

MA in International Relations

# STUDENT HANDBOOK

2018-2019



UCZELNIA  
ŁAZARSKIEGO

## TABLE OF CONTENTS

<b>THE PROGRAMME</b> .....	<b>4</b>
<b>IMPORTANT ADMINISTRATIVE INFORMATION</b> .....	<b>7</b>
<b>ADMISSION PROCEDURES</b> .....	<b>8</b>
<b>THE STRUCTURE OF THE PROGRAMME</b> .....	<b>9</b>
<b>THE DEGREE</b> .....	<b>10</b>
POLISH COMPONENT .....	10
BRITISH COMPONENT .....	10
<b>BRITISH DEGREE CRITERIA</b> .....	<b>14</b>
<b>ASSESSMENT</b> .....	<b>15</b>
<b>DETAILS OF COURSE ASSESSMENT</b> .....	<b>17</b>
<b>MARKING SCHEME</b> .....	<b>19</b>
<b>EXAMINATION PAPERS</b> .....	<b>22</b>
<b>PROGRESSION</b> .....	<b>24</b>
<b>EXAMINATION BOARD</b> .....	<b>26</b>
<b>ERASMUS EXCHANGE PROGRAMME</b> .....	<b>27</b>
<b>UNFAIR PRACTICE – RULES REGARDING CHEATING AND PLAGIARISM</b> .....	<b>28</b>
<b>CODE OF CONDUCT</b> .....	<b>30</b>
<b>COMPLAINTS PROCEDURE</b> .....	<b>31</b>
<b>QUALITY ASSURANCE</b> .....	<b>32</b>
<b>MODULE DESCRIPTORS</b> .....	<b>33</b>
<b>FIRST SEMESTER (NON-VALIDATED)</b> .....	<b>33</b>
FUNDAMENTALS OF POLITICS: ADVANCED ANALYSIS .....	33
LEADERSHIP FROM THE ANCIENTS TO THE MODERNS .....	36
LIBERTY, CITIZENSHIP AND STATE .....	39
INTERNATIONAL POLITICAL ECONOMY .....	42
MA ADVANCED ENGLISH .....	45
<b>SECOND SEMESTER (VALIDATED)</b> .....	<b>49</b>
GLOBALISATION AND REGIONALISATION .....	49
HUMAN RIGHTS AND ENVIRONMENTAL PROTECTION .....	53
MA IN IR ACADEMIC WRITING .....	57
NATIONAL AND INTERNATIONAL SECURITY .....	61
STRATEGIC GAMES .....	65
THEORIES OF INTERNATIONAL RELATIONS .....	69
<b>THIRD SEMESTER (VALIDATED)</b> .....	<b>74</b>
JUSTICE IN INTERNATIONAL RELATIONS .....	74
RESEARCH METHODS OF INTERNATIONAL RELATIONS .....	78
<b>VALIDATED ELECTIVE MODULES</b> .....	<b>82</b>
CHINESE CIVILISATION: ECONOMY, POLITICS, AND SOCIETY IN PAST AND TODAY .....	82
CONTEMPORARY DEMOCRACY VS ANCIENT POLITEIA .....	87
ECONOMIC AND POLITICAL FOUNDATIONS OF EU .....	92
GEOPOLITICS .....	96
LIMITS OF POWER .....	100
STATE AND NATION .....	105
POLITICS AND POLICIES OF EUROPEAN UNION .....	109
STATESMANSHIP .....	113
THE UNITED STATES AND THE EUROPEAN UNION: CULTURAL, POLITICAL, AND LEGAL DIFFERENCES IN APPROACH TO MODERNITY .....	117
<b>NON-VALIDATED ELECTIVE MODULES</b> .....	<b>122</b>
EU FINANCIAL PROCUREMENT AND PROPOSAL WRITING METHODOLOGY .....	122
FOUNDATIONS OF EUROPEAN UNION LAW .....	126
<b>MODULE LEADERS</b> .....	<b>129</b>

USEFUL VOCABULARY AND TERMS.....	140
APPENDIX A - DIRECTIONS TO STUDENTS AT EXAMINATIONS .....	142
APPENDIX B – STUDENT COMPLAINTS PROCEDURE.....	144

This Handbook may be updated. Its latest version is available on: <http://euczelnia.lazarski.pl>.

## THE PROGRAMME

Master of Arts in International Relations (MA in IR) is a two years, four-semester programme offered by the Lazarski University in Warsaw, Poland. The language of instruction is English. Teaching, assessment, grading and quality assurance meet British educational standards. The graduates of the programme will be awarded a Master of Arts degree.

Ordinarily, the graduates of the MA in IR Programme at Lazarski University receive two MA degrees: British (issued by Coventry University) and Polish (issued by Lazarski University). If they do not qualify for Coventry Un. degree, they receive only Lazarski Un. degree.

### Rationale

International Relations (IR) is about the world in which we live collectively, and the manner in which the world changes and continues. IR considers the choices that political actors make – from national governments to citizens and international institutions – and the structures and constraints under which they take them. Lazarski's MA in International Relations Programme (MA in IR) aims to train the students who could become local leaders and agents of political and social changes. Our programme is designed to help the graduates to become a member of the new competent local and international elite, especially in politics and diplomacy. At the same time, we help our students to mix academic knowledge with concrete leadership skills. We do believe that good political or diplomatic leadership requires foresight and insight, tying ethics with necessities, and integrity with difficult compromises. At the same time leadership is different from purely economic managerial skills. A good leader has to see the political community as a bond between the past, the present and the future generations and therefore adopt a deeper and longer perspective than a typical manager. Thus, the MA in International Relations offers an opportunity to obtain not only an insight into political process, but also into ways how to help the people in changing their life.

The MA in International Relations Dual Award Programme responds to the great opportunities of global politics, and the challenges and conflicts in Europe and in the world. International phenomena determine the lives of nations, communities and individuals. Politics, religion, human rights, economy, business, environment, health, terrorism, security, war, high and popular culture, science and education are interconnected and interdependent across national borders and continents. Understanding international conditions is the biggest challenge of today and tomorrow. Ability and skills to shape one's local and regional political life will be the greatest professional challenge for the ambitious young people, the leaders of the future.

The MA in IR Programme is run in accordance with the Lazarski University Rules and Regulations governing English Language Programmes.

The MA in IR 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

Upon successful completion of the MA in IR program, the graduates will have the following qualities and capabilities:

- Advanced academic and professional knowledge and understanding of the political, civilisational, social, economic and security complexity of Europe and the world;

- Qualification to hold leadership or advanced expert positions in both public and private organisations – including the diplomatic and consular corps, the international and national civil services, the media, think tanks, and business corporations – or to enter doctoral studies and pursue academic careers in research and teaching in the field of international relations;
- Knowledge and ability to apply, for both academic and professional purposes, various modern theories of international relations and advanced quantitative and qualitative research methods;
- Open mindedness, creativeness, inventiveness, flexibility and readiness to explore major professional and academic opportunities in the changing world;
- Preparedness to contribute original ideas, scientific discoveries and practical solutions to international affairs.

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

*i) Knowledge and understanding*

- The nature of international politics and its evolution
- Key actors in international relations—superpowers and regional powers, institutions and organizations,
- Main issues and problems of current foreign relations
- Research skills: ability to locate information and to gather relevant information

*i) Intellectual*

- Research skills: ability to locate information and to gather relevant information
- Effective usage of various quantitative and qualitative research techniques for social sciences.
- Ability to use both analysis and synthesis, to draw conclusions, to formulate and test hypotheses and build theories.

*ii) Practical*

- Communication, presentation, interaction skills.
- Ability to make forecasts considering different time periods.
- Ability to apply the rules of diplomacy and international law to a wide range of situations and organisations;
- Written and oral communication in English.
- Teambuilding — the ability to work creatively and flexibly with others as part of a team.
- Mediating skills.
- Ability to plan.

*iii) Personal and Social*

- Managing time and resources efficiently.
- Effective usage of IT, particularly the Internet, for professional purposes.
- Personal and leadership skills, including the use of group initiative, independence, and team working.
- Working in a multicultural environment.
- Creative and innovating thinking leading to solution of concrete problems.
- Ability to work creatively and flexibly with others as part of a team.

**Graduates**

Graduates of the MA in International Relations Programme will:

- gain advanced academic and professional knowledge and understanding of the political, civilisational, social, economic and security complexity of Europe and the world;
- be qualified to hold leadership or advanced expert positions in both public and private organisations – including the diplomatic and consular corps, the international and national civil services, the media, think tanks, and business corporations – or to enter doctoral studies and pursue academic careers in research and teaching in the field of international relations;
- know how to apply, for both academic and professional purposes, various modern theories of international relations and advanced quantitative and qualitative research methods;
- be open-minded, creative, inventive, flexible and ready to explore major professional and academic opportunities in the changing world;
- be prepared to contribute original ideas, scientific discoveries and practical solutions to international affairs.

# 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

Lazarski University offers the MA in International Relations Programme with the thought of attracting both former graduates of Łazarski as well as students from other institutions.

The Programme is offered for those who completed an undergraduate education—in Poland that means three years of full-time studies, passing all appropriate examinations, including the final, thesis defence examination—and have a BA (licentiate) degree in International Relations or other related disciplines. Additionally, the candidates have to prove their competence in English either by proving an appropriate certificate or by passing a language test. Minimum English Language Requirements is 6.5 IELTS

The required documents are:

- Original or certified true copy of B.A (licentiate) level diploma 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;

Lazarski also conducts preparatory English courses to improve the level of English among the students for whom English is not native language and to improve their ability to participate in the Programme.

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

LU recognises 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.



## THE STRUCTURE OF THE PROGRAMME

The MA in IR programme comprises Polish and British components:

- The Polish part covers four semesters and requires that the students collect 120 ECTS (European Credit Transfer System) credits by:
  - successfully completing the coursework worth 100 ECTS credits
  - writing and defending the MA dissertation (20 ECTS points)
- The British part begins with the second semester of studies and consists of two parts:
  - PART I: a two-semester coursework (2<sup>nd</sup> and 3<sup>rd</sup> sem.), worth 60 ECTS (120 UK credits);
  - PART II: the Degree (MA Dissertation, 4<sup>th</sup> sem.), worth 60 UK credits (20 ECTS);
- The Polish and British components are identical during the 2<sup>nd</sup> and 3<sup>rd</sup> semesters.
- Students studying for both British and Polish diploma shall write only one MA dissertation, for both degrees.
- Modules of the 1<sup>st</sup> and 4<sup>th</sup> sem. belong to the Polish component. The British component during the 4<sup>th</sup> sem. consists only of writing the MA dissertation

# THE DEGREE

## POLISH COMPONENT

<b>Programme Title:</b>	International Relations (IR)
<b>Degree Awarded:</b>	MA
<b>Credit Points:</b>	120 European Credit Transfer System (ECTS) Credit Points
<b>Duration:</b>	2 years (four semesters)

To be awarded the Polish Master's degree, the students must:

- Successfully complete the British part of the programme (coursework and the thesis, i.e., part I and part II)
- Successfully complete coursework belonging only to the Polish part of the post-graduate programme (i.e., semester 1 and semester 4)
- Successfully pass the thesis defense examination

The final mark for the Polish degree is calculated as follows: coursework is worth 60%, the thesis 20%, the defense examination 20%.

