

## Anglo-American University Course Catalog

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## Abbreviations

Program Name	Abbreviation
B.A. in Business Administration	BA-BA
B.A. in Business Administration with a concentration in Accounting and Finance	BA-BA-ACF
B.A. in Business Administration with a concentration in Business Economics	BA-BA-BEC
B.A. in Business Administration with a concentration in Economics and Finance	BA-BA-ECF
B.A. in Business Administration with a concentration in Entrepreneurship	BA-BA-ENT
B.A. in Business Administration with a concentration in International Business Law	BA-BA-IBL
B.A. in Business Administration with a concentration in Management	BA-BA-MGT
B.A. in Business Administration with a concentration in Marketing and Communications	BA-BA-MKT
B.A. in Business Administration with a concentration in People Management and Leadership	BA-BA-PML
B.A. in Business Administration with a concentration in Strategic Marketing	BA-BA-STM
B.A. in Business Administration with a minor in International Relations	BA-BA-IR
B.A. in Business Administration with a minor in Political Science	BA-BA-PS
B.A. in Business Administration with an extended major	BA-BA-BUS
B.A. in Business Administration with emphasis on Marketing and Communications	BA-BA-BA-MKT
B.A. in Business Administration with emphasis on Strategic Marketing	BA-BA-BA-STM
B.A. in Humanities and Social Sciences	BA-HS
B.A. in Humanities and Social Sciences with a concentration in Anglo-American Studies	BA-HS-AAS
B.A. in Humanities and Social Sciences with a concentration in Central European Studies	BA-HS-CES
B.A. in Humanities and Social Sciences with a concentration in Humanities, Society and Culture	BA-HS-HSC
B.A. in Humanities and Social Sciences with a concentration in Jewish Studies	BA-HS-JEW
B.A. in Humanities and Social Sciences with a concentration in Politics and Society	BA-HS-PAS
B.A. in Humanities and Social Sciences with a concentration in Sociology, Psychology & Leadership	BA-HS-SPL
B.A. in Humanities and Social Sciences with an Extended Major	BA-HS-HSS
B.A. in International Relations	BA-IR
B.A. in International Relations with a concentration in European Studies	BA-IR-EUS
B.A. in International Relations with a concentration in Global Affairs	BA-IR-GAF
B.A. in International Relations with a concentration in Human Rights	BA-IR-HMR
B.A. in International Relations with a concentration in International Law	BA-IR-ILA
B.A. in International Relations with a concentration in Political History of Central and Eastern Europe	BA-IR-CEE
B.A. in International Relations with a concentration in Security Studies	BA-IR-SEC
B.A. in International Relations with a minor in Business Administration	BA-IR-BA
B.A. in International Relations with a minor in Political Science	BA-IR-PS
B.A. in International Relations with an extended major	BA-IR-INT
B.A. in Journalism and Communications	BA-JM
B.A. in Journalism and Communications with a concentration in Journalism	BA-JM-JRN
B.A. in Journalism and Communications with a concentration in Media and Culture	BA-JM-MED
B.A. in Journalism and Communications with a concentration in Film Studies and Video Production	BA-JM-FSV
B.A. in Journalism and Communications with a concentration in Public Relations & Marketing	BA-JM-PRM

B.A. in Journalism and Communications with an extended major	BA-JM-JCO
B.A. in Political Science	BA-PS
B.A. in Political Science with a concentration in Comparative Law	BA-PS-CPL
B.A. in Political Science with a concentration in Conflict and Democracy Studies	BA-PS-CDS
B.A. in Political Science with a concentration in European Studies	BA-PS-EUS
B.A. in Political Science with a concentration in Human Rights	BA-PS-HMR
B.A. in Political Science with a concentration in Studies in Social and Political Development	BA-PS-SPD
B.A. in Political Science with a minor in Business Administration	BA-PS-IR
B.A. in Political Science with a minor in International Relations	BA-PS-BA
B.A. in Political Science with an extended major	BA-PS-POL
B.A. in Visual Art Studies	BA-VA-VAS
B.A. in Visual Art Studies with a concentration in Art History	BA-VA-HIS
B.A. in Visual Art Studies with a concentration in Art Management and Curatorial Studies	BA-VA-AMC
B.A. in Visual Art Studies with a concentration in Art Studio Practice	BA-VA-ASP
B.A. in Visual Art Studies with a concentration in Film Studies (Video and Sound Art)	BA-VA-FIL
Bachelor of Laws (LLB)	LLB
Certificate of Higher Education in Common Law	CHE-CL
LLM in International Intellectual Property Law	LLM-PL
LLM in Law & Development	LLM-LD
M.A. in Business and Law in International Markets	MA-BL
M.A. in Humanities	MA-HU
M.A. in International Relations and Diplomacy	MA-IR
Master of Business Administration (MBA)	MBA
Postgraduate Certificate in Laws with a specialisation in International Intellectual Property Law	PCL-PL
Postgraduate Certificate in Laws with a specialisation in Law & Development	PCL-LD
Postgraduate Diploma in Laws with a specialisation in International Intellectual Property Law	PDL-PL
Postgraduate Diploma in Laws with a specialisation in Law & Development	PDL-LD

<b>Course Name</b>	<b>20th Century Art</b>				
<b>Course Type</b>	BA-VA: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course examines key developments in 20th century art from an international perspective. Emphasis will be placed on how the visual arts challenge and express the ideas and values of their era, taking into account political events, technological developments and social context.</p> <p>The course aims to provide students with a basic understanding of the evolving structure of the “art world,” the ideas and impact of specific artists, the characteristics of artistic movements that had wide influence, and a vocabulary for discussing, analyzing and judging works of art. The course will be conducted as a survey beginning with the late-19th century reactions to photography and academicism, continuing through cubism, futurism, early abstraction, surrealism, abstract expressionism, pop art, minimalism, conceptualism, intermedia, electronic/digital and biological art.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend how and why the visual arts evolved from the copying of “old masters” into a space for innovation and challenging the status quo.</li> <li>▪ Identify artists whose work was instrumental in bringing about this change.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course overview; tradition &amp; context in Western art  Week 2 The 19th century: Impressionism, Post-Impressionism &amp; Les Fauves  Week 3 Cubism and Futurism  Week 4 Sculpture after statuary  Week 5 Dada &amp; Surrealism  Week 6 Early Abstraction  Week 7 Art in the 1930s + MIDTERM EXAM  Week 8 Abstract Expressionism, Happenings  Week 9 Pop Art, “Underground Cinema” &amp; Video Art  Week 10 Formalism, Minimalism  Week 11 Conceptual Art, Earthworks  Week 12 Body &amp; Performance art, Installations  Week 13 Computer-assisted and Bio-art  Week 14 Final exam</p>				

**Study literature and study aids*****Required***

Selected chapters:

- Berger, J. (2012). *Ways of seeing: Based on the BBC television series with John Berger*. British Broadcasting Corp.
- Chipp, H., & Selz, P. (2016). *Theories of Modern Art: Sourcebook by Artists and Critic*. University of California Press.
- Foster, H., Krauss, R., Bois, Y.-A., & Buchloh, B. H. D. (2004). *Art since 1900: Modernism, Antimodernism, Postmodernism*. Thames & Hudson.

***Recommended***

- Hopkins, D. (2000). *After Modern Art: 1945-2000*. Oxford University Press.
- Stangos, N. (ed.). (1994). *Concepts of Modern Art. From Fauvism to Postmodernism*. Thames & Hudson.
- Robertson, J., & McDaniel, C. (2010). *Themes of Contemporary Art: Visual Art after 1980*. Oxford University Press.

<b>Course Name</b>	<b>Advanced Communication and Presentation Skills for Managers</b>			
<b>Course Type</b>	BA-BA: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>
	3 US / 6 ECTS			
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	Mark Wiedorn, MBA – 100 %			
<b>Brief annotation of the course</b>				
	<p><b>Course Description</b></p> <p>One of the most important skills modern global managers need is the ability to communicate clearly, succinctly and effectively across multiple platforms and media, to multiple audiences. This course is an advanced presentation and communication skills class for future global managers. Students will develop and refine their oral, written and visual communication skills through practical, professional level exercises and assignments in a “workshop-like” learning environment.</p> <p>This will include use of content writing, the “elevator pitch” for business ideas, presenting a short “Ted” like talk, developing and presenting a complete and in-depth business proposal with the emphasis on both content and format across multiple media. Various on-line platforms and new media will be utilized in the course including <i>slideshare</i>, <i>Wix</i>, <i>LinkedIn</i>, and others.</p> <p>The differences, and benefits, of Linear Presentation and Communication, and Non-Linear will be reviewed. A key focus in the course will be on communicating visually and digitally. An additional focus will be on the nuances and subtleties of communication across cultures.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate, develop and present professional level presentations.</li> <li>▪ Demonstrate professional level public speaking skills.</li> <li>▪ Demonstrate and understand the use of audience analysis to adapt a message to a professional business audience.</li> <li>▪ Demonstrate and practice an understanding of the multiple steps involved in preparing and presenting coherent and polished messages to multiple audiences.</li> <li>▪ Write in a professional level business “style” with clarity and precision. Use persuasive written, verbal and visual strategies to compose a variety of persuasive messages and other communications.</li> <li>▪ Plan, organize and write a professional level business proposal/report.</li> <li>▪ Prepare, organize and deliver an effective formal presentation (“Ted” talk)</li> <li>▪ Demonstrate an ability to effectively communicate across cultures from a managerial perspective.</li> <li>▪ Demonstrate an understanding and the ability to utilize effectively, the multiple platforms and media available today that managers use to communicate with a variety of audiences including customers, stakeholders, employees and others.</li> <li>▪ Demonstrate, use and implement the various digital platforms utilized in the course.</li> <li>▪ Demonstrate a keen understanding of the nuances and subtleties of cross-cultural communication for global managers when communicating to various stakeholders</li> <li>▪ Demonstrate an understanding of how to choose and use particular media platforms to deliver the intended message.</li> <li>▪ Understand and demonstrate how best to effectively communicate data, numbers and other complex</li> </ul>			

forms of information.

- Place in context and lend perspective to use of visuals and graphics in communicating important business messages clearly.
- Demonstrate the knowledge of when and how to use visual, oral and written communications and how to combine them in effectively communication with the chosen audience.
- Understand the key role of non-verbal communication for global managers.

