Student Complaints procedure applies to:

- i. Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations;
- ii. Complaints in respect of academic and/or administrative support or other services provided by Lazarski University;
- iii. Complaints regarding alleged harassment by staff of Lazarski University;
- iv. Complaints arising from alleged discrimination by staff of Lazarski University in relation to gender, race, disability, sexual orientation or otherwise.
- v. Complaints falling outside those listed above will be considered and investigated at the discretion of the Programme Director.

The Student Complaints procedure does not apply to:

- i. Students wishing to appeal against an academic decision—students should note that appeals against the academic judgment of examiners cannot be accepted;
- ii. Disciplinary matters;
- iii. Issues concerning physical education and internships.

### Submission of a Complaint – Stage One

In order to make a formal complaint to Lazarski University, the student concerned should submit the Complaints Form (available in the Registrar), attach any supporting evidence to it and send to the Programme Director. The form can be submitted electronically, though certified copies of documents (e.g. medical certificates) may be requested. Should a student prefer the complaint to remain anonymous and it is feasible to do so, the Programme Director shall seek to respect the student's wishes.

The Programme Director will confirm receipt of the complaint to the student normally within 5 working days and will liaise with the English-language Studies Registrar regarding the complaint. The outcomes available are as follows:

- i. Complaint not upheld.
- ii. Complaint upheld in whole or in part.

- iii. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from Lazarski University, within a set timeframe.

### **Submission of a Complaint – Stage Two**

If a student is not satisfied with the outcome of the Stage One investigation of the complaint, he/she may submit an appeal against the outcome within 14 days of the written judgment being issued by the Programme Director.

The appeal should be submitted to the University Rector, and should indicate in writing why the response to the complaint is not satisfactory. Taking into account all the previous attempts at resolution, the Rector (or his/her nominee) will decide whether a further complaint hearing is required, and will normally communicate his/her decision to the student within 10 working days of the appeal against the outcome being received.

Should such a complaint hearing be required, the Rector shall convene it within one calendar month of the appeal against the outcome being received.

The student (and if deemed necessary staff from Lazarski) will be invited to any meeting but the meeting shall be held via telephone or videoconference if necessary. In the event of a meeting a meeting being held, the student (and if deemed necessary Lazarski) shall have access to all relevant documentation relating to the complaint. The student may be accompanied, but not represented, by a member of the academic, welfare, or advisory staff of Lazarski University, by a student or officer of the Students' Self-Government at Lazarski, but not by any other individual. The appellant may not send another person to a hearing in his/her stead.

The outcomes available are as follows:

- i. Complaint not upheld.
- ii. Complaint upheld in whole or in part.
- iii. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the institution concerned, within a set timeframe.

The written response to the complaint, and details of any action to be taken in the light of the complaint, will be sent by the Office of the Rector to the student and to the English-language Studies Registrar.

### **QAA Compliance Update – Complaints procedure for students studying at collaborative institutions**

Students studying on a course leading to an award from Coventry University may if they wish submit their complaint/appeal to the Registrar & Secretary of Coventry University if they are dissatisfied with the outcome of the process at Lazarski University. In order to qualify for consideration by Coventry University, details of the complaint/appeal and full supporting

documentation should be sent to Coventry University within ten (10) days of completing the internal process at Lazarski University.

The Registrar & Secretary (or nominee) shall consider the referred matter **on the grounds of procedural irregularity only**.

The Registrar and Secretary shall endeavour to complete the review within thirty (30) days of receipt of the complaint. However, given the requirement to investigate the case thoroughly with Lazarski University some additional time may be required, in which case the student shall be informed accordingly.

At the end of the Registrar and Secretary's review, the student will receive a letter setting out the findings and outcome, and will additionally be issued with a "Completion of Procedures" letter to enable the student to take their complaint to the UK Office of the Independent Adjudicator for Higher Education if appropriate.

The Office of the Independent Adjudicator for Higher Education ("OIA") operates an independent student complaints scheme pursuant to the UK Higher Education Act 2004.

Students or former students may only take their complaint relating to a final decision reached under the University's review and appeal process to the OIA once all internal processes have been exhausted. The OIA cannot look at complaints relating to matters of academic judgement. The "Completion of Procedures" letter will therefore only be issued from the office of Coventry University's Registrar & Secretary when it has been determined that all internal processes at Lazarski University have been completed. The OIA must receive a completed Scheme Application Form within three months of the date of Completion of Procedures Letter.