## BRITISH COMPONENT

<b>Programme Title:</b>	International Relations (IR)
<b>Degree Awarded:</b>	MA
<b>Credit Points:</b>	180 UK Credit Points 90 European Credit Transfer System (ECTS) Credit Points
<b>Duration:</b>	1,5 years (three semesters)

To be awarded the Master's degree, the students must complete:

- Part I: Two semesters of coursework (modular part of study) and earn 120 UK credit points (60 ECTS credits);
- Part II: Write Master's dissertation worth 60 UK credit points (30 ECTS credits).

A dual-award student cannot take only the British component of the MA programme, but must complete both, British and Polish (in other words: we do not have a single degree programme for CU degree; a single degree can be pursued only for the LU degree).

The calculation of final classification mark takes equally into account both parts of the Programme:

- i. Part I: (120 credits) 50 % of the final mark
- ii. Part II: (60 credits) 50 % of the final mark

Course	Lecturer	Hours	ECTS	UK credits
<b>YEAR I</b>				
<b>1st semestr</b>				
Fundamentals of Politics: Advance Analysis	Spasimir Domaradzki Jan Grzymiski Krzysztof Łazarski	60	10	0
Liberty, Citizenship and State	Krzysztof Łazarski	30	5	0
Leadership from the Ancients to the Moderns	Marcin Zaborowski	30	5	0
International Political Economy	Martin Dahl	30	5	0
MA Advanced English	Johanna Zientek	60	4	0
Athletics	Staff	30	1	0
Polish language (non-obligatory)	Staff	60	0	0
<b>1<sup>st</sup> semester together</b>		<b>300</b>	<b>30</b>	<b>0</b>
<b>2<sup>nd</sup> semester</b>				
Theories of International Relations	Spasimir Domaradzki	45	6	12
National & International Security	Jan Grzymiski	45	6	12
Human Rights and Environmental Protection	Wieslaw Waclawczyk	45	6	12
Globalization & Regionalization	Iryna Polet	30	5	10
Strategic Games	Marcin Zaborowski	30	5	10
MA in IR Academic Writing	Joanna Zientek	45	2	4
Polish language (non-obligatory)	Staff	60	0	0
<b>2<sup>nd</sup> semester together</b>		<b>300</b>	<b>30</b>	<b>60</b>
<b>Year I together</b>		<b>600</b>	<b>60</b>	<b>120</b>
<b>YEAR II</b>				
<b>3rd semester</b>				
Research Methods of IR	Jan Grzymiski/ David Pupovac	30	5	10
Justice in International Relations	Wieslaw Waclawczyk	30	5	10
MA seminar	Thesis tutors	30	0	0
<b>Validated electives (4)</b>		<b>120</b>	<b>20</b>	<b>40</b>
<b>3<sup>rd</sup> semester together</b>		<b>210</b>	<b>30</b>	<b>60</b>

2 <sup>nd</sup> and 3 <sup>rd</sup> semesters together		510	60	120
<b>4th semester</b>				
Non-validated electives (2)	Staff	60	10	0
MA seminar + writing tutorial	Thesis tutors (+ J. Zientek I A. Figurski)	75	20	60
<b>4<sup>th</sup> sem. together</b>		<b>135</b>	<b>30</b>	<b>60</b>
<b>Year I and II together</b>		<b>975</b>	<b>120</b>	<b>180</b>

<i>Validated Electives, for the 3<sup>rd</sup> semester</i>				
Chinese Civilisation: Economy, Politics and Society in Past and Today	Jaroslaw Jura	30	5	10
Contemporary Democracy vs. Ancient Politeia	Jaroslaw Olesiak	30	5	10
Statesmanship	Marcin Zaborowski	30	5	10
The United States and the European Union: Cultural, Political & Legal Differences in Approach to Modernity	Anrzej Bryk	30	5	10
Limits of Power	Spasimir Domaradzki	30	5	10
Geopolitics	Jerzy Zarzycki-Siek	30	5	10
State and Nation	Jan Grzymyski	30	5	10
Politics and Policies of EU	Spasimir Domaradzki	30	5	10
Economic and political foundations of EU	Jerzy Zarzycki-Siek	30	5	10

<i>Non-Validated electives, for the 4<sup>th</sup> sem.</i>				
Foundations of EU Law	Dominika Harasimiuk	30	5	0
EU Financial Procurement and Proposal Writing Methodology	Elana Diaconu	30	5	0

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

### **Specializations for the Polish MA degree**

Polish MA programme offers two specialties:

- European Administration
- Leadership and Statecraft

To be eligible for a given specialty, the student must complete at least three electives that are assigned to it. Some of them belong to validated, some to non-validated electives.

<b>Electives for European Administration</b>	<b>Electives for Leadership and Statecraft</b>
Politics and Policies of EU	Statesmanship
EU Financial Procurement and Proposal Writing Methodology	Limits of Power
Economic and Political Foundation of EU	State and Nation
USA and the EU: Cultural, Political and Legal Differences in Approach to Modernity	Contemporary Democracy vs. Ancient Politeia
	Geopolitics
	Chinese Civilisation: Economics, Politics and Society in Past and Today

### **MA Dissertation (60 UK credits/20 ECTS)**

Each student (candidate) has his/her thesis supervisor (advisor) who supervises his/her work on thesis (dissertation). The selection of the advisor should take place during the second semester. The student chooses the topic of his/her thesis which is reviewed and approved (or rejected) by the advisor. During the third semester the students pursue a programme of primary research as well as a critical review of secondary literature in preparation of the thesis under the supervision of the advisor. The advisor and students meet on regular basis, usually once a week or every other week to discuss the progress in student's research and writing. The context, data, analysis and conclusions of the student's study are to be presented for assessment in a dissertation that should not exceed 20,000 words in length. Its assessment will be based on an agreed mark between two Internal Examiners and the External Examiner after the dissertation has been presented for examination.

For more information regarding dissertation please read *MA Dissertation Manual* which is available on Lazarski University website.

## BRITISH DEGREE CRITERIA

To be awarded the Master's degree, the students must complete:

- i. Part I: Two semesters of coursework (modular part of study) and earn 120 credit points (60 ECTS credits)
- ii. Part II: Write Master's dissertation worth 60 credit points (20 ECTS credits)

The Master's degree is classified according to the following scheme:

Distinction:	70% or more
Merit	60-69%
Pass:	40%-59%
Fail:	39 or less

The calculation of final classification grade takes equally into account both parts of the Programme:

- i. Part I: (120 credits) 50 % of the final grade
- ii. Part II: (60 credits) 50 % of the final grade

Master's students who have completed Part I with an overall average grade 65% to 69% are still eligible for the award of a degree "with Distinction," provided that they obtained a mark 70% or more in Part II, and that the aggregate grade for Part I and Part II is 70% or higher.

The Master's students who did not progress to the completion of the programme may qualify for either

- i. a Postgraduate Certificate upon attaining a minimum of 60 credits in their coursework at level 7, or
- a Postgraduate Diploma upon attaining 120 credits in their coursework at level 7.

# ASSESSMENT

## Teaching and Learning

Each semester of the MA in International Relations Programme carries 30 ECTS credits (60 British credit points for the British part), divided into required (core) courses and elective courses (modules). Each course of the British part is worth 10 credit points (5 ECTS credits), except for the following: Theories of International Relations, National and International Security, as well as Human rights and Environmental Protection which are worth 12 credits (6 ECTS) and MA in IR Academic Writing which carries 4 credits (2 ECTS credits). In the Polish part, all courses are worth 5 ECTS points, with exception of MA in IR Advanced English (4 ECTS credits) and Athletics (1 ECTS).

Students' presence in all classes is obligatory. Absence in any class without serious reasons may lead to failing the course. Repeated unexcused absence may lead to deleting a student from the Programme by the Programme Director. Students 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 component concerned.

## Contact Hours

Each course of 12 credits (6 ECTS credits) will require about 150 hours of student workload. This includes:

- 50 hours of contact time comprising lectures, seminars, workshops and consultation
- Expected 120 hours of individual study, including preparation of course work, presentation, written papers and examination.

Each course of 10 credits (5 ECTS credits) will require about 100 hours of student workload. This includes:

- 30-35 hours of contact time comprising lectures, seminar, workshops and consultation
- Expected 70 hours of individual study, including preparation of course work, presentation, written papers and examination.

MA in IR Advanced English and MA in IR Academic Writing are specific courses. MA in IR Advanced English has 60 hours however carries only 4 ECTS points. The MA in IR Academic writing has 45 hours and carries only 2 ECTS points (4 UK credits). The time of individual study depends on student's knowledge of English, but in general it tends to require at least 150 hours of student workload.

## Methods of Assessment

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
- MA Thesis project

### **Proportion of Principal Methods of Assessment**

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%

### **Structure of Assessment**

Thorough assessment of students' performance and progress in the modules (courses) is done by applying a comprehensive combination of different written examinations and quizzes throughout each semester, papers in various forms, and highly interactive in-class activities such as conducting debates, strategy games or quizzes.

All assessment methods and their proportions in the Programme modules are listed in the course descriptions and in the summaries above and below.



## DETAILS OF COURSE ASSESSMENT

COURSE TITLE	COORDINATOR	STATUS	ASSESSMENT METHODS
<b>SEMESTER 1</b>			
Fundamentals of Politics: Advance Analysis	Krzysztof Łazarski	Required	Coursework 50%: midterm exam Final exam 50%
Liberty, Citizenship and State	Krzysztof Łazarski	Required	Midterm exam, 20%; final exam 40%; active participation, 20%
Leadership from the Ancients to the Moderns	Marcin Zaborowski	Required	Coursework: paper 50%; Final paper 50%
International Political Economy	Martin Dahl	Required	Coursework 60%: two in-class exams each worth 30%; Final exam 40%
MA Advanced English	Johanna Zientek	Required	Coursework 60%: two in-class exams each worth 30%; Final exam 40%
Athletics	Staff	Required	
Polish language (non-obligatory)	Staff	Non-obligatory	
<b>SEMESTER 2</b>			
Theories of International Relations	Spasimir Domaradzki	Required	Coursework 60%: paper; Final exam 40%
National & International Security	Jan Grzymiski	Required	Coursework 60%: paper; Final exam 40%
Human Rights and Environmental Protection	Wiesław Wactawczyk	Required	Coursework 60%: paper; Final exam 40%
Strategic Games	Marcin Zaborowski	Required	Coursework 60%: paper; Final exam 40%
Globalization & Regionalization	Iryna Polets	Required	Coursework 60%: paper; Final exam 40%
MA in IR Academic Writing	Joanna Zientek	Required	Coursework 60%: two in-class exams each worth 30%. Final exam 40%
<b>SEMESTER 3</b>			
Justice in International Relations	Wiesław Waclawczyk	Required	Coursework 60%: paper; Final exam 40%

Research Methods of International Relations	Jan Grzyski/ David Pupovac	Required	Coursework 100%: a prospectus 40%, bibliography and literature review 40%, essay 20%
ELECTIVES (4)	Staff	Elective	List of Electives below
<b>LIST OF 3<sup>rd</sup> SEMESTER ELECTIVES</b>			
Chinese Civilisation: Economy, Politics and Society in Past and Today	Jaroslav Jura	Elective	Coursework 60%: paper; Final exam 40%
Statesmanship	Marcin Zaborowski	Elective	Coursework 60%: critical written analysis of a modern political actor. Final exam 40%
The United States and the European Union: Cultural, Political & Legal Differences in Approach to Modernity	Andrzej Bryk	Elective	Coursework 60%: paper; Final exam 40%
Geopolitics	Jerzy Zarzycki-Siek	Elective	Coursework 60%: paper. Final exam 40%
Limits of Power	Spasimir Domaradzki	Elective	Coursework 60%: paper. Final exam 40%
State and Nation	Jan Grzyski	Elective	Coursework 60%: paper; Final exam 40%
Politics and Policies of European Union	Spasimir Domaradzki	Elective	Coursework 60%: paper. Final exam 40%
Economic and Political foundations of EU	Jerzy Zarzycki-Siek	Elective	Coursework 60%: paper; Final exam 40%
Contemporary Democracy vs Ancient Politeia	Jaroslav Olesiak	Elective	Coursework 60%: paper; Final exam 40%
<b>LIST OF 4<sup>th</sup> SEMESTER ELECTIVES</b>			
Fundamentals of EU Law	Dominika Harasimiuk	Elective	Coursework 60%: midterm 30%, paper 30%; Final exam 40%
EU Financial Procurement and Proposal Writing Methodology	Elena Diaconu	Elective	Coursework 60%: midterm 20%, project paper 40%; 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 criteria shall be used to apply grades for MA in IR programme:

Indicative mark	Percentage % marks	Characteristics
	<b>Distinction 70% and above</b>	
A	70% and above	Very high standard of critical analysis using appropriate conceptual frameworks. Excellent understanding and exposition of relevant issues. Clearly structured and logically developed arguments. Good awareness of nuances and complexities. Substantial evidence of well-executed independent research.