**Course Outline**

Week 1	Class Information; Course Overview, Syllabus; Introduction to Course Concept and Workshop Format; Class Expectations and Objectives; Course Resources/Web Site...incl. OWL; On-Line Platforms, WIX etc...Account Opening in Class; Working in Analog vs. Digitally; Amazon/Apple Canvas; Ted Talk 1, review discussion
Week 2	Visual Communication: How, Why and What; Visual Mapping: Applications for Managers; In Class Mapping Exercise; Linear vs. Non-Linear Communication and Presentation; Business Model Canvas as Visual Tool; Group Project Introduction; Visual Communication on Digital Platforms; In Class Exercise: Complete and Post Haiku Deck Presentation; Ted Talk 2, review discussion
Week 3	Presentation Preparation; Content; Design Considerations; In-Class Prezi Assignment Delivery; Non-Verbal Communication for Presenters and Managers; Ted Talk 3, review discussion
Week 4	Workshop Format: In Class Exercises, Case Study and Work on Presentations
Week 5	Workshop Format: In Class Exercises, Case Study and Work on Presentations
Week 6	Workshop Format: In Class Exercises, Case Study and Work on Presentations
Week 7	Exam #1 (1.5 hr); Presentations 1; Content: Management and Marketing; Preparing Content; Effective Writing Skills for Global Managers; E-Mail Management; Ted Talk 4, review discussion
Week 8	Review of On-Line Platforms; Digital Communication Platforms; Digital Communication for Managers; SEO and use of Key Words; In Class Exercise: Nokia, Yahoo email rewrite; Hans Rosling: Data and Big Numbers, How to Communicate “Slide-uments”; Ted Talk 5, review discussion
Week 9	Storytelling; Know Your Audience: How, What and Why; Adapting Your Message for Your Audience through Media Choices; Speaking Skills; Use of Handouts and Other Materials; In Class Speaking Exercises; Prezi Exercise #2; Ted Talk 6, review and discussion.
Week 10	Pulling It All Together: Combining Visual, Written, Oral Communication Skills in a Cohesive and Professional Approach; Use of Images, Charts, etc in Communicating your Message; Presenting Your Information Professionally Mapping Final Presentations
Week 11	Presenting Your Information Professionally; Mapping Final Presentations; Haiku Deck Exercise; Ted Talk 7, review discussion
Week 12	Workshop: Final Practice for TED Talks, Review of Material
Week 13	Workshop: Final Practice for TED Talks, Review of Material
Week 14	Take Home Final Exam

**Study literature and study aids**

**Required**

- Reynolds, G. (2012). *Presentationzen: Simple ideas on presentation design and delivery*. Berkeley: Taylor & Francis.

**Recommended**

- Donovan, J. (2012). *How to deliver a ted talk: Secrets of the world's most inspiring presentations*. Estados Unidos: S.A.
- Duarte, N. (2016). *Slide:ology: The art and science of creating great presentations*. Beijing: O'Reilly.
- Gallo, C. (2017). *The presentation secrets of Steve Jobs: How to be insanely great in front of any audience*. New York: McGraw-Hill.
- Maxwell, R., & Dickman, R. (2014). *The elements of persuasion: The five key elements of stories that se*. HarperCollins.
- Sibbet, D. (2013). *Visual leaders: New tools for visioning, management, & organization change*. Hoboken, N.J: Wiley.
- Osterwalder, A. (2012). *Business Model Canvas*. <https://www.youtube.com/watch?v=2FumwkBMhLo>
- Williams, R. (2018). *The non-designer's presentation book: Principles for effective presentation design*. Berkeley, CA: Peachpit.

***Videos***

- Multiple Ted talks on a variety of topics.
- Body Language, BBC

***Online resources***

- Purdue University Online Writing Lab:
  - OWL at Purdue: Main Site, <http://owl.english.purdue.edu/owl/>
  - OWL: Writing Task Resource List: <http://owl.english.purdue.edu/owl/resource/749/01/>

<b>Course Name</b>	<b>Advanced Interdisciplinary Seminar in Postmodernism</b>				
<b>Course Type</b>	BA-HS: Required optional MA-HU: Required optional		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Midterm exam, presentation, active participation, attendance, final paper.				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Postmodernism was the most significant cultural phenomenon of the second half of the 20<sup>th</sup> century. This seminar will explore the philosophical and social background of the movement, as well as the art and literature that grew out of it, including some of the most notable masterpieces of the period. Postmodern thinking was highly suspicious of grand narratives, and emphasised irreconcilable discourses and point of view. Literary writing influenced by the movement tends to be hybridic, highly experimental, and playfully metafictional.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ To acquire a clear grasp of a wide variety of forms of European and American postmodernism in literature and other disciplines.</li> <li>▪ To gain an understanding of the aesthetic, socio-historical, political, and philosophical factors to which postmodernism responds in different ways.</li> <li>▪ To understand the meanings of key postmodernist works, and their place in the overall movement of postmodernism</li> <li>▪ Improve the skills of critical thinking, close reading, oral presentation, academic writing, and independent research.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: What is modernism and why did it end?  Week 2 The power of stories  Week 3 The Death of the Author  Week 4 Indeterminacy  Week 5 OULIPO  Week 6 Refracting Literature  Week 7 Postmodernist film I  Week 8 The postmodern condition  Week 9 Overinterpretation  Week 10 Postmodern Art  Week 11 Postmodernist film II  Week 12 Postmodernist Theatre  Week 13 Late postmodernism  Week 14 What's next</p>				



<b>Study literature and study aids</b>
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**Required**

- Jorge Luís Borges, *Collected Fictions*, trans. Andrew Hurley, Penguin Books, 1999, pp. 68-81, 88-95, 112-118, 131-137.
- Roland Barthes, “The Death of the Author”, in *Image, Music, Text*, trans. S. Heath, London: Fontana, 1977, pp. 142-148.
- Georges Perec, “The Winter Journey” in *Species of Spaces and Other Pieces*, trans. John Sturrock, London: Penguin Books, 1999, pp. 277-285.
- Michel Foucault, “What is an author”, trans. Josué v. Harari in Paul Rabinow (ed.) *The Foucault Reader*, New York: Pantheon Books, 1984, pp. 101-120.
- Marguerite Duras, *The Ravishing of Lol Stein*, trans. Richard Seaver, New York: Pantheon Books, 1964.
- Emma Wilson, “Duras and the Female Reader: ‘Le ravissement de Lol V. Stein’”, *Dalhousie French Studies* Vol. 26, 1994, pp. 97-107.
- Warren F. Motte Jr. (ed.), *Oulipo: A Primer of Potential Literature*, Dalkey Archives, 1986, pp. 3-15, 25, 156-159.
- Raymond Queneau, *Exercises in Style*, trans. Barbara Wright and Chris Clarke, New York: New Directions, 1947, 15-30, 42-49, 89-97.
- Italo Calvino, *If on a Winter’s Night a Traveller*, trans. William Weaver, Harcourt Brace Jovanovich, 1979.
- Melissa Watts, “Reinscribing a Dead Author in If on a Winter’s Night a Traveler”, in *Modern Fiction Studies* Vol.37 no. 4, 1991, pp. 705-716.
- Christopher B. Allsop, ”Turn Off the Lights as You Leave: Altman and His Short Cuts with Carver”, *Journal of Film and Video* 65.1-2, 2013, pp. 62-74.
- Jean-François Lyotard, *The Postmodern Condition: A Report on Knowledge*, trans. Geoff Bennington and Brian Massumi, Manchester: Manchester University Press, 1979.
- Jean-François Lyotard, “Note on the Meaning of ‘Post-’”, in Thomas Docherty (ed.), *Postmodernism: A Reader*, London and New York: Routledge, 1985, 47-50.
- Thomas Pynchon, *The Crying of Lot 49*, Haper Perennial, 2006.
- Steve Vine, "The Entropic Sublime in Pynchon's The Crying of Lot 49", *Interdisciplinary Literary Studies* Vol. 13 no. 1/2, 2011, pp. 160-177.
- Glenn Man, “Gender, Genre, and Myth in Thelma and Louise”, *Film Criticism* Vol.18 no. 1993, pp. 36-53.
- Suzan Lori-Park, *Topdog/ Underdog*, New York: Dramatists Play Service, 2001.
- Myka Tucker-Abramson The Money Shot: Economies of Sex, Guns, and Language in Topdog/Underdog, in *Modern Drama* Vol. 50 no. 1, 2007, pp. 77-97.
- David Foster Wallace, “Another Pioneer”, in *Oblivion*, New York and Boston: Little, Brown and Company, 2004, pp. 117-140.

**Recommended**

- Jean Baudrillard, *Simulacra and Simulation*, trans. Shiela Faria Glaser, Michigan: The University of Michigan Press, 1994.
- Steven Connor (ed.), *The Cambridge Companion to Postmodernism*, Cambridge: Cambridge University Press, 2004
- Linda Hutcheon, *A Poetics of Postmodernism: History, Theory, Fiction*, London and New York: Routledge, 1988
- Linda Hutcheon, “The Politics of Postmodernism: Parody and History”, in *Cultural Critique* no. 5, 1989, pp. 179-207.
- Frederic Jameson, *Postmodernism, or, The Cultural Logic of Late Capitalism*, Durham: Duke University Press, 1991.

<b>Course Name</b>	<b>Advanced Research Methods</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Term grade		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Pelin Ayan Musil, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The focus of this course is to help students develop appropriate research designs for their substantive papers and/or research proposals for their master's theses. Understanding the merits and limitations of different epistemological traditions and research methods in social sciences, the students will learn to create and methodologically critique research designs. Special attention is given to the variants of theory-oriented qualitative cross-case research and interpretive case studies. The course looks at the proper domain of each method and address ways of combining them in a single research project.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop the ability of concept formation and integrate it into a research design,</li> <li>▪ Realize how to use and contribute to theories through cross-case and single case study research,</li> <li>▪ Demonstrate the link between a research question, research method and selection of sources,</li> <li>▪ Write methodologically sound research designs of academic quality</li> <li>▪ Make oral and written methodological criticisms on others' research designs.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class Information and Introduction  Week 2 Main Epistemological Approaches and Use of Theories in Social Sciences  Week 3 Concepts and conceptualization  Week 4 Case Study Research vs. Quantitative Research  Week 5 Interpretive ways of knowing  Week 6 Single Case Studies: Process-Tracing and the Congruence Method  Week 7 Comparative case studies  Week 8 Working with Texts: Qualitative Content Analysis  Week 9 Presentations of the Draft Research Designs  Week 10 Working with Texts: Discourse Analysis  Week 11 Survey Method / Designing (Expert) Surveys  Week 12 Designing Interviews &amp; Focus Groups  Week 13 Consultations on Data Collection Methods  Week 14 Course revision</p>			

## Study literature and study aids

### Required

- Adcock, R., & Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review*, 95, 529-546.
- Art, D. (2008). The organizational origins of the contemporary radical right: The case of Belgium. *Comparative Politics*, 40 (4), 421-440.
- Beach, D., & Pedersen, R. B. (2013). *Process tracing: Foundations and guidelines*. Ann Arbor: University of Michigan Press. Chapters 2 and 3.
- Brast, B. (2015). The regional dimension of statebuilding interventions. *International Peacekeeping*, 22(1), 81-99.
- Doorenspleet, R., & Kopecky, P. (2008). Against the odds: Deviant cases of democratization. *Democratization*, 15(4), 697-713.
- Elman, C. (2005). Explanatory typologies and property space in qualitative studies of international politics. *International Organization*, 293-326.
- George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. MIT Press.
- Gerring, J. (2006). What is a case study good for? Case study versus large-N cross case analysis. In *Case study research: Principles and practices* (pp. 37-63). Cambridge: Cambridge University Press.
- Munck, G. L., & Verkuilen, J. (2002). Conceptualizing and measuring democracy: Evaluating alternative indices. *Comparative Political Studies*, 35, 5-34.
- Kogacioglu D. (2004). Tradition effect: Honor crimes in Turkey. *Differences: A Journal of Feminist Cultural Studies*, 15(2), 119-151.
- Lindekilde, L. (2014). Discourse and frame analysis: In depth analysis of qualitative data in social movement research. In D. Della Porta (ed.), *Methodological practices in social movement research* (pp. 195-227). Oxford: Oxford University Press.
- Mahoney J., & Goertz, G. (2004). The possibility principle: Choosing negative cases in comparative research. *American Political Science Review*, 98 (4), 653-669.
- Neumann, I. B. (2008). Discourse analysis. In A. Klotz, & D. Prakash (eds.), *Qualitative methods in international relations: A pluralist guide*. Palgrave Macmillan.
- Oren, I. (1995). The subjectivity of the ‘democratic’ peace: Changing U.S. perceptions of Imperial Germany. *International Security*, 20, 147-184.
- Roulston, K., de Marrais, K., & Lewis, J. B. (2003). Learning to interview in the social sciences. *Qualitative Inquiry*, 9, 643-668.
- Schaffer, F. A. (2010). Thin descriptions: the limits of survey research on the meaning of democracy. *Polity* 46, 303-330.
- Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes* (pp. 4-7). New York: Routledge.
- Steinberg, P. (2015). Can we generalize from case studies? *Global Environmental Politics*, 15(3), 152-174.
- Trochim, WK.M. (2020). *Research Methods Knowledge Base*. <http://www.socialresearchmethods.net/kb/contents.php>
- Verba, S. (1993). The uses of survey research in the study of comparative politics: Issues and strategies. *Historical Social Research*, 18, 55-103.
- Wendt, A. (1998). On constitution and causation in international relations. *British International Studies Association*, 101-117.