		Excellent evaluation and synthesis of source material. Relevant data and examples, all properly referenced.
	<b>Merit 60-69%</b>	
B	69-60%	High standard of critical analysis using appropriate conceptual frameworks. Clear awareness and exposition of relevant issues. Clearly structured and logically developed arguments. Awareness of nuances and complexities. Evidence of independent research. Good evaluation and synthesis of source material. Relevant data and examples, all properly referenced.
C	59-50%	Uses appropriate conceptual frameworks. Attempts analysis but includes some errors and/or omissions. Shows awareness of issues but no more than to be expected from attendance at classes. Arguments reasonably clear but underdeveloped. Insufficient evidence of independent research. Insufficient evaluation of source material. Some good use of relevant data and examples, but incompletely referenced.
D	49-40%	Adequate understanding of appropriate conceptual frameworks. Answer too descriptive and/or any attempt at analysis is superficial, containing errors and/or omissions. Shows limited awareness of issues but also some confusion. Arguments not particularly clear. Limited evidence of independent research and reliance on a superficial repeat of class notes. Relatively superficial use of relevant data, sources and examples and poorly referenced.
	Pass Mark = 40%	
E	39-30%	Weak understanding of appropriate conceptual frameworks. Weak analysis and several errors and omissions. Establishes a few relevant points but superficial and confused exposition of issues. No evidence of independent research and reliance on a superficial repeat of class notes. Relatively superficial use of relevant data, sources and examples and poorly referenced.
F	29% and below	Very weak or no understanding of appropriate conceptual frameworks. Very weak or no grasp of analysis and may errors and omissions. Very little or no understanding of the issues raised by the question.

		No appropriate references to data, sources, examples or even class notes.
--	--	---

## EXAMINATION PAPERS

For the MA Programme in International Relations, 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 be given sample copies of the exam, consisting of a sample of no less than 10% of the examinations, to grade independently of the first examiner.

Examinations, marked by the examiner, that have received grades between 35%-39% and 67%-69%, as well as a sample (1-2) for each class of marks, shall also be given to the internal moderator for review. The moderator may ask to see other pieces of assessment outside of the given 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.

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.

When the marking is completed, the answer papers are returned to the Registrar.

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

## **External Examination Marking**

All examination papers and grades of both first and second internal examiners are available for the External Examiner and Academic Link Tutors designated by Lazarski University's Validated Studies partner. External Examiners will review the marking process and marks awarded to check for fairness and consistency.

## **Thesis Marking**

The MA 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.

1. Unconfirmed marks are those that have not been confirmed by the Examination Board including the relevant External Examiner(s);
2. 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;
3. Students are given individual feedback on their performance to date (e.g. coursework, semester one examinations) as this promotes learning and facilitates improvement. Any feedback should be constructive and timely, in order for a student 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.
4. 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 MA/MSc students, compensation is possible only within 2 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.

- 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.

---

<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



- 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%.

MA/MSc students are allowed to retake only two modules. If a student fails to pass more than two modules, they are deleted from the programme under the discretion of the Examination Board.

- a. A student at Master's level who has failed and retaken a module cannot be eligible for Distinction in the degree.

### **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 MA/MSc degree must be met within not more than 30 months 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 MA in IR students, applying for Erasmus + programme may lead to the postponement of graduation from Lazarski University, and participation in the programme is only possible during Semester 4 of studies. 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.



# MODULE DESCRIPTORS

## FIRST SEMESTER (NON-VALIDATED)

### *FUNDAMENTALS OF POLITICS: ADVANCED ANALYSIS*

#### 1. MODULE SUMMARY

##### Aims and Summary

This course aims at introducing MA students to the rudimentary concepts relevant to advanced analysis of International Relations. It centers on interpretation of fundamental ideas and processes which shaped Western tradition of thinking about politics. The course aims to show the birth and growth of principal ideas, concepts, levels of analysis, institutions, and trends in international relations such as power, war, peace, international order, sovereignty, liberty. The students are expected to know the basics from BA level education, but the course has no formal pre-requisites.

##### Module Size and credits

CATS points	0
ECTS credits	5.0
Total student study hours	160
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

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

N/A

##### Excluded Combinations

None

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

Midterm exam, 50%; final exam 50%

##### 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. Lower mark leads to a re-sit exam for the failed component.

##### Special Features

None

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

MA Year 1 International Relations

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

None

#### 2. TEACHING, LEARNING AND ASSESSMENT

##### Intended Module Learning Outcomes

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

1. Trace the origins of different tradition of thinking about politics and international relations
2. Critically evaluate the concepts of power, war, peace, international order, sovereignty, law and liberty.
3. Be able to observe the evolution of model sovereign state, its concept and practice in the international relations and.
4. Be able to compare and discuss various political concepts and levels of analysis that are pertinent to understanding modern International Relations.
5. Recognize the role and place of state and non-state actors and assess their impact in international relations

#### **Indicative Content**

- Ancient politics: polis, justice, sovereignty, law and citizenship. Polis vs. cosmopolis
- Medieval society and politics
- The Westphalian model
- The Post-Napoleonic order
- Woodrow Wilson and the international liberal order
- Post Cold War reality – between uni- and multi- polarity
- Levels of analysis in IR
- The nature of politics, state, law and the concept of sovereign power
- International order and the concept of war and peace
- Modern concepts of sovereignty and statehood
- Idea of universal law in international relations
- Impact of the rudimentary economic ideas on international politics.
- Impact of the French Revolution on understanding modern politics

#### **Teaching and Learning:**

This module will be taught by means of lecture, reading 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>	30 hours	{20%}
<b>Self guided</b>	100 hours	{60%}
<b>Seminar</b>	30 hours	{20%}
<b>Workshop</b>	0 hours	{0%}
<b>Total</b>	160 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (50 % – each 2,5 credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

Final exam (50% – 2,5 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

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

20-09-2016

### 3. MODULE RESOURCES

#### Essential Reading

- Chris Brown (2002), Terry Nardin and Nicholas Rengger, International Relations in Political Thought
- John Baylis, Steve Smith & Patricia Owens (2011), The Globalization of World Politics, An introduction to international relations. Oxford University Press, 5th ed.
- J.Grieco, G.H.Ikenberry, M.Mastanduno (2015), Introduction to International Relations, Enduring Questions and Contemporary Perspectives, Palgrave
- George Sabine (1973), A History of Political Theory, 4th edition
- Plato, Republic, selected chapters
- Aristotle, Politics, selected chapters
- St. Augustine, City of God, selected chapters
- St. Thomas, Questions 90-97 of Summa Theologica (teaching materials)
- Jean Bodin, The Six Books of Commonwealth, selected fragments
- Niccollo Machiavelli, The Prince, selected fragments
- Thomas More, Utopia, selected fragments
- Thomas Hobbes, Leviathan, selected fragments
- Hugo Grotius, The Law of War and Peace, selected fragments
- John Locke, Two Treatises on Government, selected fragments
- Immanuel Kant, On Perpetual Peace, selected fragments
- Adam Smith, The Wealth of Nations, selected fragments
- Charles Montesquieu, The Spirit of Law, selected fragments
- Alexis de Tocqueville, Ancien Régime and the Revolution, selected fragments
- Edmund Burke, Considerations on the Revolution in France, selected fragments
- Karol Marks, The Communist Manifesto, selected fragments

#### Recommended Reading

- Gertrude, Himmelfarb. 2005. The Roads to Modernity. The British, French, and American Enlightenments. Vintage.

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. hab. Krzysztof Łazarski

**E-mail** k.lazarski@lazarski.edu.pl

#### Length and month of examination

90 minutes in November and 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

Faculty of Economics and Management

# *LEADERSHIP FROM THE ANCIENTS TO THE MODERNS*

## **1. MODULE SUMMARY**

### **Aims and Summary**

This course seeks to examine relationships between political actors with special focus upon leadership styles and skills. The course will look at the significant events in the history of Western civilization and how those events were shaped by modern and ancient statesmen. The aim of the course is to tie the academic knowledge they acquire with concrete leadership skills and acumen they expect to develop. Good political or diplomatic leadership requires foresight and insight, tying ethics with necessities and understanding the need to make sacrifices and difficult compromises. At the same time leadership is, however, very different from purely economic managerial skills. A good leader has to see the political community as a bond between the past, the present and the future generations and therefore adopt a deeper and longer perspective than a typical manager.

### **Module Size and credits**

CATS points	0
ECTS credits	5.0
Total student study hours	130
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

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

N/A

### **Excluded Combinations**

None

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

Coursework 50%; final paper 50%

### **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. Lower mark leads to a re-sit exam for the failed component.

### **Special Features**

None

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

MA Year 1 International Relations

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

None

### **Intended Module Learning Outcomes**

By the end of the course students should be able to

- Evaluate the limits and strengths of the human dimension of international politics based on historical case studies.

- Understand the important traits of historical leaders, so understand what works and what does not work in shaping successfully international policies.
- Assess the role of individual human actors have on politics at the international level from a historical standpoint.
- Synthesize information in order to formulate a coherent and convincing argument pertaining to a historical case study of leadership.

## 2. TEACHING, LEARNING AND ASSESSMENT

### Indicative Content

- Introduction of Leadership and statesmanship.
- The psychology and the question of character of the leader
- Mythic and Legendary Founders: From Theseus to Poplicola
- Leaders when things are new or lacking restraints of past custom or tradition
- Long Established Regimes in Crisis: From Pyrrhus to Phocion
- Regimes in Crisis to Regimes in Collapse: From Cato the Younger to Otto
- Introduction to modern leadership styles
- Modern Machiavellians
- Democratic Leadership

### Teaching and Learning:

This module will be taught by means of lecture, reading 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>	100 hours	(70%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	60 hours	(100%)
<b>Total</b>	130 hours	

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

The intended learning outcomes will be assessed as follows:

- First Essay (50 % – each 2,5 credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4
- Second Essay (50% – 2,5 Credits): 90 minutes; contributes to learning outcomes 1, 2, 3, 4

### Date of last amendment

04.10.2016

## 3. MODULE RESOURCES

### Essential Reading

Plutarch, The Lives of Noble Greek and Romans

<http://www.bostonleadershipbuilders.com/plutarch/index.htm>

Burnham, James. 1943. *The Machiavellians*. The John Day Company: New York.

<https://archive.org/details/BurnhamJamesTheMachiavellians>

Machiavelli, Niccolo. 1996. *Discourses on Livy*. Trans. by Harvey Mansfield and Nathan Tarcov. Chicago: University of Chicago Press.

Richard Skowronek, *The Politics Presidents Make. Leadership from John Adams to George Bush*, Belknap Press, Cambridge, 1993.

### **Recommended Reading**

Eliot Cohen, *Supreme Command* (Free Press 2002)

Jospeh S Nye, *The Powers to Lead*

Carnes Lord, *Losing Hearts and Minds?: Public Diplomacy and Strategic Influence in the Age of Terror* (Praeger Security International)

Winston Churchill, *Marlborough* 2 vol. University of Chicago Press

Richard Nixon, *Leaders*

Steven F. Hayward, *Greatness*

David McCullough, *Truman*

Conrad Black *Richard M. Nixon: A Life in Full*

Martin Gilbert, *Churchill: A Life*

Michael Knox Beran, *Forge of Empires: Three Revolutionary Statesmen and the World They Made, 1861-1871*

Daniel Mahoney, *De Gaulle: Statesmanship, Grandeur, and Modern Democracy*

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Marcin Zaborowski

**E-mail** marcin.e.zaborowski@gmail.com

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

N/A

### **Expected teaching timetable slots**

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

No timetable information available.

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

Faculty of Economics and Management

# *LIBERTY, CITIZENSHIP AND STATE*

## **1. MODULE SUMMARY**

### **Aims and Summary**

#### **5.1 Aims**

The aim of this course is to acquaint the students with various notions and concepts of political liberty both in theory and practice. The course addresses the question of how freedom was understood and practiced in polities of the past and the present, as well as how it was viewed in political theories.

The course is a reading seminar on liberty, citizenship and state. This means that the students read assigned texts, refresh their background knowledge acquired earlier, and discuss them the class.

### **Module Size and credits**

<b>CATS points</b>	0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	1-Oct-2016

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

N/A

### **Excluded Combinations**

None

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

Midterm exam, 20%; final exam 40%; active participation, 20%

Pass requirements:

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component. Lower mark leads to a re-sit exam for the failed component.

### **Special Features**

None

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

MA Year 1 International Relations

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

None

### **Intended Module Learning Outcomes**

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

- Understand and critically evaluate various notions and concepts of liberty and citizenship, in the past and present
- Know the difference between “civic freedom” and liberal “civil liberty”, organic and doctrinaire liberalisms, as well as to see their relation to state

- Analyze the impact of various concepts of liberty and citizenship on the state
- Analyze links and tensions between liberty and such ideas as equality, justice, property, morality, democracy, etc

## 2. TEACHING, LEARNING AND ASSESSMENT

### Indicative Content

1. Freedom in antiquity: from Greece to Rome
2. Liberty in estate society
3. Liberty in early modern period
4. Liberty and law
5. Liberty, equality, justice and democracy
6. Organic liberalism (republicanism); community (society) vs. state
7. Liberty in collectivism and totalitarianism
8. From religious, minority, national rights to postmodern freedom

### Teaching and Learning:

This module will be taught by means of lecture, reading 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>	10 hours	(10%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	20 hours	(20%)
<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:

Active participation (20% --1 credits), contributes to all outcomes

Midterm exam (40 % -2 credits): 90 minutes; contributes 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

20-09-2016

## 3. MODULE RESOURCES

### Essential Reading

Aristotle, Politics, selected fragments

Isaiah Berlin (2005), 'Two Concepts of Liberty', in Henry Hardy (ed.), Liberty (or any other edition, internet resources)

Edmund Burke (1793), 'Remarks on the Policy of the Allies' (excerpts, zasoby)

Christopher Butler (2002), Postmodernism-A Very Short Introduction, chap. 2 and 5 (zasoby)

John C. Calhoun (1849), 'Disquisition on Government', in Union and Liberty (excerpts, internet)



resources)

Benjamin Constant, Liberty of the Ancients and the Moderns (internet or zasoby)

\_\_\_\_\_, Principles of Politics Applicable to All Governments (excerpts, internet)

The American Declaration of Independence (1776), internet resources)

The French Declaration of the Rights of Man and of the Citizen (1789), internet resources

Friedrich von Hayek (1944), The Road to Serfdom, selected chapters (library or internet resources)

Hobbes, refreshing his view on state of nature and law of nature

John Paul II (1998), Fides and Ratio (selected fragments; internet)

Donald Kagan, Western Heritage (teaching materials on our zasoby)

Immanuel Kant, "What is Enlightenment" (internet or zasoby)

John McKay et al (2008), A History of Western Society, selected chapters

Christopher Lazarski (2012), Power Tends to Corrupt: Lord Acton's Study of Liberty. Northern Illinois Press (selected chapters)

Locke, refreshing his view on state of nature and law of nature

Marx-Engels (1848), The Communist Manifesto (fragments; internet)

John Stuart Mill (1859), On liberty (library, internet)

George Orwell (1945), "The Pig's Dream," in Animal Farm, chap. I (internet or zasoby)

Jim Powell, Postmodernism for Beginners (1998), excerpts, internet

Rousseau, refreshing his view on state of nature and law of nature

Alexander Solzhenitsyn (1978), A World Split Apart (internet)

St. Thomas, On Law, Morality and Politics (selected fragments, zasoby)

Alexis de Tocqueville (1835-1840), On Democracy in America, Intro, and chap. 3 (best in Mansfield translation; library)

### **Recommended Reading**

None

## **4. MODULE ORGANISATION**

**Name** Dr. hab. Krzysztof Łazarski

**E-mail** k.lazarski@lazarski.edu.pl

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

90 minutes in November and 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**

Faculty of Economics and Management

# *INTERNATIONAL POLITICAL ECONOMY*

## 1. MODULE SUMMARY

### Aims and Summary

This interactive course is devoted to the salient and contemporary issues and problem of Economy development in a globalizing world. It gives indebt analysis of theoretical knowledge underlying the evolution of economics of development. Student also will become familiar with the functions of Economic Institutions and how they can facilitate development. Can efficiently functioning markets be created in countries lacking them? Or should the state take over the functions normally left to the markets elsewhere? These and other questions will be addressed. The course drives students to analytical understanding of poverty and dependency and why some states are underdeveloped and poor. Finally, the role of the state in national economic development, as well as problems, success stories will be examined.

### Module Size and credits

CATS points	0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

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

None

### Excluded Combinations

None

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

Coursework 60%: midterm exam;

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. Re-assessment: coursework component(s) and/or examination as appropriate.

### Special Features

None

### Course stages for which this module is mandatory

MA in International Relations, 1st year

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

1. Critically examine the interaction between political and economic phenomena on a

- national and global scale;
- 2. Apply concepts and theoretical models in the field;
- 3. Analyze how politics of trade and finance affects development and regional integration;
- 4. Present data in the areas of economic growth and planning for development.

**Indicative Content**

- Evolution of world economy from different perspectives
- The global south in historical perspective.
- Politics of economic development and global inequality.
- Poverty and economic development
- The debt time bomb of Low developed countries
- Dependency issues and the plights of developing countries of the south
- Foreign aid and governance
- Human/Social capital for economic development
- Trade, finance and investment perspectives
- Transnational corporations (TNCs) in the globalized economy and concludes by
- Environmental: Economic Paradigm of Environment and planning
- Institutional perspectives on economic development.

**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>	65 hours	(65%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	5 hours	(5%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

Midterm exam (60% - 6 Credits): 90 minutes; contribute 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**

20-09-2014

**3. MODULE RESOURCES**

**Essential Reading**

Michael P. Todaro and Stephen C. Smith. Economic Development, Addison-Wesley, 2008.

Gregory N. Mankin and Mark P. Taylor. Economics. South – Western, CENGAGE Learning press, UK, USA, 2010.

**Recommended Reading**

Malcolm Gillis, Dwight H. Parkins, Michael Roemer, and Donald R. Snodgrass, eds. Economics

of Development (second edition), W.W. Norton and Company, New York, London, 1987.  
Horst Siebert, The World Economy. Routledge press, London, New York, 1999.  
Bradley R. Schiller, The Economy Today. McGraw – Hill, Inc. New York, 1991.  
Robert J. Carbaugh. International Economics. Thomson. South – Western, USA, 2004.  
Sachs Jeffrey, The End of Poverty: How we can make it happen in our life time. Penguin Books, London, 2005.  
Richard W. Mansbach and Kirsten L. Rafferty, Introduction To global Politics. Routledge. London, New York, 2008.  
Henry R. Nau, Perspectives On International Relations. CQ press, Washington, D.C. 2009.  
John Ravenhill, The Emergence of IPE, in Christian Reus-smit and Duncan Snidal, The Oxford Handbook of International Relations. Oxford University press 2008.

#### **Required Equipment**

None.

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

##### **Module leader**

**Name** Dr. Martin Dahl

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

Faculty of Economics and Management

# MA ADVANCED ENGLISH

## 1. MODULE SUMMARY

### Aims and Summary

The aim of the course is to provide advanced language support for students who must simultaneously acquire the knowledge of academic writing rules, thus be able to write academic papers (essays and research papers), develop the style and vocabulary characteristic of academic writing. It focuses on a variety of complex grammatical areas, lexical problem areas, revised and consolidated through various exercises on the advanced level. Alongside, it provides theoretical background and thorough analysis of grammar issues. All abovementioned aim to lead to developing proficient writing skills, indispensable for students in their university course. In terms of academic writing principles implemented parallel with language issues throughout this course, it teaches learners how to structure paragraphs using various linguistic devices, how to order and link them into cohesive and coherent essays, and how to write various types of papers that are required in written academic assignments. It makes students familiar with different strategies of writing used in the academic context, as well as importing information from outside sources in their writing using such ways that they avoid committing plagiarism. A great emphasis is placed on the documentation of sources, thereby preparing students for writing dissertation papers. Different strategies of summarizing and paraphrasing, as well as synthesizing are explained and practiced.

### Module Size and credits

CATS points	0
ECTS credits	4.0
Total student study hours	60
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

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

B2 level English

### 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

MA Year 1 International Relations

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

Academic writing issues:

- 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. Summary and paraphrase. Direct and indirect methods of importing information from outside sources.
- Ways of avoiding plagiarism.
- Structure of a paragraph. Different types of paragraphs.
- Summary, paraphrase and synthesis.
- Unity and coherence rules.
- Words to be avoided in academic writing. Words of foreign origin used in academic writing. Rules of language formality
- Essay structure. Cause/ result essay. Cause/result linking devices

Advanced grammar issues:

- Sentence structure. Different types of clauses
- English tenses
- Passive voice
- Modal verbs
- Reported speech
- Conditionals
- Verb structures
- Inversion
- Articles

- Academic vocabulary

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours (0%)
<b>Lecture</b>	0 hours (0%)
<b>Self guided</b>	0 hours (0%)
<b>Seminar</b>	0 hours (0%)
<b>Workshop</b>	60 hours (100%)
<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% - 6 Credits): 120 minutes each; contribute to learning outcomes 1, 2, 3, 4, 5, 6, 7, 8

Final exam (40% - 4 Credits): 120 minutes; contributes to learning outcomes 1, 2, 3, 4, 5, 6, 7, 8

### Date of last amendment

6-09-2016

### 3. MODULE RESOURCES

#### Essential Reading

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

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

Vince, M., 2003. Advanced Language Practice: English Grammar and Vocabulary. Oxford: Macmillan Education.