### Recommended

- Gerring, J. (2008). *Social science methodology: A criterial framework*. Cambridge University Press.
- Goertz, G. (2006). *Social science concepts: A user’s guide*. Princeton University Press.
- Lieberson, S. (1991). Small N’s and big conclusions: An examination of the reasoning in comparative studies based on a small number of cases. *Social Forces*, 70, 307-320.
- King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton: Princeton University Press.
- Popper, K. (1962). Science: Conjectures and refutations. In *Conjectures and Refutations: The Growth of Scientific Knowledge*. New York: Harper. Selections: <http://cla.calpoly.edu/~fotoole/321.1/popper.html>
- Ragin, C. C. (1992). *What is a case? Exploring the foundations of social inquiry*. Cambridge University Press.
- Skocpol, T. (1976). France, Russia, China: A structural analysis of social revolutions. *Comparative Studies in Society and History*, 18, 175-210.

- Savolainen, J. (1994). The rationality of drawing big conclusions based on small samples: In defense of Mill's methods. *Social Forces*, 72, 1217-1224.

<b>Course Name</b>	<b>Advanced Seminar in Shakespeare</b>		
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>   2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>   3 hours	<b>Credits</b>   3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-AAS: Recent Trends in Anglophone Drama Equivalence BA-HS-HSC: Folklore and Mythology		
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>   Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b>            “He was not of an age, but for all time!” – Ben Jonson</p> <p>So far Ben Jonson, Shakespeare’s admiring rival, has been right. That is partly why reading Shakespeare is so challenging and rewarding. How shall we understand his love sonnets, for example? By our understandings of “love”, or by his? How <i>did</i> he – or his culture, many contemporary critics would say instead – understand “love”? Or history, or gender, or nationhood, or religion, or our very concepts of the self and the universe? How do we accomplish an understanding of Shakespeare’s writing within the context of his culture? Is that even possible, or worth trying to do? Are there other ways to read Shakespeare, and what were and are they? If nothing else, we ought to start with a little humility, given all those questions.</p> <p>We'll start by closely reading select poems and plays from the 1590s, the climactic decade of the Elizabethan era. Then we'll closely read select tragedies and one romance from the early 17<sup>th</sup> century, the dawn of the Jacobean era. We'll pay attention not only to the socio-historic context but also to the long history of Shakespeare criticism.</p> <p><b>Student Learning Outcomes</b>            Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ closely read select poems and plays from the 1590s, in other words during the climactic years of Elizabethan England</li> <li>▪ closely read some of the tragedies and one of the romances, written at the dawn of the subsequent Jacobean era.</li> <li>▪ Understand the main threads of Shakespeare criticism, including modernist and postmodern/postcolonial approaches.</li> <li>▪ Understand the socio-historic context of the works.</li> </ul> <p><b>Course Outline</b>            Week 1 Introduction: Shakespeare and His Culture; The Sonnet Tradition            Week 2 Sonnets            Week 3 The Early Comedies            Week 4 The Early Comedies            Week 5 The Middle Comedies            Week 6 The Middle Comedies            Week 7 The Tragedies            Week 8 The Tragedies            Week 9 The Tragedies</p>		

Week 10 The Tragedies  
 Week 11 The Tragedies  
 Week 12 The Romances  
 Week 13 The Romances  
 Week 14 Final Exams

**Study literature and study aids**

**Required**

- Shakespeare, W. (2015). *The Sonnets*. London: Penguin Classics.
- Shakespeare, W. (2015). *Love's Labor's Lost*. London: Penguin Classics.
- Shakespeare, W. (2015). *Much Ado About Nothing*. London: Penguin Classics.
- Shakespeare, W. (1998). *Four Great Tragedies*. New York: Signet/Penguin/Random House.
- Shakespeare, W. (2008). *The Tempest*. Oxford: Oxford University Press.

**Recommended**

- Anderson, D. K. (2011). The Tragedy of Good Friday: Sacrificial Violence in „King Lear“. *ELH*, 78(2), 259-286.
- Auden, W. H. (1993). The Joker in the Pack. In D. Young (ed.), *Shakespeare's Middle Tragedies: A Collection of Critical Essays*. 75-90. New York: Prentice Hall.
- Baldo, J. (1995). Exporting Oblivion. *The Tempest: Modern Language Quarterly*, 56(2), 111-134.
- Brooks, C. (1970). The Naked Babe and the Cloak of Manliness. In A. B. Kernan (ed.), *Modern Shakespearean Criticism: Essays on Style, Dramaturgy and the Major Plays*. 385-403. New York: Harcourt.
- Chamberlain, S. (2005). Fantasizing Infanticide: Lady Macbeth and the Murdering Mother in Early Modern England. *College Literature*, 32(3), 72-91.
- Dubrow, H. (1981). Shakespeare's Undramatic Monologues: Toward a Reading of the Sonnets. *Shakespeare Quarterly*, 32(1), 55-68.
- Fineman, J. (1984). Shakespeare's „Perjur'd Eye“. *Representations*, 7, 59-86.
- Frye, N. (2010). The Argument of Comedy. In T. Y. Grande, & G. Sherbert (eds.), *Northrop Frye's Writings on Shakespeare and the Renaissance*. Vol. 28. 3-13. Toronto: University of Toronto Press.
- Greene, T. (1971). Love's Labour's Lost: The Grace of Society. *Shakespeare Quarterly*, 22(4), 315-328.
- Kernan, A. B. (1965). Othello: An Introduction. In A. Harbage (ed.), *Shakespeare: The Tragedies*. 351-360. New York: Prentice Hall.
- Neely, C. T. (1977). Women and Men in *Othello*: 'what should such a fool/Do with so good a woman?'. *Shakespeare Studies*, 10, 133-158.
- Parker, P. (1993). Preposterous Reversals: Love's Labor's Lost. *Modern Language Quarterly*, 54(4), 435-482.
- Rabkin, N. (1981). *Shakespeare and the Problem of Meaning*. Chicago and London: University of Chicago Press.
- Sanchez, M. E. (2008). Seduction and Service. *The Tempest. Studies in Philology*, 105(1), 50-82.
- Straznicky, M. (1994). Shakespeare and the Government of Comedy: "Much Ado About Nothing". *Shakespeare Studies*, 22, 141-172.

<b>Course Name</b>	<b>American Foreign Policy in Film</b>			
<b>Course Type</b>	MA-IR: Required optional		<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mgr. George Hays, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course analyzes American identity creation through popular film. The course is concerned with the changing of American identity through the portrayal of events from the beginning of the Cold War to the present. While the main focus of the course is on film and the portrayal of important events and identificational concepts (existential fears) through film, the course also utilizes texts on theory and history to provide a contrasting influence to better understand the message and political impacts of the films.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of identity theory and its application to film</li> <li>▪ Understand and analyze the expressions of these identity processes as portrayed in film</li> <li>▪ Utilize the theories and methods provided to conduct their own analyses of identity creation</li> <li>▪ Understand the role identity and portrayals of identity have in politics</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Review of the syllabus, description of methodology, writing instructions handout, question and answer session. Film and discussion: <i>The Siege</i> 1998</p> <p>Week 2 Continuation of Theory and Methodology Nuclear Fears. Film and discussion: <i>Dr. Strangelove</i> 1964</p> <p>Week 3 Cold War Showdown. Film and discussion: <i>Thirteen Days</i> 2000.</p> <p>Week 4 Vietnam, the Beginning. Film and discussion: <i>We Were Soldiers</i> 2002</p> <p>Week 5 Vietnam, the Never Ending. Film and discussion: <i>Platoon</i> 1986.</p> <p>Week 6 Research Day. Preparation of essay topics and film selections for proposal/approval</p> <p>Week 7 Mid term</p> <p>Week 8 Soviets and Americans in Afghanistan. Film and discussion: <i>Rambo III</i> 1988</p> <p>Week 9 Soviets and Americans in Afghanistan, looking back. Film and discussion: <i>Charlie Wilson's War</i> 2007</p> <p>Week 10 Peacekeeping, Elite-level. Film and discussion: <i>Rules of Engagement</i> 2000</p> <p>Week 11 Peacekeeping, Ground-level. <i>Black Hawk Down</i> 2001</p> <p>Week 12 The War on Terrorism. Film and discussion: <i>Body of Lies</i> 2008</p> <p>Week 13 Discussion of Final Essay</p> <p>Week 14 Final Exam</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Allison, G. (2005). Conceptual models and the Cuban missile crisis. In P. F. Diehl (ed.), <i>War</i>. Sage.</li> <li>▪ Campbell, D. (1998). <i>Writing Security: United States Foreign Policy and the Politics of Identity</i> (Revised</li> </ul>			



Edition). University of Minnesota Press.

- von Clausewitz, C. (2005). What is War? In P. F. Diehl (ed.), *War*. Sage.
- Hays II, G. (2012). Three incarnations of *The Quiet American*: Applying Campbell's 'foreign policy' to sub-elite identifiers. *Perspectives*, 20(1).
- Sun Tzu. (2005). *The Art of War*. In P. F. Diehl (ed.), *War*. Sage.

#### **Movies**

- *Black Hawk Down* 2001
- *Body of Lies* 2008
- *Charlie Wilson's War* 2007
- *Dr. Strangelove* 1964
- *Platoon* 1986
- *Rambo III* 1988
- *Rules of Engagement* 2000
- *The Siege* 1998
- *Thirteen Days* 2000
- *We Were Soldiers* 2002

#### **Recommended websites**

- *ALLMOVIE*. <http://allmovie.com/>
- *IMDb*. <http://www.imdb.com>
- *Rotten Tomatoes*. <http://www.rottentomatoes.com/>



<b>Course Name</b>	<b>American Literature</b>			
<b>Course Type</b>	BA-HS-AAS: Compulsory BA-HS-HSC: Required optional	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: British Literature / European Literature I / European Literature II			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course introduces students to the wide range and breadth of American literature, from colonial times to the present. Emphasis is on close reading of texts and their placement in the context of the development of North American culture and cultures.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of key figures, movements and periods in American literature from colonial times to the present.</li> <li>▪ Understand and analyze literature via close reading of texts, attuning themselves to nuances of meaning.</li> <li>▪ Understand American literature within the context of its multiplicity of cultures and ethnicities, enriching their own perspectives.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction: Colonial North America: History, Cultures, Languages Week 2 Early U.S. Literature: Looking Back, Looking Forward Week 3 Poe and Dickinson Week 4 Melville and Thoreau Week 5 Twain Week 6 Whitman Week 7 Late 19th-Early 20th Century Fiction Week 8 Poetic Revolution Week 9 Early 20th Century Modernist Fiction I Week 10 Early 20th Century Modernist Fiction II Week 11 Postwar Modernism Week 12 Dissident Voices Week 13 Dissident Voices Week 14 Final Report</p>			

**Study literature and study aids*****Required***

- *The Norton Anthology of American Literature*. (2017). New York: Norton. Shorter 9<sup>th</sup> Edition.
- Vonnegut, K. (1999). *Slaughterhouse-Five: A Novel*. New York: Dial Press.

***Recommended***

- Fiedler, L. (1998). *Love and Death in the American Novel*. Champaign, Ill.: Dalkey Archive Press.
- Jarrell, R. (2009). *Poetry and the Age*. Gainesville, FL: University Press of Florida.

<b>Course Name</b>	<b>American Visual Culture</b>				
<b>Course Type</b>	BA-VA-HIS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: History of Cinema – The Auteurs / Prague Art Architecture				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Richard Willenbrink, M.F.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will investigate the character of the American aesthetics primarily in the visual arts as represented by American painting, architecture and other related arts of the 20th century. Examined will be what makes American painting and architecture uniquely American, its influences and how and why it differs from or was influenced by the prevailing European styles. We will study in particular how the democratic principles of the new nation emphasized and gave birth to the new art forms of popular American music and cinema and the role democracy played in shaping culture in America as opposed to the older European models.</p> <p>The course will begin in middle of the 20th century and investigate how the democratic and improvisational nature of the American musical arts (primarily jazz) directly influenced the Post-War painting of American Abstract-Expressionism and artists like Jackson Pollock and Willem De Kooning. How the methods of improvisation in jazz relate to the methods of the American Action Painters. A parallel investigation will be to study the degree to which the Chicago Blues influenced the Post-War Chicago painters like The Monster Roster and The Chicago Imagists.</p> <p>The course will also examine earlier works by distinctly American artists such as Thomas Eakins and George Bellows in painting, and Louis Sullivan and Frank Lloyd Wright in architecture. Because of the range of the cultural innovations and technological developments in American society in the 20th century, we must examine cinema and music and their contribution to the total of American visual culture.</p> <p>We will look at how engineering advances and commercial demands led to the first skyscrapers and the Chicago School of Architecture at the end of the 19th Century and how this was followed-up in New York in the 30's with the Empire State and Chrysler Buildings. We then return to the Mid-West with the Second Chicago School of Architecture led by Mies van der Rohe.</p> <p>We examine the period called Post-Modernism following the traumatic events of Vietnam and Watergate and the films, paintings and music it produces. We finally conclude by examining the state of the visual arts in America today and if the dominant influence of the art market and investment aesthetics may produce a new type of artist and gallery. We will end with the question as to whether contemporary American art still has the unique American vision it had for most of the 20th century or whether it has changed or diminished with globalization.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and recognize the history and main movements in American art.</li> <li>▪ Identify the aesthetic and particular vision in American art.</li> </ul>				

### **Course Outline**

Week 1 Introduction to Course  
 Week 2 Improvisation and Method at Mid-Century  
 Week 3 American Painting at Mid-Century: 1940-60  
 Week 4 American Film and Music at Mid-Century: 1940-60  
 Week 5 The Building of America: Art & Architecture 1870-1920  
 Week 6 The Idea of a New World; American Painting 1870-1940  
 Week 7 The Jazz Age: American Art, Music and Film 1915-1950  
 Week 8 Mid-Term Students Presentations  
 Week 9 The 50s & 60s – Neo Dada, Pop Art, Psychedelic Art and Music  
 Week 10 Post Modern America: The 70s & 80s  
 Week 11 Post Modern American: The 70s & 80s  
 Week 12 Post Modern America: 1990-2005 Art and Culture at the End of The Century  
 Week 13 Post Modern America: 1990-2005 Art and Culture at the End of The Century  
 Week 14 End of Term Students Presentations

### **Study literature and study aids**

#### **Required**

- Doss, E. (2002). *Twentieth-century American art*. Oxford University Press.
- Belton, J. (2018). *American Cinema / American Culture* (5th ed.). McGraw-Hill.
- Anfam, D. (2015). *Abstract Expressionism*. Thames & Hudson.
- Condit, C. W. (1964). *The Chicago School of Architecture*. University of Chicago Press.

#### **Recommended**

- Hickey, D. (2006). *Air Guitar: Essays on Art and Democracy*. Art Issues Press.
- Koolhaus, R. (2005). *Delirious New York: A Retroactive Manifesto for Manhattan*. The Monacelli Press.

<b>Course Name</b>	<b>Anglo-American Philosophy</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Philosophy Equivalence BA-HS-AAS: History of English Equivalence BA-HS-PAS: Philosophical Ethics / Twentieth Century Social Theory				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 % Janusz Salamon, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course aims at introducing the students to the main issues explored by the leading thinkers of the modern British and American philosophical traditions. The course falls roughly into two sections – the first section of a more historical nature and the second section of a more systematic nature. Thus in the first part of the course special attention will be paid to the philosophers who laid the foundation of the empirical orientation characteristic of the modern Anglo-American philosophy, as well as the most influential 19<sup>th</sup> and early 20<sup>th</sup> century American and British founders of the Pragmatist and of the analytic traditions. In the second half of the course, the most widely discussed problems of the analytic philosophy as the dominant strand of the contemporary Anglo-American philosophy will be examined in some detail.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ to have a historical overview of the modern Anglo-American philosophy</li> <li>▪ to discuss critically the dominant philosophical positions taken by the leading thinkers of the modern Anglo-American philosophy</li> <li>▪ to contrast and compare the competing solutions given by various Anglophone thinkers to the key problems of the contemporary philosophy, with special attention to philosophy of mind, philosophy of language and philosophy of science</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Sources of the British Empirical Tradition: From F. Bacon to J. Locke  Week 2 D. Hume's empirical scepticism and the Scottish Common Sense realism  Week 3 British and American Idealists and Romantics  Week 4 Philosophical impact of Darwinism  Week 5 'Linguistic turn' and the birth of analytic philosophy: G. Frege, G.E. Moore, B. Russell  Week 6 Wittgenstein in Cambridge: The rise and fall of logical positivism and the rise of the "ordinary language" philosophy  Week 7 An overview of the dominant trends in the recent Anglo-American philosophy  Week 8 A number of genuinely original contributions to epistemology and the theory of truth has emerged within the Anglo-American analytic philosophy, including externalism and coherentism  Week 9 Recent debates in the Anglo-American philosophy of mind  Week 10 Recent debates in the Anglo-American philosophy of language  Week 11 Recent debates in the Anglo-American philosophy of science  Week 12 Recent debates in the Anglo-American political philosophy  Week 13 Recent debates in the Anglo-American feminist philosophy</p>				

Week 14 Non-analytic strands of the contemporary Anglo-American philosophy	
<b>Study literature and study aids</b>	
<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Stanlick, N. (2013). <i>American Philosophy: The Basics</i>. London: Routledge.</li> <li>▪ Martinich, A., &amp; Sosa, D. (2006). <i>A companion to analytic philosophy</i>. Malden: Blackwell Publishing.</li> <li>▪ Locke, John. <i>An Essay Concerning Human Understanding</i>.</li> <li>▪ Hume, David. <i>An Inquiry Concerning Human Understanding</i>.</li> <li>▪ Emerson, R. W. (2013). <i>Self-Reliance</i>. Digireads Com.</li> <li>▪ Dawkins, R. (1976). <i>Selfish Gene</i>. OUP.</li> <li>▪ Moore, G. E. <i>Principia Ethica</i>.</li> <li>▪ Wittgenstein, Ludwig. <i>Tractatus Logico-Philosophicus</i>.</li> <li>▪ Wittgenstein, Ludwig. <i>Philosophical Investigations</i>.</li> <li>▪ Rorty, R. (1979). <i>Philosophy and the Mirror of Nature</i>. Princeton University Press.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Kuklick, A. (2003). <i>History of Philosophy in America 1720-2000</i>. Oxford: Clarendon Press.</li> <li>▪ Bennet, J. (2003). <i>Learning from Six Philosophers. Vol. 1: British Empiricists</i>. Oxford: Clarendon Press.</li> </ul>	

<b>Course Name</b>	<b>Art Studio Final Project</b>			
<b>Course Type</b>	BA-VA-ASP: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	MgA. Alena Foustková – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This is an independent study course guided by an artist/mentor from our faculty. It is meant to prepare those students choosing an art studio concentration in Visual Arts, to realize and exhibit a final art project in a professional gallery space organized by the School and in cooperation with curators and with the artist/mentor. The 1day exhibit includes a final (and public) critique and an opening (for the public). This final art studio project represents the final work at the end of studies for a BA degree in Visual Art Studies. This independent study course is done as one-on-one mentoring with artist/mentor at regular weekly or bi-weekly sessions; or the course can take the form of a small group if the artist/mentor is able to combine students who are simultaneously working towards this final project.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the steps involved in developing a final art studio project</li> <li>▪ Understand the steps involved in preparing for its realisation (public exhibition)</li> <li>▪ Understand the steps involved in realizing the production of promotional material for the exhibition</li> <li>▪ Exhibition of final work(s) for the completion of the study program with concentration in Art Studio</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Understanding the task at hand, assessing the resources in terms of past experience with art projects and small exhibition participation or organization. This should be done now for the proposed project. Meeting with artist/mentor.</p> <p>Week 2 Independent studio work.</p> <p>Week 3 Independent studio work.</p> <p>Week 4 Meeting with artist/mentor for progress report/evaluation. Independent studio work.</p> <p>Week 5 Exploring resources for the execution of the project (funding, equipment, location). Independent studio work.</p> <p>Week 6 Independent studio work.</p> <p>Week 7 Developing a plan for installation of proposed project (considering equipment, location) with artist/mentor.</p> <p>Week 9 Independent studio work.</p> <p>Week 10 Independent studio work.</p> <p>Week 11 Consultation with artist/mentor for exhibition of the work in the context of final art studies exhibition</p> <p>Week 12 Finalizing the art studio project for exhibition.</p> <p>Week 13 Exhibition of the final art studio project in consultation with curatorial expertise for the placement/location</p> <p>Week 14 Evaluation of the final art studio project</p>			

<b>Study literature and study aids</b>	
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Study literature is based on the topic of individual term project.