#### Recommended Reading

Bailey, S., 2006. Academic Writing A Handbook for International Students Second edition. London and New York: Routledge

501 GRAMMAR AND WRITING QUESTIONS, 2006. New York: Learning Express.

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

Hewings, M., 2005. Advanced Grammar in Use. Cambridge: CUP.

Leki, I. ACADEMIC WRITING: Exploring Processes and Strategies. Cambridge: CUP.

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.

Murphy, R., 2004. English Grammar in Use; upper-intermediate and advanced (3ed). Cambridge: CUP.

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

**Length and month of examination**

120 minutes in January, 2017

**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**

Faculty of Economics and Management



## SECOND SEMESTER (VALIDATED)

(in alphabetical order)

### *GLOBALISATION AND REGIONALISATION*

#### 1. MODULE SUMMARY

##### **Aims and Summary**

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

##### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

##### **Excluded Combinations**

None

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

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

##### **Pass requirements**

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

## Special Features

None

## Course stages for which this module is mandatory

MA Year 1 International Relations (level 7)

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

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

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(65%)

<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(5%)
<b>Total</b>	100 hours	

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

The intended learning outcomes will be assessed as follows:

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

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

### **Re-sit**

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

### **Date of last amendment**

26-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

Telo M. (2007): European Union and New Regionalism. Regional Actors and Global Governance in a Post-hegemonic Era, 2nd ed, Burlington, VT.  
 Van Langenhove L., (2011): Building Regions. The Regionalization of the World Order, Farnham/Burlington

### **Recommended Reading**

Cooper, A., Hughes, Ch., and De Lombaerde, Ph. (2007): Regionalisation and Global Governance, Routledge.  
 Jones, R. (2001): The Politics and Economics of the European Union. 2nd ed. Edward Elgar.  
 Mario, T., Telao, M. and Arnadottir, A, (2014): European Union and New Regionalism Competing Regionalism and Global Governance in a Post-Hegemonic Era, Ashgate  
 Paul, T.V. (2012): International Relations Theory and Regional Transformation Cambridge: Cambridge University Press  
 Sampson, G.P., and Woolcock, St. (2003): Regionalism, Multilateralism and Economic Integration: The Recent Experience, United Nations University Press.  
 Stiglitz, Joseph (2002): Globalisation and its discontents, Penguin Books.  
 Sweeney, S. (2014): Europe, The State & Globalisation Hoboken : Taylor and Francis  
 Van Langenhove, L. (2011): Building Regions: The Regionalization of the World Order

Wouters, J., Braeckman, A., Lievens, M. (2015): Global Governance and Democracy  
Cheltenham: Edward Elgar 2015

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Iryna Polets

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

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

120 minutes in May

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

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

# *HUMAN RIGHTS AND ENVIRONMENTAL PROTECTION*

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	12.0
<b>ECTS credits</b>	6.0
<b>Total student study hours</b>	110
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **Excluded Combinations**

None

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

Coursework 60%: composed of essay

Final exam 40%

### **Pass requirements**

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

### **Special Features**

None

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

MA Year 1 International Relations (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

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

### **Teaching and Learning**

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

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

Student activity and time spent on each activity comprises:

**Guided**                      0 hours              (0%)

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

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

The intended learning outcomes will be assessed as follows:

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

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

### **Re-sit**

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

### **Date of last amendment**

25-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

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

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

### **Recommended Reading**

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

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

Gear, A., Kotze, L. (2015) *Research Handbook on Human Rights and the Environment* Cheltenham: Edward Elgar Publishing

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Prof. Wiesław Wactławczyk

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

**Length and month of examination**

120 minutes in May

**Expected teaching timetable slots**

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

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

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

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



## *MA in IR ACADEMIC WRITING*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

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

#### **Module Size and credits**

<b>CATS points</b>	4.0
<b>ECTS credits</b>	2.0
<b>Total student study hours</b>	45
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

Advanced English, IELTS 7.0 or equivalent

#### **Excluded Combinations**

None

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

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

#### **Pass requirements**

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

#### **Special Features**

None

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

MA Year 1 International Relations (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

- Consolidation of the process of writing and basic rules of writing. Organizing the material.
- Outlining and note-taking techniques.
- Revision of different types of paragraphs. Describing and analysing changes, processes, procedures, causes and effects.
- Formality rules; converting texts into more formal.
- Rules of writing bibliography and in-text referencing. Rules concerning the use of outside sources and documentation of sources in accordance with Harvard Referencing System. Methods of avoiding plagiarism.
- Summary and paraphrase.
- Unity and coherence rules.
- Essay structure- comparison/ contrast essay. Linking devices
- Essay structure- argumentative essay. Discourse markers.
- Presenting and substantiating the argument.
- Argumentative thesis statements.
- Rules of writing the critical review of books/articles.
- Describing research methods and rules of writing research papers.

## Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

## Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

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

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

### Re-sit

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

### Date of last amendment

20-10-2016

## 3. MODULE RESOURCES

### Essential Reading

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

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

### Recommended Reading

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

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

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

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

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

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

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Mgr. Joanna Zientek,

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

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

120 minutes in May

### **Expected teaching timetable slots**

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

No timetable information available

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

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

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

# *NATIONAL AND INTERNATIONAL SECURITY*

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	12.0
<b>ECTS credits</b>	6.0
<b>Total student study hours</b>	110
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **Excluded Combinations**

None

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

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

### **Pass requirements**

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

### **Special Features**

None

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

MA Year 1 International Relations (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

- Introduction

#### Part i – theoretical approaches

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

#### Part ii – security issues and challenges

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

- Environmental security

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

### Re-sit

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

### Date of last amendment

20-09-2014

### 3. MODULE RESOURCES

#### Essential Reading

Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies. An Introduction*, (2010).

Paul. D Williams (ed.), *Security Studies. An Introduction*, (2008 or later editions).

#### Recommended Reading

Louise Amoore, Algorithmic War: Everyday Geographies of the War on Terror, *Antipode* 41 (1): 49–69, (2009).

Mark Duffield, *Global Governance and the New Wars*, chapters 2, 5. (2001).

Lorraine M. Elliott, *The Global Politics of the Environment*, chapter 9. (1998).

Aidan Hehir, *Humanitarian Intervention after Kosovo: Iraq, Darfur and the Record of Global Civil Society*, chapters 2 (2008).

Jey Huysmans, *The Politics of Insecurity. Security, Migration & Asylum in the EU*, chapters 4, 5, 6. (2006).

Jon Moran, Mark Phythian, *Intelligence, Security and Policy Post-9 11. The UK's Response to the War on Terror*, chapters 1, 2., (2008).

Tomas Nail, *The Figure of Migrant*. Stanford University Press, (2015).

Stevens, A., *Surveillance Policies, Practices and Technologies in Israel and the Occupied Palestinian Territories: Assessing the Security State.*, (2011).

Nick Vaughan-Williams, *Europe's Crisis Border*, Oxford University Press, (2015)

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Jan Grzymski  
**E-mail** [j.grzymski@lazarowski.edu.pl](mailto:j.grzymski@lazarowski.edu.pl)

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

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

No timetable information available

### Subject Quality and Approval information

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



# *STRATEGIC GAMES*

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

n/a

### **Excluded Combinations**

n/a

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

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

### **Pass requirements**

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

## Special Features

n/a

## Course stages for which this module is mandatory

MA in International Relations, Year 1 (level 7)

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

n/a

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

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

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

### Teaching and Learning

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

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

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

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

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

The intended learning outcomes will be assessed as follows:

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

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

### **Re-sit**

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

### **Date of last amendment**

30-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

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

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

David C. Gompert, Astrid Cevallos, Cristina L. Garafola, "War with China Thinking Through the Unthinkable:"

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

### **Recommended Reading:**

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

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

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

<<https://globaltrends2030.files.wordpress.com/2012/11/global-trends-2030-> James M.

"Global Trends 2025, A World Transformed – National Intelligence Council 2008":

[http://www.dni.gov/files/documents/Global%20Trends\\_2025%20Report.pdf](http://www.dni.gov/files/documents/Global%20Trends_2025%20Report.pdf).

november2012.pdf>, pp. i-73.

Goldgeier, The Future of NATO, Council on Foreign Relations Report 2010: <http://www.cfr.org/nato/future-nato/p21044>.

Daniel Kahnem and Amos Tversky, "Prospect Theory: An Analysis of Decision under Risk", *Econometrica*, 47(2): 263-292 1979.

Oskar Kreijci, Geopolitics of The Central European Region, Publishing House of the Slovak

Academy of Sciences, Bratislava 2007 (fragments).  
 Steven Levitsky and Lucan A. Way. 2010. Competitive Authoritarianism: Hybrid Regimes after the Cold War, Cambridge University Press, New York 2010 (fragments).  
 David Sobek, "Machiavelli's Legacy: Domestic Politics and International Conflict," International Studies Quarterly 49 (2): 179-204 2005.  
 Gareth Stansfield, "The Islamic State, the Kurdistan Region and the future of Iraq: assessing UK policy options", International Affairs, 90 (6): 1329-1350, 2014.  
 Nassim N. Taleb The Black Swan: Second Edition: The Impact of the Highly Improbable, Penguin Books, London 2008.  
 Jeffrey Tayler, "Putin's Nuclear Option:"  
[http://www.foreignpolicy.com/articles/2014/09/04/putins\\_nuclear\\_option\\_russia\\_weapons](http://www.foreignpolicy.com/articles/2014/09/04/putins_nuclear_option_russia_weapons), 2014  
 Kurt Weyland, "The Diffusion of Revolution: '1848' in Europe and Latin America," International Organization 63(3): 391-423 2009.

### Required Equipment

None

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr Marcin Zaborowski

**E-mail** marcin.e.zaborowski@gmail.com

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

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

### Subject Quality and Approval information

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

# *THEORIES OF INTERNATIONAL RELATIONS*

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	12.0
<b>ECTS credits</b>	6.0
<b>Total student study hours</b>	120
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **Excluded Combinations**

None

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

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

### **Pass requirements**

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

## Special Features

None

## Course stages for which this module is mandatory

MA Year 1 International Relations (level 7)

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

- Introduction to the international relations theories
- The perception of International Relations – the need for explanation and comparison (liberalism, realism, neo-liberalism, neo-realism, Marxist theories, constructivism, feminist theory, post-modernism, normative theory)
- Realism, neo-realism
- Liberalism, neo-liberalism
- Historical sociology, Constructivism and feminism
- Green politics
- International Political Economy
- Explanative models of Globalization  
Practical comparison  
Comparing case studies from the discussed theoretical approaches perspective
- Perspectives on World History – to the end of the Cold War
- The post-Cold War world – explanations of major processes
- The contemporary world system
- International Law, International Relations and Compliance

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

### **Re-sit**

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

### **Date of last amendment**

15-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

Scott Burchill, Richard Devetak, Andrew Linklater, Matthew Paterson, Christian Reuss-Smit, Jacqui True, *Theories of International Relations*, Palgrave MacMillan, 2013. 5th ed..

Robert Jackson *Introduction to International Relations: Theories and Approaches*, Fourth ed., Oxford University Press, 2010

Paul Viotti, Mark Kauppi, *International Relations Theory*, Pearson 2012.

### **Recommended Reading**

Booth, K. and Smith, St., *International Relations Theory Today*, Polity Press, 2004

- Bull, Hadley, *The Anarchical Society: A Study of Order in World Politics*, London, 1995.
- Carlsnaes, Walter, Risse, Thomas, Simmons, A. Beth, *Handbook of International Relations*, London, 2006.
- Doyle, M.W., Kant, I., *Liberal Legacies and Foreign Affairs*, „Philosophy and Public Affairs”, vol. 12, No. 3.
- Eckes, Alfred E., Zieler, Thomas, *Globalization and American Century*, Cambridge University Press, 2003.
- Frost, Mervyn, *Ethics in International Relations, A Constitutive Theory*, Cambridge University Press, 1996
- Giddens, A., *Runway World. How Globalization is Reshaping our Lives*, New York, 2000.
- Haas, Ernst B., *Beyond the Nation State: Functionalism and International Organization*, Stanford University Press, 1964.
- Hertz, J.H., *Idealist Internationalism and Security Dilemma*, “World Politics”, January 1959.
- Ikenberry, John, *After Victory: Institutions, Strategic Restraint, and Order Building after Major Wars*, Princeton University Press, 2001.
- Keohane, Robert, O., *International Institutions and State Power*, Boulder, 1989.
- Keohane, Robert O., Martin, Lisa, *The Promise of Institutional Theory*, “International Security”, Summer, 1995.
- Kissinger Henry, *Diplomacy*, New York, 1996.
- Layne, Ch., *Kant or Cant. The Myth of Democratic Peace*, “International Security”, Fall, 1994.
- Lawson, St., *Theories of International Relations, Contending Approaches to World Politics*, Willey, 2015.
- Mingst, Karen A., *Essentials of International Relations* 3<sup>rd</sup>. Ed. W.W.Norton & Company, New York, 2004
- Morgenthau, Hans J., *Politics among Nations*, Seventh ed., McGraw-Hill, 2005
- Nau, Henry R., *Perspectives on International Relations, Power, Institutions, and Ideas*, Washington D.C., 2007
- Owen, J., M., *How Liberalism Produces Democratic Peace*, “International Security, Fall, 1994.
- Roggeveen, Sam, *Towards a Liberal Theory of International Relations* – web page of Centre for Independent Study
- Sabine, George H., and Thorson, Thomas L., *A History of Political Theory*, 4<sup>th</sup> ed. 1989.
- Smith, Steve, Amelia Hadfield, Tim Dunne, (ed.) *Foreign Policy, Theories, Actors, Cases*, Oxford University Press 2008
- Vig, Norman, J., (ed.), *The Global Environment: Institutions, Law, and Policy*, Washington D.C., 2005.

## Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Spasimir Domaradzki

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



**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

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

No timetable information available

**Subject Quality and Approval information**

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

## THIRD SEMESTER (VALIDATED)

### *JUSTICE IN INTERNATIONAL RELATIONS*

#### 1. MODULE SUMMARY

##### **Aims and Summary**

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

##### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

Human Rights and Environmental Protection or similar modules

##### **Excluded Combinations**

None

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

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

##### **Pass requirements**

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

##### **Special Features**

None

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

MA Year 1 International Relations (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

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

### **Teaching and Learning**

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

#### **Re-sit**

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

### **Date of last amendment**

25-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

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

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

### **Recommended Reading**

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

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

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

### **Required Equipment**

None.

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

##### **Module leader**

**Name** Prof. Wiesław Wacławczyk

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

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

120 minutes in January

##### **Expected teaching timetable slots**

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

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

**Board of Study** Faculty Collaborative Provision Committee

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

##### **Shortened title**

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

# *RESEARCH METHODS OF INTERNATIONAL RELATIONS*

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **Excluded Combinations**

None

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

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

### **Pass requirements**

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

### **Special Features**

None

### Course stages for which this module is mandatory

MA in International Relations Year 2 (level 7)

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

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

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

Workshop	0 hours	(0%)
<b>Total</b>	<b>100 hours</b>	

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

The intended learning outcomes will be assessed as follows:

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

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

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

#### Re-sit

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

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

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

### Recommended Reading

- Wayne C. Booth, Gregory Colomb, and Joseph Williams, *The Craft of Research*. 2<sup>nd</sup> edition. University of Chicago Press, (2008).
- Bertrand de Jouvenal, *The Pure Theory of Politics*. Liberty Fund, (1963).
- Darrell Huff, *How to Lie with Statistics*. Norton, (1954).
- Laura Roselle and Sharon Spray, *Research and Writing in International Relations*. Longman, (2008)
- Gregory Scott and Stephen Garrison, *The Political Science Student Writer's Manual*. 7<sup>th</sup> edition. Paper. Prentice Hall, (2011)
- Kenneth Shepsle and Mark Bonehek, *Analyzing Politics: Rationality, Behavior and Institutions*. Paper. Norton, (2010).
- Detlef F. Sprinz and Yael Wolinsky-Nahmias (ed.), *Models, Numbers, and Cases: Methods for Studying International Relations*. Paper. University Michigan (2004).

### Required Equipment



None.

#### 4. MODULE ORGANISATION

##### Module leader

<b>Name</b>	Dr Jan Grzymiski
	Dr David Pupovac
<b>E-mail</b>	jangrzymski@gmail.com
	davidpupovac@gmail.com

##### Length and month of examination

N/A

##### Expected teaching timetable slots

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

No timetable information available

##### Subject Quality and Approval information

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

## VALIDATED ELECTIVE MODULES

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

#### 1. MODULE SUMMARY

##### **Aims and Summary**

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

##### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

##### **Excluded Combinations**

None

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

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

##### **Pass requirements**

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

##### **Special Features**

None

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

MA in International Relations Year II (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

- Origins and most important characteristics of Chinese civilisation.
- Milestones in Chinese modern history (from XIX century till today).
- China today – most important characteristics of contemporary China (physical geography, administrative division, population, natural resources, industry and agriculture, urbanization, etc.)
- Classical philosophical and moral systems (Confucianism, Daoism), and its influence on Chinese mentality.
- State and official institutions in past and present – is contemporary China more like republic or empire?
- State ideology – Confucianism, Communism – Nationalism?
- China's international relations doctrine and its transformations – from isolated Middle Kingdom to dynamic nation state.
- China's engagement in Africa – case study.
- Clan, family, local community and “danwei” – how tradition influence the organizational culture.
- Confucian heritage and contemporary China – “face”, “guanxi”, social hierarchy patterns and its importance for Chinese business and social life
- Economic reforms – genesis, way of introduction and outcomes: agrarian reform, special economic zones, industrialisation, privatisation, reconstruction of “work units”, etc.
- Social repercussion of economic reforms: migration, unemployment, social insecurity, society polarisation, consumerism etc.

## Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

## Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

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

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

### Re-sit

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

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

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

Naughton Barry, 2007. *The Chinese Economy: Transitions and Growth*, The MIT Press

Zheng, Y., 2013. *Contemporary China: A History since 1978*, Blackwell History of the Contemporary World. Wiley.

### Recommended Reading

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

### **Required Equipment**

None.

### **4. MODULE ORGANISATION**

#### **Module leader**

**Name** Dr. Jarostaw Jura

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

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

120 minutes in January

### **Expected teaching timetable slots**

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

No timetable information available

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

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

## *CONTEMPORARY DEMOCRACY VS ANCIENT POLITEIA*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

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

#### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

#### **Excluded Combinations**

None

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

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

#### **Pass requirements**

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

#### **Special Features**

None

### Course stages for which this module is mandatory

MA in International Relations Year II (level 7)

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

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

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours (0%)
<b>Lecture</b>	30 hours (30%)



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

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

The intended learning outcomes will be assessed as follows:

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

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

### **Re-sit**

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

### **Date of last amendment**

15-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

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

Books: I, III, IV

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

Chapter 3 (Democratic Political Thinking at Athens);

Chapter 4 (Criticizing Democracy in Late Fifth Century Athens);

Chapter 6 (Fourth Century Revisions);

Chapter 7 (Aristotle's Political Thought).

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

Chapter 4: The Hellenic Polis

Chapter 6: The Break with the Myth

### **Recommended Reading**

- Bates, C.A. 'The centrality of politeia for Aristotle's Politics : Aristotle's continuing significance for social and political science'. *Social Science Information* 53(1),139-159, (2014)
- Beck, H. A., *Companion to Ancient Greek Government*. (Hoboken : Wiley 2013).
- Fromm, Erich. *Escape from Freedom* (Farrar and Rinehart 1941).
- Gadamer, Hans-Georg. *The Idea of the Good in Platonic-Aristotelian Philosophy* (Yale University Press, 1986)
- Holmes, Stephen. *The Anatomy of Antiliberalism* (Harvard, 1993).
- Kalla, Sarla. *Plato's Political Thought: A Critique of Popper's Interpretation* [In] „Journal of Indian Council of Philosophical Research” Vol. 2 (1985).
- Lane, Melissa. *Plato, Popper, Strauss, and Utopianism: Open Secrets?* [In] “History of Philosophy Quarterly”. Vol. 16 (1999).
- MacIntyre, Alasdair. *Ethics and Politics: Selected Essays* (Cambridge University Press, 2006). Volume 2.
- Plato, *Republic* (Oxford 1994).  
Books: I, IV, V, VIII
- Popper, Karl. *The Open Society and Its Enemies* (Routledge, 1945).  
Introduction  
Chapter 1 (Historicism and the Myth of Destiny)  
Chapter 5 (Nature and Convention)  
Chapter 6 (Totalitarian Justice).  
Chapter 10 (The Open Society and its Enemies)
- Popper, Karl. *Poverty of Historicism* (Routledge, 1957).
- Schofield, M. *Plato: Political Philosophy*. (Oxford : Oxford University Press, 2006)
- Shearmur, J. *Political Thought of Karl Popper*. (Hoboken : Taylor and Francis. 2012)
- Voegelin, Eric. *Plato and Aristotle*. Vol. III of Order and History (Louisiana State university Press, 1957)

## Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Clifford A. Bates

**E-mail** c.a.bates@uw.edu.pl

### Length and month of examination

120 minutes in January

### Expected teaching timetable slots

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

No timetable information available

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

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

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **Excluded Combinations**

None

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

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

### **Pass requirements**

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

### **Special Features**

None

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

MA in International Relations Year II (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

- Dynamics of the integration process
- Institutions, mechanism of decisions taking
- The economic policies in the EU
- Free movement of goods, services, labor and capital;
- Internal market and competition policy;
- Redistribution: cohesion policies, CAP policies, EU budget and financial frameworks
- Rules-Based Fiscal Policy for Europe: a Solution or a Trap?
- European Social Model – does it exist?
- Labor Markets in the EU: Implications for Integration and Enlargement
- The EU in the Transatlantic Trade Relations
- Enlargement and Its Consequences
- The Future of the European Union in the Global Political Economy
- Ongoing debate and future development (Stabilization: Economic and Monetary Union; Fiscal policies; Labor market policies; Ecological policy; Foreign policy).

## Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

## Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

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

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

### Re-sit

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

## Date of last amendment

19-10-2016

## 3. MODULE RESOURCES

### Essential Reading

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

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

## Recommended Reading

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

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

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

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

EU Treaties

## Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

Name MA Jerzy Zarzycki-Siek

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

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

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

No timetable information available

### Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC 15 February 2017

## *GEOPOLITICS*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

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

#### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

#### **Excluded Combinations**

None

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

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

#### **Pass requirements**

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

#### **Special Features**



None

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

MA in International Relations Year II (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

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

### **Teaching and Learning**

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

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

Student activity and time spent on each activity comprises:

**Guided**      0 hours    (0%)

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

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

The intended learning outcomes will be assessed as follows:

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

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

### **Re-sit**

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

### **Date of last amendment**

17-08-2014

## **3. MODULE RESOURCES**

### **Essential Reading**

David Atkinson, and Klaus Dodds, *Geopolitical Traditions: Critical Histories of a Century of Geopolitical Thought*, Taylor&Francis, 2002

Klaus Dodds, Merje Kuus, and Joanne Sharp (ed.), *Critical Geopolitics*, Ashgate Research Companions (series), Ashgate Pub Co, 2013

Geoffrey Parker, *Western Geopolitical Thought in the Twentieth Century*, St. Martin's Press, 1985

### **Recommended Reading**

Cohen, Saul Bernard, *Geopolitics: The Geography of International Relations*, 3rd ed., Rowman & Littlefield, 2015.