<b>Course Name</b>	<b>Art Studio Project—Directed Study</b>				
<b>Course Type</b>	BA-VA-ASP: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	MgA. Alena Foustková – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The Directed Study (semester 1) is an independent study course with an artist/mentor and it is meant to prepare those students choosing an art studio concentration to develop and present a final art project in the form of an exhibit held at the end of the following semester. A Directed study in Fall means having the Final exhibit in Spring. A Directed Study in Spring means having the Final exhibit in Fall (September or even in February of the following year). The second semester is devoted to the complete realization of the art studio project (that is developed and agreed in Directed Study).</p> <p>This directed study course is led by art studio lecturers from our faculty only. If there is a group of students working with the same artist/lecturer there could be group sessions, otherwise this is on a one-on-one basis mentorship. Students may work independently and with or without the studios that are available (organized by AAU). Meetings with the artist including studio visits to see work in its development are held on bi-weekly basis. Towards the end of the project meetings, of course, will be more frequent by meeting several days in the week(s) just before the final art exhibition.</p> <p>Students work in any medium that they choose depending on facilities and practical feasibility, from paintings to installation, from sculpture, to web based works, video, sound, performance, social practice, prints, photography, drawing, painting, graffiti, sound based works and other creative possibilities depending on agreement of the artist/mentor. All work must be created for the final exhibit in a gallery space or even in the public sphere.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the steps involved in developing a solo studio art project.</li> <li>▪ Complete a thorough art project proposal/plan</li> <li>▪ Imagine different forms that the art project can take and consider the practical aspects for realisation of the project</li> <li>▪ Understand the steps involved in preparing for its realisation</li> <li>▪ Understand the steps involved in realizing the project within the gallery space that is going to be used/available</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Understanding the task at hand, assessing the students’ resources and interest in terms of past experience with art projects and appropriate courses.</p> <p>Week 2 Finding one’s subject/Exploring possibilities (Independent studio work)</p> <p>Week 3 Finding one’s subject/Exploring possibilities (Meeting with artist/mentor for feedback) Discussion of the form/mode in which to explore the subject/present the material</p>				

Week 4	Finding one's subject/Exploring possibilities (Independent studio work)
Week 5	Finalizing the subject/ Discussion of particular medium in which to explore it (Meeting with artist/mentor).
Week 6	Independent studio work
Week 7	Discussion of directions in which to develop the subject, preliminary outline of the project's realization with consideration of practical variables, costs and time considerations as well as ethical issues if appropriate.
Week 8	Independent studio work
Week 9	Meeting with artist/mentor for feedback. Independent studio work.
Week 10	Finalizing the proposal considering practical needs (facilities, equipment, and locations). Consider funding.
Week 11	Meeting with artist/mentor for feedback. Independent studio work.
Week 12	Independent Studio work.
Week 13	Imagining alternative production of the project with different mediums-meeting with the artist/mentor. Showing drawings/plans of all or at least some aspect of the art project with consideration of the location
Week 14	Evaluation of art studio project proposal with artist/mentor. Proposal should be sent to Dean for approval.
<b>Study literature and study aids</b>	
Study literature is based on the topic of individual term project.	

<b>Course Name</b>	<b>Arts and Cultural Management</b>			
<b>Course Type</b>	BA-VA-AMC: Compulsory		<b>Recommended Year of Study/semestr</b>	2. -3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, case study, presentations, active participation, attendance			
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	50 %			
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 50 % Karina Kottová, Ph.D. – 50 % Mgr. Piotr Sikora – 50 % Michaela Freitagová, M.A. – 50 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Arts and Cultural Management is an introductory course aiming to familiarize students with organizational and financial structures of cultural institutions in the Czech Republic and world-wide. It aims to acquaint them with issues and techniques pertaining to strategies, finances, communications and evaluation. General understanding of these issues will be supported by case studies presented by distinguished guest speakers from the cultural sector. Essential part and outcome of this course will be the development of individual projects that will enable students to put their theoretical knowledge to practice. The course aims to prepare students for a career as project managers for galleries, museums and foundations, specialists and administrators at auction houses, art advisors, art dealers, private and corporate collections curators, managers of artists foundations and archives, communication managers and journalists, consultants for legal and financial art services.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand basic management strategies and organisational processes in the arts and implement them in practice.</li> <li>▪ Understand the importance of promotion and communications</li> <li>▪ Solve case studies drawn from cultural practice</li> <li>▪ Research, develop and present their own project</li> <li>▪ Understand the wider and constantly changing political and socio-economic framework within which cultural institutions operate</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 What can culture do? Introduction to Arts and Cultural Management</p> <p>Week 2 Cultural Policies in the Czech Republic, Europe and overseas (examples from the Americas and Asia) I.</p> <p>Week 3 Cultural Policies in the Czech Republic, Europe and overseas (examples from the Americas and Asia) II.</p> <p>Week 4 Current trends in cultural management</p> <p>Week 5 Strategic planning and production</p> <p>Week 6 Finance, Fundraising, Sponsoring</p>			

Week 7	Promotion and Communications
Week 8	Evaluation and What Can Data Tell Us
Week 9	Student Project Development + guest lecture: production and managing art festivals
Week 10	Student Project Development + guest lecture: gallery management and marketing
Week 11	Student Project Development + guest lecture: fundraising
Week 12	Student Project Development + guest lecture: art business in the Czech Republic
Week 13	Final project presentations
Week 14	Final project presentations
<b>Study literature and study aids</b>	
<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Byrnes, W.J. (2015). <i>Management and the Arts</i> (5th ed.). Focal Press.</li> <li>▪ Hill, L., O’Sullivan, C. and O’Sullivan, T. (2003). <i>Creative Arts Marketing</i>. Heinemann.</li> <li>▪ Kotler, N.G., P. Kotler, &amp; W.I. Kotler. (2008). <i>Museum marketing and strategy: Designing missions, building audiences, generating revenue and resources</i> (2nd ed.). Jossey-Bass.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Hagoort, G. (2005). Strategy Formation in the Cultural Sector. In <i>Art Management Entrepreneurial Style</i> (pp. 67-130). Eburon.</li> <li>▪ European Parliament. (2009). <i>The Mobility of Works of Art in Europe</i>. Brussels. <a href="https://www.europarl.europa.eu/RegData/etudes/note/join/2009/419085/IPOL-CULT_NT(2009)419085_EN.pdf">https://www.europarl.europa.eu/RegData/etudes/note/join/2009/419085/IPOL-CULT_NT(2009)419085_EN.pdf</a></li> <li>▪ Lalumière, C. (ed.). (2010). <i>A European Manual for Cultural Operators: How to Develop a European Cultural Project</i>. Relais Culture Europe. <a href="https://www.culturenet.cz/coKmv4d994Swax/uploads/2018/07/A-European-Manual-for-Cultural-Operators.pdf">https://www.culturenet.cz/coKmv4d994Swax/uploads/2018/07/A-European-Manual-for-Cultural-Operators.pdf</a></li> <li>▪ <i>Arts Management Quarterly Journal</i>. <a href="https://www.artsmanagement.net/Journal">https://www.artsmanagement.net/Journal</a></li> </ul>	

<b>Course Name</b>	<b>Auditing</b>				
<b>Course Type</b>	BA-BA-ACF: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	David John Muir, MSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course aims at introducing students to understand the function, techniques and challenges of the activity of Auditors. A particular emphasis will be put on the ethical and legal challenges faced by Auditors. The course is thought to be inter-active and will focus on a comparative inter-country perspective, constantly enriched by real case analysis.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be:</p> <ul style="list-style-type: none"> <li>▪ familiar with the presuppositions, purposes of auditing</li> <li>▪ able to understand the various auditing techniques</li> <li>▪ able to assess the ethical and legal implications of the work of the auditors</li> <li>▪ able to compare different auditing systems (mostly of USA and selected EU countries)</li> <li>▪ able to conduct some research in the area of auditing</li> </ul> <p><b>Course Outline</b>  Week 1 Introduction to Auditing: who is the Auditor? What is his/her role?  Week 2 Professional Standards and Ethics  Week 3 Legal Liability of the Auditors: theory and cases  Week 4 <i>Communication with Those Charged with Governance</i>  Week 5 Audit Evidence and Documentation  Week 6 Audit Planning, Understanding the Client, Assessing Risks, and Responding  Week 7 Audit Sampling  Week 8 Mid- term exam  Week 9 <i>Evaluation of Misstatements Identified during the Audit</i>  Week 10 Auditing Operations and Completing the Audit  Week 11 Auditors' Reports  Week 12 Presentation of research essays and feedback  Week 13 Presentation of research essays and feedback  Week 14 Final exam</p>				

### Study literature and study aids

#### ***Required***

- Witthington, R., & Pany, K. (2018). *Principles of auditing and other assurance services*. McGraw-Hill Education.

#### ***Recommended***

- Louwers, T., Blay, A., Sinanson, D., Straweser, J., & Thibodeau, J. (2017). *Auditing and assurance services*. Dubuque, IA: McGraw-Hill Education.
- Messier, W., Glover, S., & Prawitt, D. (2018). *Auditing & assurance services*. McGraw-Hill Education.

<b>Course Name</b>	<b>Brand Management</b>				
<b>Course Type</b>	BA-BA-STM: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Management				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Christopher Shallow, MSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the course is to equip students with theoretical and practical knowledge necessary for a successful and efficient management of brands. It provides the framework for the analysis of the main factors determining success of a brand in the market and introduces techniques and tools necessary for management of brands, such as: development of vision for the brand, identify the correct market niche, design a communication and marketing strategy and implement it. The class will cover also the following topics: brand building, evaluation of brand definition, brand positioning, strength and profitability; evaluate brand’s maturity and repositioning of mature brands, rebranding topics, the link between brand and image of the corporation, corporate identity.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Explain the role of the brand in the today's economy.</li> <li>▪ Describe the purpose and methods of effectively managing brands including how to build brand equity and establish brand identity.</li> <li>▪ Formulate effective brand strategies for consumer and business goods and services.</li> <li>▪ Demonstrate the ability to conduct a critical brand audit, including recommendations for changes and improvement in brand management.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Information: expectations, deadlines, and procedures. Introduction to the brand audit project. What Is A Brand?</p> <p>Week 2 Why Do Brands Matter?</p> <p>Week 3 Can Everything Be Branded?</p> <p>Week 4 What Are the Strongest Brands?</p> <p>Week 5 Branding Challenges and Opportunities</p> <p>Week 6 The Brand Equity Concept.</p> <p>Week 7 Strategic Brand Management Process</p> <p>Week 8 Mid-term exam</p> <p>Week 9 Making a Brand Strong: Brand Knowledge</p> <p>Week 10 Sources of Brand Equity</p> <p>Week 11 Building a Strong Brand: The Four Steps of Brand Building.</p> <p>Week 12 Presentations</p> <p>Week 13 Course Review for Final Exam</p> <p>Week 14 Final Exam</p>				

**Study literature and study aids**
**Required**

- Keller, K. L. (2008). *Strategic brand management: Building, measuring, and managing brand equity*. Prentice Hall.