Colin S. Gray, and Geoffrey Sloan (ed.), *Geopolitics, Geography and Strategy*, Frank Cass Publishers, 1999

Everett C. Dolman, *Astropolitik: Classical Geopolitics in the Space Age*, Routledge, 2001

Brink, T.T. *Global Political Economy and the Modern State System*. Leiden : BRILL, 2014.  
 Desai, R. *Geopolitical Economy*. Pluto Press, 2013.  
 Fazal, T.M. *State Death The Politics and Geography of Conquest, Occupation, and Annexation*.  
 Princeton : Princeton University Press, 2011.  
 Flint, C. *Introduction to Geopolitics*. London : Routledge, 2006.  
 Ladis Kristof, "The Origins and Evolution of Geopolitics", *The Journal of Conflict Resolution*,  
 March 1960  
 Landovsky, J., Riegl, M. *Strategic and Geopolitical Issues in the Contemporary World*  
 Newcastle upon Tyne : Cambridge Scholars Publishing, 2013.  
 Toal, G., Dalby, S., Routledge, P. "The Geopolitics Reader". London ; Abingdon : Routledge,  
 2006.

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** MA Jerzy Zarzycki-Siek  
**E-mail** [jerzy.zarzycki@lazarski.pl](mailto:jerzy.zarzycki@lazarski.pl)

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

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

No timetable information available

### Subject Quality and Approval information

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

## LIMITS OF POWER

### 1. MODULE SUMMARY

#### Aims and Summary

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

#### Module Size and credits

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

#### Excluded Combinations

None

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

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

#### Pass requirements

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

## Special Features

None

## Course stages for which this module is mandatory

MA in International Relations Year II

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

- Introduction – state and the individual. Evolution and revolution. Polis, empire, state. Main concepts. Development of the notion of the national state.
- Cultural relativism or what does “western civilization” mean.
- The role of the individual. Magna Carta Libertatum, natural law and natural rights, the American and French revolutions in comparative approach. Social contract theory. Freedom from the state and freedom through the state.
- Right vs liberty. Semantic differences and their consequences for the state and the individual.
- Democracy and the state vs individual. The limited rights theory.
- The evolution of the human rights concept. From liberty to equality. Different approaches towards the XX century state. (totalitarian, authoritarian, constitutional monarchy, democratic)
- Domestic mechanisms for protection of the individual (constitution, courts, ombudsman, NGO's)
- Interdependence between the national and international system of human rights protection
- Council of Europe and the most efficient international system of human rights protection. The European Convention of Human Rights and the European Court of Human Rights.

- Selected cases of limits of power dilemmas: the ban on torture and inhuman treatment.
- The evolution of the right to life and its impact on the change in the state's entitlements.
- The limits of freedom of speech. Selected cases from the United States, Poland and Russia.
- National security vs civil liberties. Examples from the post 9/11 United States and Europe.
- Quo vadis or the future of the state and the human rights.

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

#### Re-sit

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

#### Date of last amendment

17-02-2015

### 3. MODULE RESOURCES

## Essential Reading

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

## Recommended Reading

- Isaiah Berlin, *Four Essays on Liberty*, Chapter III Two Concepts of Liberty, Oxford University Press 1969
- James Bovard, *Freedom in Chains, The Rise of the State and the Demise of the Citizen*, St. Martin's Press, New York 1999
- Brettschneider, C. *When the State Speaks, What Should It Say? How Democracies Can Protect Expression and Promote Equality*. Princeton : Princeton University Press, 2012.
- Andrzej Bryk, *The limits to arbitrary government: Edward Coke and the search for fundamental law*, Oficyna Literacka, Kraków 1995
- Edmund Burke, *Reflections on the Revolution in France and on the proceedings of in certain Societies in London in a Letter intended to have been sent to a Gentleman in Paris*, London M.DCC.XC
- Zachariah Chafee Jr., *Free Speech in the United States*, Harvard University Press, New York 1969
- Muzaffar A. Chishti, , Doris Meissner, Demetrios G. Papademetriou, Jay Peterzell, Michael J. Wishnie, Stephen W. Yale-Loehr, *America's Challenge: Domestic Security, Civil Liberties, and National Unity after September 11*, Migration Policy Institute, 2005
- David B. Cohen, John W. Wells, *American National Security and Civil Liberties in an Era of Terrorism*, Palgrave Macmillan, 2004
- Michael Freeman, *Human Rights, An Interdisciplinary approach*, Polity Press, Cambridge 2004
- David Hackett Fisher, *Liberty and Freedom*, Oxford University Press 2005
- Fredman, S. *Human rights transformed: positive rights and positive duties*. Oxford: Oxford University Press, 2008.
- Halstead, P. *Human Rights*. Hoboken : Taylor and Francis, 2013.
- Thomas Hobbes, *Leviathan*, Cambridge University Press, 2003
- Hoffman, J. *Citizenship beyond the state* London : SAGE, 2004.
- John Locke, *Two Treatises on Government and a Letter Concerning Toleration*, Digireads Publishing Co. 2005
- John Stuart Mill, *On Liberty*
- Edwin S. Newman, *Civil Liberty and Civil Rights*, Oceana publications, inc. New York, 1970
- O'Sullivan, N. *Political Theory In Transition*. London: Routledge, 2013
- Thomas Paine, *Common Sense*, Dover Publications, 1997
- William H. Rehnquist, *All the laws but one: civil liberties in wartime*, Vintage Books, New York 2000

Reiter, B. *The Dialectics of Citizenship Exploring Privilege, Exclusion, and Racialization East Lansing, MI* : Michigan State University Press, 2013.  
Schmidtz, D. *A Brief History of Liberty*. Hoboken : Wiley, 2011.

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Spasimir Domaradzki

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

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

120 minutes in June

### **Expected teaching timetable slots**

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

No timetable information available

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

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

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



## STATE AND NATION

### 1. MODULE SUMMARY

#### Aims and Summary

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

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

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

#### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	100
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

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

None

#### Excluded Combinations

None

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

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

## **Pass requirements**

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

## **Special Features**

None

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

MA in International Relations Year II (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

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

### **Teaching and Learning**

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

#### **Re-sit**

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

### **Date of last amendment**

30-10-2016

## **3. MODULE RESOURCES**

### **Essential Reading**

- Andreson, B. (2006), *Imagined Communities. Reflections on the Origin and Spread of Nationalism*, Verso.
- Gellner, E. (2008), *Nations and Nationalism*, Blackwell Publishing.
- Scott, J.C. (1998), *Seeing like a State*, Yale University Press.

### **Recommended Reading**

- Appadurai, A, (1996), *Modernity at Large. Cultural Dimensions of Globalization*, University of Minnesota Press.
- Aronczyk, M. (2013), *Branding the Nation. The Global Business of National Identity*, Oxford University Press.
- Billig, M. (1995), *Banal Nationalism*, SAGE Publications.
- Caplan, J. and Tropey, J. (2001), *Documenting Individual Identity*, Princeton University Press.
- Calhoun, C. (1997), *Nationalism*, Open University Press

Comaroff, J. and J. (2009), *Ethnicity, INC*, University of Chicago Press.  
 Fraser, N. and Honneth, A. (ed.), *Redistribution or Recognition*, Verso.  
 Kirchick, James, (2017), *The End of Europe: Dictators, Demagogues, and the Coming Dark Age*, Yale University Press  
 Polanyi, K. (2001), *The Great Transformation: The Political and Economic Origins of Our Time*, Beacon Press.  
 Smith, A. (1988), *The Ethnic Origins of Nations*, Blackwell Publishing.  
 Taylor, Ch. (2004), *Modern social imaginaries*, Duke University Press Books  
 Taylor, Ch. (1994), *Multiculturalism. Examining the Politics of Recognition*, Princeton University Press.  
 Tropey, J. (2000), *The Invention of Passport. Surveillance, Citizenship and the State*, Cambridge University Press.

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

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

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

120 minutes in January

### **Expected teaching timetable slots**

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

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

**Board of Study** Faculty Collaborative Provision Committee  
**Subject Assessment Board** Faculty Council, Faculty of Economics and Management  
**Shortened title**  
**Date of approval by FCPC** jerzy.zarzycki@lazariski.pl

## *POLITICS AND POLICIES OF EUROPEAN UNION*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

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

#### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

#### **Excluded Combinations**

None

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

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

#### **Pass requirements**

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

#### **Special Features**

None

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

MA in International Relations Year II (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

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

### **Teaching and Learning**

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

#### **Re-sit**

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

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

17-08-2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

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

Michelle Cini, N. Borraran Perez-Solorzano, Eds, European Union Politics, Oxford University Press, 2010, 111rd Ed.

#### **Recommended Reading**

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

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

Pierre Manent, Democracy Without Nations, ISI Books, 2007

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

Olsen, J., McCormick, J., The European Union: Politics and Policies, Westview press, 2016  
Neill Nugent, The Government and Politics of the European Union, Palgrave Macmillan; 6th ed, 2006

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

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

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Spasimir Domaradzki

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

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

120 minutes in January

### **Expected teaching timetable slots**

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

No timetable information available

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

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

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



## *STATESMANSHIP*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

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

#### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

#### **Excluded Combinations**

None

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

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

Final exam 40%

#### **Pass requirements**

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

## Special Features

None

## Course stages for which this module is mandatory

MA in International Relations Year II (level 7)

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

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

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

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

### Indicative Content

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

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)

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

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

The intended learning outcomes will be assessed as follows:

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

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

### Re-sit

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

### Date of last amendment

17-08-2014

## 3. MODULE RESOURCES

### Essential Reading

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

### Recommended Reading

- Conrad Black *Richard M. Nixon: A Life in Full*, Public Affairs, 2007
- Winston Churchill, *Marlborough*, vol. 2, University of Chicago Press, 2002
- Eliot Cohen, *Supreme Command*, Free Press, 2002
- Martin Gilbert, *Churchill: A Life*, Holt Paperbacks, 1992
- Steven F. Hayward, *Greatness*, Three Rivers Press, 2006
- Michael Knox Beran, *Forge of Empires: Three Revolutionary Statesmen and the World They Made, 1861-1871*, Free Press, 2007
- Carnes Lord, *Losing Hearts and Minds?: Public Diplomacy and Strategic Influence in*

- the Age of Terror*, Praeger Security International, 2006
- Daniel Mahoney, *De Gaulle: Statesmanship, Grandeur, and Modern Democracy*, Transaction Publishers, 2000
  - David McCullough, *Truman*, Simon & Schuster, 1993
  - Richard Nixon, *Leaders*, Grand Central Publishing, 1982
  - Joseph S Nye, *The Powers to Lead*, Oxford university Press, 2010
  - Margaret Thatcher, *Statecraft: Strategies for a Changing World*, Harper, 2002

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Marcin Zaborowski

**E-mail** marcin.e.zaborowski@gmail.com

### Length and month of examination

120 minutes in January

### Expected teaching timetable slots

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

No timetable information available

### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

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

**Shortened title**

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

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

## **1. MODULE SUMMARY**

### **Aims and Summary**

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

### **Module Size and credits**

<b>CATS points</b>	10.0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **Excluded Combinations**

None

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

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

### **Pass requirements**

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

### **Special Features**

None

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

MA in International Relations Year II (level 7)

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

None

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

### **Intended Module Learning Outcomes**

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

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

### **Indicative Content**

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

and a dream of the transnational universal justice and institutions; the American nationalism and its resistance against transnational justice.

11. The European Union's process of integration, the postcolonial theory and its application to Eastern Europe; the 'classicist' and the 'liberal modernizers'- different approaches to modernization in Eastern Europe.
12. The post – 1968 liberal monistic model of the European integration versus the commonwealth of nations; the immigration crisis; the fate of the transatlantic civilization.

## Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

## Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

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

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

### Re-sit

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

## Date of last amendment

16-10-2016

## 3. MODULE RESOURCES

## Essential Reading

Andrzej Bryk "The United States, the European Union, Eastern Europe: and the different attitudes and approaches towards modernity", Krakow International Studies 1/2008.  
Jeffrey Kopstein, Sven Steinmo /ed./ „Growing Apart: America and Europe in the Twenty-First Century“, Cambridge University Press 2010.

## Recommended Reading

Brian C. Anderson "Democratic Capitalism and Its Discontents" /chapter "Religious America, Secular Europe"/ 2007/  
Marshall Berman "All That is Solid Melts into Air: The Experience of Modernity", Penguin 2002  
James Caesar "The Philosophical Origins of Anti-Americanism in Europe" in Paul Hollander /ed./ "Understanding Anti-Americanism", Chicago 2004.  
Christopher Caldwell „Reflections on the Revolution in Europe: Immigration, Islam and the West“, New York 2009  
Gerthrude Himmelfarb "The Roads to Modernity: The British, French and the American Enlightenments", New York 2005  
Robert Kagan "Of Paradise and Power: America and Europe in the New World Order", 2004  
Pierre Manent "A World beyond Politics? A defense of the Nation State", Princeton 2006  
Harvey C. Mansfield, Delba Winthrop "Introduction" to Alexis de Tocqueville "Democracy in America", Chicago University Press 2004  
Jeremy Rabkin "Law without Nations?": Why Constitutional Government Requires Sovereign States", Princeton 2005  
George Weigel: "The Cube and the Cathedral: Europe, America and the Politics without God", Basics Books, New York 2005

## Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

Name Prof. Andrzej Bryk

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

### Length and month of examination

120 minutes in January

### Expected teaching timetable slots



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

No timetable information available

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

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

# NON-VALIDATED ELECTIVE MODULES

## *EU FINANCIAL PROCUREMENT AND PROPOSAL WRITING METHODOLOGY*

### 1. MODULE SUMMARY

#### Aims and Summary

This course is an introduction to public funding mechanisms, proposal writing and basics of the EU project management. The course aims to provide knowledge that students need in order to apply successfully for UE funding. Students will also acquire basic skills needed to be able to manage EU-funded projects. In other words its central objective is to assist students to develop competence in managing, fundraising, and reporting. This course combines legal, financial and managerial knowledge that are all prerequisite for working with projects funded with public monies. At the same time it gives student a practitioners' perspective.

#### Module Size and credits

CATS points	10.0
ECTS credits	5.0
Total student study hours	150
Number of weeks	12
School responsible	Faculty of Economics and Management
Academic Year	2018-2019

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

n/a

#### Excluded Combinations

n/a

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

Project proposal 40%, midterm exam 20%, 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. Re-assessment: coursework component(s) and/or examination as appropriate.

#### Special Features

n/a

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

MA in International Relations, 2<sup>nd</sup> year.

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

n/a

### 2. TEACHING, LEARNING AND ASSESSMENT

#### Intended Module Learning Outcomes

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

1. Explain the operation of EU Funds
2. Create a project plan
3. Apply for EU grants
4. Utilize the EU project cycle and management
5. Apply the fundamentals of EU financial procurement

#### **Indicative Content**

- Public procurement and public contracts from legal perspective
- EU funding – general description of possible sources of funding; EU policy and programs, their structure and aims (structural funding, external aid tenders, Seventh Framework Programme). Part I – introduction and research funding
- EU funding – general description of possible sources of funding; EU policy and programs, their structure and aims (structural funding, external aid tenders, Seventh Framework Programme). Part II – Grants schemes and Twinning projects
- EU funding – general description of possible sources of funding; EU policy and programs, their structure and aims (structural funding, external aid tenders, Seventh Framework Programme). Part III – External Action – technical assistance projects
- Grant Cycle
- Proposal writing methodology. Tools for proposal writing
- Project management
- Financing (co-funding, cash flow, reporting, eligibility of costs, formal procedures)
- Project documentation & Partnerships
- Reporting
- Accounts & Audits
- Revision. Practical questions and answers

#### **Teaching and Learning**

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

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

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(20%)
<b>Self guided</b>	120 hours	(80%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	150 hours	

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

The intended learning outcomes will be assessed as follows:

Project proposal (40% – 4 Credits): contributes to learning outcomes 2, 3

Midterm exam (20% – 2 Credits): contributes to learning outcomes 1

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

**Date of last amendment**

4-01-2014

**3. MODULE RESOURCES**

**Essential Reading**

Directorate-General for Internal Policies, Policy Department Structural and Cohesion Policies, study “Public Procurement and Cohesion Policy”, European Union, Brussels, 2012

Ahern Tom, How to Write Fundraising Materials that Raise More Money: The Art, the Art, the Science, the Secrets, Emerson & Church Publishers, 2007

Cheryl A. Clarke. Storytelling for Grant seekers: A Guide to Creative Nonprofit Fundraising. New York: John Wiley & Sons, 2009.

Besim Nebiu, “Developing skills for NGO, Project proposal Writing”, the Regional Environmental Centre for Central and Eastern Europe, 2002

Jane C. Geever, 2007, The Foundation Center`s Guide to Proposal Writing. 5th Edition, New York, Foundation Center.

[http://ec.europa.eu/regional\\_policy/en/funding/](http://ec.europa.eu/regional_policy/en/funding/)

[http://ec.europa.eu/budget/contracts\\_grants/grants/grants\\_en.cfm](http://ec.europa.eu/budget/contracts_grants/grants/grants_en.cfm)

[http://ec.europa.eu/budget/figures/fin\\_fw0713/fw0713\\_en.cfm#cf07\\_13](http://ec.europa.eu/budget/figures/fin_fw0713/fw0713_en.cfm#cf07_13)

[http://europa.eu/policies-activities/funding-grants/index\\_en.htm](http://europa.eu/policies-activities/funding-grants/index_en.htm)

<http://ec.europa.eu/esf/main.jsp?catId=25&langId=en>

[http://cordis.europa.eu/news/rcn/123245\\_en.html](http://cordis.europa.eu/news/rcn/123245_en.html)

<http://ec.europa.eu/programmes/horizon2020/>

[http://ec.europa.eu/dgs/education\\_culture/calls/index\\_en.htm](http://ec.europa.eu/dgs/education_culture/calls/index_en.htm)

<https://webgate.ec.europa.eu/europeaid/online-services/index.cfm?ADSSChck=1447233120773&do=publi.welcome>

**Recommended Reading**

G. Douglas Alexander, Kristina J. Carlson. Essential Principles For Fundraising Success: An Answer Manual For The Everyday Challenges Of Raising Money. New Jersey: Jossey-Bass, 2005.

Soraya M. Coley, Cynthia A. Scheinberg. Proposal Writing: Effective Grantsmanship. SAGE Publications 2008.

Thomas D. Wilson. Winning Gifts: Make Your Donors Feel Like Winners. New York: John Wiley & Sons, 2008.

<http://documents.rec.org/publications/ProposalWriting.pdf>

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Elena Diaconu

**E-mail** [elena.diaconu@lazariski.pl](mailto:elena.diaconu@lazariski.pl)

**Length of examination**

Mid-term – 60 minutes

Final exam – 90 minutes

**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

# *FOUNDATIONS OF EUROPEAN UNION LAW*

## **1. MODULE SUMMARY**

### **Aims and Summary**

The EU forms a legal order sui generis, uniting 27 Member States. EU law is becoming increasingly important, affecting the work of businesses, governments, as well as the lives of the 500 million EU citizens on a daily basis. In one way or the other 70% of national rules and regulations find their origin in Brussels.

This course will provide students with the foundations of EU law. How EU in present shape has developed over the decades? What is an institutional system of EU? How are laws adopted in the EU? What is the effect of EU law in the Member States. How does the EU system of legal protection function? Which are the sources of EU law? These are just a few questions which will be examined in this course. Much attention will be paid to the innovations brought about by the entry into force of the Lisbon Treaty.

The final part of this course will focus on one particular source of EU law, namely the general principles. These principles were introduced in the case law of the European Court of Justice already in the 1960s. They are principles of law which were not laid down in the founding treaties but which the Court ruled are inherent to any legal system.

### **Module Size and credits**

<b>CATS points</b>	0
<b>ECTS credits</b>	5.0
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Faculty of Economics and Management
<b>Academic Year</b>	2018-2019

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

None

### **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. Lower mark leads to a re-sit exam for the failed component.

### **Special Features**

None

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

MA Year 1 International Relations

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

None

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

### Intended Module Learning Outcomes

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

1. Identify, analyze, and critically assess the foundations of EU law
2. Conduct research in the areas of EU law
3. Address and solve practical cases in various areas of EU law

### Indicative Content

- Evolution of the EU legal system.
- The EU legal character.
- Competence of the EU.
- Treaty principles of: conferral, proportionality, subsidiarity, sincere cooperation, non-discrimination.
- The citizenship of the EU.
- The EU institutional system.
- Nature of the EU legal order.
- Sources of EU law, in particular the general principles of EU law.
- The EU legislative and non-legislative procedures.
- Judicial review and enforcement mechanisms.

### Teaching and Learning

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

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

Student activity and time spent on each activity comprises:

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

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

The intended learning outcomes will be assessed as follows:

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

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

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

### Date of last amendment

13-09-2013

### 3. MODULE RESOURCES

#### Essential Reading

A. Kaczorowska, European Union Law, III edition, (Routledge 2013)

P. Craig, G. de Burca, EU law. Text, cases and materials, V edition, (Oxford University Press 2011)

T. Hartley, The Foundations of European Union Law, VII edition, (Oxford University Press 2010)

N. Foster (ed.), EU Treaties and Legislation 2013-2014. Blackstone's Statute Series, (Oxford University Press 2013) or equivalent collection of EU treaties and legislation

### **Recommended Reading**

M. P. Maduro, We the Court: The European Court of Justice and the European Economic Constitution (Hart, 1998)

D. Chalmers et. al., European Union Law: text and materials, (Cambridge University Press 2010)

K.-D. Borchardt, The ABC of European Union Law, (Publications Office of the European Union 2010)

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Dominika Harasimiuk

**E-mail** dharasimiuk@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**

Faculty of Economics and Management



## 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 Integation ? 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 Criseses 1944-1986".

"Western Democracies-Dangers and Chances" **Claremont 1983.**  
 Paper : "Eastern Europe and Western Intellectuals - Why we can not 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 achieve 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

## KRZYSZTOF ŁAZARSKI

Since 1997      Łazarski University, Warsaw Poland, 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*

- Grygieńć, Janusz, Krzysztof Łazarski i Wiesław Wactawczyk, 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

### **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).



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 MA 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 2 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.