**Recommended**

- Aaker, D. A. (2004). *Brand portfolio strategy: Creating relevance, differentiation, energy, leverage, and clarity*. NY: Free Press.
- Aaker, D. A. (2010). *Building strong brands*. London: Pocket Simon & Schuster.
- Adamson, A. P. (2009). *BrandDigital: Simple ways top brands succeed in the digital world*. Hampshire: Palgrave Macmillan.
- Adamson, A. P. (2006). *BrandSimple: How the best brands keep it simple and succeed*. Hampshire: Palgrave Macmillan.
- Asacker, T. (2005). *A clear eye for branding: Straight talk on today's most powerful business concept*. Paramount Market Publishing.
- Atkin, D. (2004). *The culting of brands: When customers become true believers*. New York: Portfolio.
- Bedbury, S. (2002). *A new brand world: 8 principles for achieving brand leadership in the 21st century*. Penguin.
- Clifton, R. (2009). *Brands and branding*. London: Profile Books.
- de Chernatony, L. et al. (1992). *Creating powerful brands: The strategic route to success in consumer, industrial and service markets*. Oxford: Butterworth-Heinemann.
- D'Alessandro, D. F. (2001). *Brand warfare: 10 rules for building the killer brand*. McGraw-Hill.
- Dahln, M., Lange, F., & Smith, T. (2010). *Marketing communications: A brand narrative approach*. Wiley.
- Davis, S. M. (2002). *Brand asset management: Driving profitable growth through your brands*. Jossey-Bass.
- Dhar, M. (2007). *Brand management 101: 101 lessons from real-world marketing*. Singapore: Wiley.
- Gobé, M. (2009). *Emotional branding: The new paradigm for connecting brands to people*. Allworth Press.
- Grant, J. (2007). *The brand innovation manifesto: How to build brands, redefine markets & Defy Conventions*. Wiley.
- Holt, D. B. (2004). *How brands become icons: The principles of cultural branding*. Harvard Business Press.
- Kapferer, J.N. (2010). *The new strategic brand management: Creating and sustaining brand equity long term*. London: Kogan Page.
- Keller, K. L. (2008). *Strategic brand management: Building, measuring, and managing brand equity*. Prentice Hall.
- Lindström, M. (2010). *Brand sense: Sensory secrets behind the stuff we buy*. London: Kogan page.
- Middleton, S. (2013). *Build a brand in 30 days*. Chichester, UK: Capstone Pub.
- Lane, F. (2007). *Killer brands: Create and market a brand that will annihilate the competition*. Avon.
- Murray, W. (2000). *Brand storm: A tale of passion, betrayal and revenge*. London: Financial Times Prentice Hall.
- Neumeirt, M. (2006). *Brand gap: How to bridge the distance between business strategy and design. A whiteboard overview*. New Riders.
- Nissim, B. (2008). *Brand triad: Toolbox for strategic brand assessment and repositioning*. New York: iUniverse.
- Nissim, B. (2005). *The brand advocate: A strategy-driven workbook*. New York: iUniverse.
- Post, K. (2004). *Brain tattoos: Creating unique brands that stick in your customers' minds*, Amacom.
- Ries, A., & Ries, L. (2012). *The 22 immutable laws of branding: How to build a product or service into a world-class brand*. New York: HarperBusiness.
- Sharp, B. (2010). *How brands grow: What marketers don't know*. Oxford.
- Temporal, P. (2010). *Advanced brand management: Managing brands in a changing world*. Wiley.
- Taylor, D. & Nichols, D. (2010). *The brandgym: A practical workout to gain and retain brand leadership*. Wiley.
- Van Auken, B. (2003). *Brand aid: An easy reference guide to solving your toughest branding problems and strengthening your market position*. Amacom.
- Van Gelder, S. (2005). *Global brand strategy: Unlocking branding potential across countries, cultures and markets*. London: Kogan Page.
- Wheeler, A. (2009). *Designing brand identity: An essential guide for the whole branding team*. Wiley.



- Wipperfurth, A. (2005). *Brand Hijack: Marketing without marketing*. Portfolio.
- Young, A. (2014). *Brand media strategy: Integrated communications planning in the digital era*. Palgrave Macmillan.

<b>Course Name</b>	<b>Britain and the World 1930-2016</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: World History I Equivalence BA-HS-AAS: Empire: British Imperialism and Colonialism / Race and Civil Rights in the USA Equivalence BA-HS-PAS: Empire: British Imperialism and Colonialism / History of Racism & Anti-Semitism				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Gerald Power, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Gerald Power, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course engages with Britain as a global state in a non-traditional fashion. Departing from the conventional approach often used by historians – which requires ‘compartmentalizing’ the problem into discrete areas such as Britain as imperial and post-imperial power, Britain as a Cold War actor and Britain as a (reluctant) European partner – this course synthesizes these themes, allowing them to be evaluated comparatively and holistically. It also identifies less familiar themes, such as the way in which popular culture has played a role in recasting Britain’s global image. Finally, the course plays due attention to the impact of the wider world on Britain. In sum, it offers a comprehensive and critical appraisal of how a declining Great Power’s position in the world altered against a backdrop of intense and rapid global and domestic change.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically reflect on and evaluate changes and variety in terms of Britain’s global position from the 1930s and the establishment of the British Commonwealth to the Brexit referendum of 2016.</li> <li>▪ Appreciate the multiplicity of Britain’s foreign relations and international position, and to be able to discuss issues including Britain and the Commonwealth, the European Union, soft power and cultural diplomacy, the Special Relationship and so on.</li> <li>▪ Master advanced techniques in historical methodology, including collating, examining, analysing and theory-constructing using primary sources.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Empire, Decolonization and Commonwealth  Week 3 Britain and War  Week 4 Values and Cultural Diplomacy  Week 5 America  Week 6 Britain, the English Language and the Imperial Legacy  Week 7 Mid-Term Written Exam  Week 8 Analysis Workshop 1  Week 9 Analysis Workshop 2  Week 10 Analysis Workshop 3  Week 11 Analysis Workshop 4  Week 12 Presentations I  Week 13 Presentation II  Week 14 Submission of Primary Source Report</p>				

## Study literature and study aids

### Required

- Bartlett, C. J. (1989). *British Foreign Policy in the Twentieth Century*. New York: St Martin's.
- Clarke, P. (1997). *Hope and Glory: Britain, 1900-1990*. London: Penguin.
- Dickie, J. (2004). *The New Mandarins: How British Foreign Policy Works*. London: I.B. Taurus.
- Dockrill, M., & McKercher, B. (ed.). (2003). *Diplomacy and World Power: Studies in British Foreign Policy, 1890-1950*. Cambridge: CUP.
- Edmunds, T., Gaskarth, J., & Porter, R. (2014). *British Foreign Policy and the National Interest: Identity, Strategy and Security*. Basingstoke, Palgrave Macmillan.
- Fisher, J., Pedaliu, E. G. H., & Smith, R. (2017). *The Foreign Office, Commerce and British Foreign Policy in the Twentieth Century*. London: Palgrave Macmillan UK.
- Lee, S. J. (1996). *Aspects of British Political History, 1914-1995*. London: Routledge.
- Lunn, J., Miller, V., & Smith, B. (2008). *British Foreign Policy since 1997*. London: House of Commons Library.
- Martel, G. (ed.). (2007). *A Companion to International History, 1900-2001*. Malden, MA: Blackwell.
- Reynolds, D. (2013). *Britannia Overruled: British Policy and World Power in the Twentieth Century*. London: Longman.
- Dockrill, S. (2002). *Britain's retreat from east of Suez: The choice between Europe and the world?* Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Sanders, D., & Houghton, D. P. (2017). *Losing an empire, finding a role: British foreign policy since 1945*. London: Palgrave.
- Wallace, W. (1991). Foreign Policy and National Identity in the United Kingdom. *International Affairs*, 67(1), 65-80.

### Recommended

- Blackhurst, C. (2017). Why the English Language May be our Best Weapon in the Post-Brexit World. *The Independent*, 11 Nov. 2017, available at <https://www.independent.co.uk/news/business/comment/english-language-uk-advantage-brexit-leave-eu-trade-talks-deals-world-countries-a8046461.html>.
- Culligan, K., Dubber, J. and Lotten, M. (2016). *As Others See Us: Culture, Attraction And Soft Power*. [www.britishcouncil.org/sites/default/files/as-others-see-us-report.pdf](http://www.britishcouncil.org/sites/default/files/as-others-see-us-report.pdf)
- Donaldson, A. (2018). *A Special Relationship? Exploring the Future of UK-US Cultural Ties*. London: The British Council, available at [https://www.britishcouncil.org/sites/default/files/j062\\_thought\\_leadership\\_a\\_special\\_relationship.pdf](https://www.britishcouncil.org/sites/default/files/j062_thought_leadership_a_special_relationship.pdf).
- The National Archives of the United Kingdom, London. British Council files for the Arab Gulf region, 1950s-1970s (Instructors and their involvement in teaching's facsimiles, shared via NEO LMS).
- Addison, P., & Jones, H. (eds) (2005). *A Companion to Contemporary Britain, 1939-2000*. Malden, MA: Blackwell.
- Brown, J., & Wm. Roger Louis (eds.) (1999). *The Oxford History of the British Empire. VI: The Twentieth Century*. Oxford: OUP.
- Crystal, D. (2003). *English as a Global Language*. Cambridge: CUP.
- Edmunds, T., Gaskarth, J. & Porter, R. (2014). *British Foreign Policy and the National Interest: Identity, Strategy and Security*. Basingstoke, Palgrave Macmillan.
- Garton Ash, T. (2001). Is Britain European? *International Affairs*, 77(1), 1-13.
- Malallah, S. (2000). English in an Arabic Environment: Current Attitudes to English Among Kuwaiti University Students. *International Journal of Bilingual Education and Bilingualism*, 3(1), 19-43.
- Smith, S. (2001). The Making of a Neo-Colony? Anglo-Kuwaiti Relations in the Era of Decolonization. *Middle Eastern Studies*, 31(1), 159-72.
- Towle, P. (2009). *Going to War: British Debates from Wilberforce to Blair*. Basingstoke: Palgrave Macmillan.
- Vaughan, J. (2005). 'A Certain Idea of Britain': British Cultural Diplomacy in the Middle East, 1945-57'. *Contemporary British History*, 19(2), 151-168.
- Weight, R. (2015). *Mod! A Very British Style*. London: Vintage.

<b>Course Name</b>	<b>British Foreign Policy</b>			
<b>Course Type</b>	MA-IR: Required optional		<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Gerald Power, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>What have Britain’s major foreign policies been in modern history? Why were those policies pursued and what were their outcomes for the country and on other actors? This course attempts to answer these fundamental questions by way of a comprehensive and critical discussion of Britain’s external relations from the start of the twentieth century until contemporary times. Major themes addressed include British responses to the challenges of the two World Wars; imperial collapse; Cold War activity; involvement with the European project; and more recent attempts to negotiate a role and maintain power in the context of globalization and challenges to Western pre-eminence. Conceptually, the course is interested in analysing crucial foreign policy decisions in terms of structure and agency and the apparent tension between Idealism and Realism in the making of British foreign policy. In exploring our topic in a narrative fashion informed by theory, students can reach a thorough and profound understanding of Britain’s global position in modern history and today.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a sound awareness of the chronology and outline of British foreign policy from c.1900 to today, including key dates and central personalities.</li> <li>▪ Locate British foreign policy decisions within broader regional and global contexts.</li> <li>▪ Recognize central problems in the history of British foreign policy and how these problems may be approached by historians and theorists working within political science and international relations.</li> <li>▪ Apply concepts of Idealism and Realism to the problem of British foreign policy.</li> <li>▪ Demonstrate a sophisticated understanding of how a European power coped with the reality of decline and a changing global environment in the later twentieth century.</li> <li>▪ Critically understand British foreign policies and foreign policy challenges in the contemporary world.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 The Era of World War I  Week 3 The Price of Security  Week 4 World War II  Week 5 Circles of Power, 1945-55  Week 6 Suez and After, 1956-70  Week 7 Mid-Term Exam  Week 8 The 1970s and Europe  Week 9 The Thatcher Era, 1979-90  Week 10 New World Order, 1990-1997</p>			

Week 11 The Blair Era, 1997-2007  
 Week 12 Decisions: British Foreign Policy after 2007  
 Week 13 Essay Presentations  
 Week 14 Essay Submission

### Study literature and study aids

#### Required

- Evans, E. J. (2004). *Thatcher and Thatcherism* (2nd ed.). London: Routledge.
- Gaskarth, J. (2013). *British foreign policy: Crises, conflicts and future challenges*. Cambridge: Polity,
- Reynolds, D. (2013). *Britannia overruled: British policy and world power in the twentieth century* (2nd ed.). London: Longman.
- Ripsman, N. M., & Levy, J. S. (2008). Wishful thinking or buying time? The logic of British appeasement in the 1930s'. *International Security*, 33(2), 148-181.
- Sanders, D., & Houghton, D. P. (2016). *Losing an empire, finding a role: British foreign policy since 1945*. Macmillan International Higher Education.
- Seldon, A. (ed.). (2007). *Blair's Britain, 1997-2007*. Cambridge: CUP.

#### Recommended

##### (A) Primary (Historical) Sources and Contemporary Sources

- Chatham House, <https://www.chathamhouse.org>, including *The World Today* magazine
- Churchill College, Cambridge. Diplomatic Oral History Project, at <https://www.chu.cam.ac.uk/archives/collections/bdohp/>
- *The Guardian* and other national and international media organs
- The John Major archive, at <http://www.johnmajorarchive.org.uk/speeches-by-date/>
- The Margaret Thatcher Foundation archive, at <https://www.margareththatcher.org>
- The National Archives of the United Kingdom, Cabinet Papers, at <http://www.nationalarchives.gov.uk/cabinetpapers/default.htm>
- Parliamentary reports and the exchanges of MPs and ministers in the house of commons and house of lords can be accessed at <https://www.parliament.uk>

##### (B) General

- Bartlett, C. J. (1989). *British foreign policy in the twentieth century*. New York: St Martin's.
- Clarke, P. (1997). *Hope and glory: Britain, 1900-1990*. London: Penguin.
- Dickie, J. (2004). *The New Mandarins: How British foreign policy works*. London: I.B. Taurus.
- Dockrill, S. (2002). *Britain's retreat from East of Suez: The choice between Europe and the world* Springer.
- Edmunds, T., Gaskarth, J. & Porter, R. (eds.). (2014). *British foreign policy and the national interest: Identity, strategy and security*. Basingstoke: Palgrave Macmillan.
- Fisher, J., Pedaliu, E., & Smith, R. (eds.). (2017). *The Foreign office, commerce and British foreign policy in the twentieth century*. Springer.
- Lee, S. J. (1996). *Aspects of British political history, 1914-1995*. London: Routledge.
- Sanders, D., & Houghton, D.P. (2016). *Losing an empire, finding a role: British foreign policy since 1945*. Macmillan International Higher Education.
- Wallace, W. (1991). Foreign policy and national identity in the United Kingdom. *International Affairs*, 67(1), 65-80.

##### (C) War and Alliances (including the Special Relationship with the USA)

- Adamthwaite, A. (1985). Britain and the world, 1945-9: The view from the foreign office. *International Affairs*, 61(2), 223-235.
- Almog, O. (2003). *Britain, Israel and the United States, 1955-1958: Beyond Suez*. London: Frank Cass.
- Capet, A. (2006). *Britain, France and the entente cordiale since 1904*. Basingstoke: Palgrave.
- Dumbrell, J. (2006). *A special relationship: Anglo-American relations in the cold war and after* (2nd ed.). Basingstoke: Palgrave Macmillan.
- Freedman, L. (2006). The special relationship: Then and now. *Foreign Affairs*, 85(3), 61-73.
- Hogan, M. J. (1987). *The Marshall Plan: America, Britain and the reconstruction of Western Europe, 1947-1952*. Cambridge: CUP.
- Opermann, K. (ed.). (2012). *British foreign and security policy: Historical legacies and current challenges*.

Augsburg: Wißner.

- Reynolds, D. (1988). Rethinking Anglo-American relations. *International Affairs*, 65(1), 89-111.
  - Towle, P. (2009). *Going to war: British debates from Wilberforce to Blair*. Basingstoke: Palgrave Macmillan.
  - Wheeler, N. J. (1985). British nuclear weapons and Anglo-American relations, 1945-54. *International Affairs*, 62(1), 71-86.
- (D) Appeasement and World War II
- Hughes, M. (2006). *British foreign secretaries in an uncertain world, 1919-1939*. London: Routledge.
  - Offner, A. (1987). Appeasement revisited: The United States, Great Britain and Germany, 1933-1940. *Journal of American History*, 64(2), 373-393.
  - Ripsman, N., & Levy, J. (2008). Wishful thinking or buying time? The logic of British appeasement in the 1930s. *International Security*, 33(2), 148-181.
  - Schmidt, G. (1983). The domestic background to British appeasement policy. In W. J. Mommsen, & L. Kettenacker (eds.), *The Fascist challenge and the policy of appeasement* (pp. 101-124). London: Allen & Unwin.
  - Tamkin, N. (2009). *Britain, Turkey and the Soviet Union, 1940-45: Strategy, diplomacy and intelligence in the Eastern Mediterranean*. Basingstoke: Palgrave Macmillan.
- (E) The British Empire, Decolonization and the Commonwealth
- Black, J. (2015). *The British Empire: A history and a debate*. Farnham: Ashgate.
  - Darwin, J. (1988). *Britain and decolonisation: The retreat from empire in the post-war world*. London: Macmillan.
  - Flint, J. (1983). Planned decolonization and its failure in British Africa. *African Affairs*, 82(328), 389-411.
  - May, A. (ed.). (2001). *Britain, the Commonwealth and Europe: The Commonwealth and Britain's application to join the European Communities*. Basingstoke: Palgrave.
  - Mohonram, R. (2007). *Imperial white: Race, diaspora, and the British Empire*. Minneapolis: University of Minnesota Press.
  - Pierce, R. D. (1984). The Colonial Office and planned decolonization in Africa. *African Affairs*, 83(330), 77-93.
  - Pierce, R. D. (1982). *The turning point in Africa: British colonial policy, 1938-1948*. London: Frank Cass.
  - Porter, B. (2004). *The Lion's share: A short history of the British Empire, 1850-2004* (4th ed.). Harlow: Pearson.
  - White, N. (2014). *Decolonisation: The British experience since 1945*. Routledge.
  - Winks, R.W. (ed.). (2001). *The Oxford History of the British Empire*. Vol. V: *Historiography*. Oxford: OUP.
- (F) Cultural Diplomacy and Soft Power
- Aldrich, R. (2003). Putting culture into the Cold War: The cultural relations department and British covert information warfare. *Intelligence and National Security*, 18(2), 109-133.
  - Culligan, K., Dubber, J., & Lotten, M. (eds.). (2016). *As others see us: Culture, attraction and soft power*. The British Council. <http://www.britishcouncil.org/sites/default/files/as-others-see-us-report.pdf>
  - Defty, A. (2004). *Britain, America and anti-communist propaganda, 1945-53: The information research department*. London and New York: Routledge.
  - Fisher, A. (2009). *A story of engagement: The British Council 1934-2009*. London: The British Council.
  - Shaw, T. (2005). Introduction: Britain and the cultural Cold War. *Contemporary British History*, 19(2), 109-115.
  - Webb, A. (2014). *London calling: Britain, the BBC World Service and the Cold War*. London: Bloomsbury.
- (G) Europe
- Coupland, P. M. (2004). Western Union, "Spiritual Union" and European Integration, 1948-51. *Journal of British Studies*, 43(3), 366-394.
  - Garton, A. T. (2001). Is Britain European? *International Affairs*, 77(1), 1-13.
  - Geddes, A. (2004). *The European Union and British politics*. Basingstoke: Palgrave Macmillan.
  - Gowland, D., Turner, A., & Wright, A. (2010). *Britain and European integration since 1945: On the sidelines*. London: Routledge.



- Jones, A. (2007). *Britain and the European Union*. Edinburgh: Edinburgh University Press.
- Melissen, J., & Zeeman, B. (1986). Britain and Western Europe, 1945-51: Opportunities lost? *International Affairs*, 63(1), 81-95.
- Wall, S. (2008). *A stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: OUP.

(H) The Middle East and Asia

- Joyce, M. (2003). *Ruling Shaikhs and Her Majesty's government 1960-1969*. London: Routledge.
- Kyle, K. (2011). *Suez: Britain's end of empire in the Middle East*. London: I.B. Taurus.
- McNamara, R. (2003). *Britain, Nasser and the balance of power in the Middle East, 1952-1967*. London: Frank Cass.
- Onley, J. (2009). Britain and the Gulf Shaikhdoms: the politics of protection. Centre for International and Regional Studies, Georgetown University, Qatar, Occasional Paper no. 4.
- Owendale, R. (1992). *The Longman Companion to the Middle East since 1914*. Harlow: Longman.
- Smith, S. (2004). *Britain's decline and fall in the gulf: Kuwait, Bahrain, Qatar and the crucial states*. London: Routledge.
- Smith, S. (2001). The making of a neo-colony? Anglo-Kuwaiti relations in the era of decolonization. *Middle Eastern Studies*, 31(1), 159-72.

(I) Parties, Governments and Leaders

- Carthorn, P., & Davis, J. (eds.). (2008). *The British Labour Party and the wider world: Domestic politics, internationalism and foreign policy*. London: Taurus Academic Studies.
- Dorman, A. M. (2002). *Defence under Thatcher*. Basingstoke: Palgrave.
- Maurer, J. H. (ed.). (2003). *Churchill and strategic dilemmas before the world the World Wars*. London: Frank Cass.
- Seldon, A. (ed.). (2007). *Blair's Britain, 1997-2007*. Cambridge: CUP.
- Williams, P. D. (2005). *British foreign policy under new labour, 1997-2006*. Basingstoke: Palgrave.

<b>Course Name</b>	<b>British History I</b>			
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: British History II			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Gerald Power, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course offers an introduction to the history of Great Britain from the era of Roman occupation to the beginning of the nineteenth century. It surveys a broad range of central problems and processes that, collectively, helped to make modern Britain: waves of settlers and the formation of kingdoms, the development of enduring legal and constitutional institutions and solutions, the sometimes bitter and bloody divisions over religion and political authority and finally the advent of industrialization and the emergence of Britain as a global power.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate and reflect on the major phases and trends in British history from Roman times to the start of the nineteenth century.</li> <li>▪ Demonstrate a critical awareness of historiographical debate in British history, and an ability to discriminate between major differing interpretations of the British past developed by historians.</li> <li>▪ Engage with British history in terms of the individual histories of the ‘four nations’ – the English, the Scots, the Welsh and Irish – while also being sensitive to the limitations and over-simplifications of such designations and labels.</li> <li>▪ Articulate informed opinions on aspects of British history by reference to primary sources as well as secondary.</li> <li>▪ Demonstrate enhanced communication presentation skills gained from frequent in-class discussion and group work.</li> </ul> <p><b>Course Outline</b>  Week 1 Introduction; From Romans to the Vikings, 410-789  Week 2 Vikings to Normans, 789-1066  Week 3 Early Norman Britain, 1066-1170  Week 4 Plantagenet Britain I, 1170-1348  Week 5 Plantagenet Britain II, 1348-1485  Week 6 The Tudor Age I, 1485-1534  Week 7 Mid-Term Exam  Week 8 The Tudor Age II, 1534-1603  Week 9 The Early Stuarts and their Critics I, 1603-41  Week 10 The World Turned Upside Down, 1641-1685  Week 11 The Stuarts and their Critics, II, 1685-1715  Week 12 Oligarchy, Commerce and War, 1715-70  Week 13 Revolutions, 1770-1815  Week 14 Group Presentation</p>			



**Study literature and study aids**
**Required**

- Strong, R. (2019). *The Story of Britain: From the Romans to the Present*. London: Pegasus.

**Recommended**

- Black, J. (2017). *A History of the British Isles*. London: Palgrave Macmillan.
- Tombs, R. (2016). *The English and their History*. London: Vintage.
- Bradshaw, B., & Roberts, P. (eds.) (1998). *British Consciousness and Identity: The Making of Britain, 1533-1707*. Cambridge: CUP.
- Burns, A., & Innes, J. (ed.). (2003). *Rethinking the Age of Reform: Britain, 1780-1850*. Cambridge: CUP.
- Davies, R. R. (2000). *The First English Empire: Power and Identities in the British Isles, 1093-1343*. Oxford: OUP.
- Dickinson, H.T. (ed.) (2002). *A Companion to Eighteenth-Century Britain*. Malden, MA: Blackwell.
- Grant, A., & Stringer, K. J. (eds.) (1995). *Uniting the Kingdom? The Making of British History*. London: Routledge.
- Harvey, B. (ed.) (2001). *The Twelfth and Thirteenth Centuries, 1066-c.1280*. Oxford: OUP.
- Heal, F. (2003). *Reformation in Britain and Ireland*. Oxford: OUP.
- Heater, D. (2006). *Citizenship in Britain: A History*. Edinburgh: Edinburgh University Press.
- Horrox, R., & Ormrod, M. (2006). *A Social History of England, 1200-1500*. Cambridge: CUP.
- Maginn, C., & Power, G. (ed.) (2016). *Frontiers, States and Identities in Early Modern Ireland and Beyond: Essays in Honour of Steven G. Ellis*. Dublin: Four Courts Press.
- Power, G. (2012). *A European Frontier Elite: The Nobility of the English Pale in Tudor Ireland, 1496-1566*. Hannover: Wehrhahn.

<b>Course Name</b>	<b>British History II</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: British History I				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Gerald Power, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course offers an introduction to the history of Great Britain from the early nineteenth century to the turn of the new millennium. Adopting a predominantly narrative approach, it tells the story of a state and society undergoing a profound set of transformations. These include the attainment and subsequent loss of immense global power; democratization and attendant changes to the structure of national politics; social and cultural change, including shifting attitudes to central aspects of life such as religion, money, the role of women and individual rights; and shifting relations between the state and the peoples of Ireland, Scotland, Wales and England. Along the way, the course explores such defining events and processes as the industrial revolution, the Irish Famine, the impacts of two world wars, the advent of feminism and other activist causes and the lasting legacy of Thatcherism.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate and reflect on the major phases and trends in modern British history from the early nineteenth century to contemporary times.</li> <li>▪ Demonstrate a critical awareness of historiographical debate in British history, and an ability to discriminate between major differing interpretations of the British past developed by historians.</li> <li>▪ Engage with British history in terms of the individual histories of the ‘four nations’ – the English, the Scots, the Welsh and Irish – while also being sensitive to the limitations and over-simplifications of such designations and labels.</li> <li>▪ Articulate informed opinions on aspects of British history by reference to primary sources as well as secondary.</li> <li>▪ Demonstrate enhanced communication presentation skills gained from frequent in-class discussion and group work.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction; The Great Factory: Britain, 1815-51  Week 2 Victorian Britain I: Politics and the State, 1851-1901  Week 3 Victorian Britain II: Society and Culture  Week 4 Pax Britannica: Empire and World War, 1815-1918  Week 5 Uncertain Decades: Early Twentieth-Century Britain, 1901-39  Week 6 Britain and the Second World War, 1939-45  Week 7 Mid-Term Exam  Week 8 Postwar Britain I: Politics and Economy, 1945-60  Week 9 Postwar Britain II: Society and Culture, 1955-75</p>				

Week 10 Into Crisis: The 1970s  
 Week 11 Into Battle: The 1980s  
 Week 12 Into Tomorrow: The 1990s  
 Week 13 Blair's Britain, 1997-2007  
 Week 14 Group Presentation

### Study literature and study aids

#### **Required**

- Strong, R. (2019). *The Story of Britain: From the Romans to the Present*. London: Pegasus.
- Supplementary weekly readings are taken from the magazines *History Today* and *History Review*.

#### **Recommended**

- Addison, P., & Jones, H. (eds.) (2005). *A Companion to Contemporary Britain*. Oxford: Blackwell.
- Bebbington, D.W. (2005). *Evangelism in Modern Britain: A History From the 1730s to the 1980s*. London: Routledge.
- Clarke, P. (1997). *Hope and Glory: Britain, 1900-1990*. London: Penguin.
- Collete, C.A. and Keith Laybourn, eds. *Modern Britain Since 1979: A Reader*. London: I.B. Taurus, 2003.
- Daunton, M. (ed.) (1996). *Charity, Self-Interest and Welfare in the English Past*. London: UCL Press.
- Glynn, S., & Booth, A. (1996). *Modern Britain: An Economic and Social History*. London: Routledge.
- Evans, E. J. (1985). *Political Parties in Britain, 1783-1867*. London: Methuen.
- Evans, E. J. (2004). *Thatcher and Thatcherism*. London: Routledge.
- Porter, B. (2006). *The Absent-Minded Imperialists: What the British Really Thought About Empire*. Oxford: OUP.
- Seldon, A. (ed.) (2007). *Blair's Britain, 1997-2007*. Cambridge: CUP.
- Wrigley, C. (ed.) (2003). *A Companion to Early Twentieth-Century Britain*. Oxford: Blackwell.
- Heater, D. (2006). *Citizenship in Britain: A History*. Edinburgh: Edinburgh University Press.
- Lang, S. (1999). *Parliamentary Reform, 1785-1928*. London: Routledge.
- Williams, C. (ed.) (2004). *A Companion to Nineteenth-Century Britain*. Malden, MA: Blackwell.

<b>Course Name</b>	<b>British Literature</b>		
<b>Course Type</b>	BA-HS-AAS: Compulsory BA-HS-HSC: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours <b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: American Literature / European Literature I / European Literature II		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Mgr. Einat Adar, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course provides students with an overview of British literature, from Old English poetry to the present day. Given the breadth of the subject, the course will focus on significant turning points in British literary history and canonical texts that have become key to British culture. Taking a culture studies approach, these works will be contextualised within contemporary historical, political, and material realities. These will be complemented by close reading of chosen passages in order to better understand and appreciate the texts under discussion.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of key figures and periods in British literature from medieval times to the present.</li> <li>▪ Understand how literary works engage with the issues of the day and historical developments.</li> <li>▪ Perform close reading and analysis of individual literary works.</li> <li>▪ Improve their skills of critical thinking, close reading, oral presentation, academic writing, and independent research.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction Week 2 Middle English Week 3 Renaissance Drama Week 4 Metaphysical Poetry Week 5 Neoclassical poetry Week 6 The rise of the Novel Week 7 Romantic Poetry Week 8 The Gothic Week 9 Victorian poetry Week 10 Victorian novels Week 11 Modernism Week 12 High modernism Week 13 Post modernism Week 14 Contemporary writing</p>		

## Study literature and study aids

### Required

- Chaucer, G. (2006). The Canterbury Tales. In *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company. (pp. 239-255).
- Kempe, M. (2006). The Book of Margery Kemp. In *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company. (pp. 384-386).
- William Shakespeare, *The Tragedy of Hamlet Prince of Denmark*, ed. Barbara A. Mowat and Paul Westine, Folger Digital Library: <https://www.folgerdigitaltexts.org/html/Ham.html>
- Selection of poems by John Donne, George Herbert, Andrew Marvell: *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006. (pp. 1263; 1266, 1295, 1607, 1611, 1698-9, 1703-4).
- Selection of poems by Ben Jonson, Lady Mary Wortley Montagu, Jonathan Swift: *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006. (pp. 1428-9, 2590-2595).
- Defoe, D. (2007). *Robinson Crusoe*. Oxford: Oxford University Press.
- Behn, A., & Todd, J. (2003). *Oroonoko, or, The history of the royal slave*. London: Penguin.
- Selection of poems by William Wordsworth, Dorothy Wordsworth, John Keats, Charles Taylor Coleridge; Letitia Elizabeth Landon: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. (pp. 250, 276-7, 305-6, 404-5, 884-5, 905-6, 447-8, 977-8).
- Selection of poems by Elizabeth Barrett Browning, Alfred, Lord Tennyson, Robert Browning, Dante Gabriel Rossetti, Christina Rossetti, Oscar Wilde, Rudyard Kipling: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. (pp. 1083-5, 1188-9, 1303-4, 1457-8, 1461, 1479, 1688, 1821-3).
- Austen, J. (2014). *Pride and Prejudice*. Richmond Hill: Udon Entertainment.
- Conrad, J. (1996). *Heart of darkness*. Boston: Bedford Press.
- Selection of poems by Wilfred Owen, Siegfried Sassoon, D. H. Lawrence: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. (pp. 1953; 1961-2; 1975-6; 2275-7).
- Eliot, T. S. (2006). The Waste Land. In *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company. (pp. 2295-2308).
- Woolf, V. (2006). The Mark on the Wall. In *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company. (pp. 2082-2087).
- Stoppard, T. (1994). *Arcadia*. London: Theatre Royal, Haymarket.
- Duffy, C. A. (2017). *The world's wife*. London: Picador.

### Recommended

- *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006: Introductions to The Middle Ages (pp. 1-22), The Sixteenth Century (pp. 485-513), The Early Seventeenth Century (pp. 1235-1259), The Restoration and the Eighteenth Century (pp. 2057-2082).
- *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006: Introductions to The Romantic Period (pp. 1-25), The Victorian Age (pp. 979-1001), The Twentieth Century and After (pp. 1827-1850).
- Pope, A. (2006). An Essay on Man VI-VII. In A. Pope, *Alexander Pope: The Major Works*. Oxford: Oxford University Press (pp. 277-8)
- Edgeworth, M. (2018). *Castle Rackrent*. Peterborough: Broadview Press.
- Smith, Z. (2017). *White teeth*. London: Penguin Books.

<b>Course Name</b>	<b>Business Ethics</b>			
<b>Course Type</b>	BA-BA-ACF: Compulsory BA-BA-BEC: Compulsory BA-BA-IBL: Compulsory BA-BA-MGT: Compulsory BA-BA-PML: Compulsory BA-PS-HMR: Required optional BA-PS-CPL: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>
				3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Human Rights in Business			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, group project, presentations, active participation, attendance			
<b>Course Guarantor</b>	Gabriele Meissner, MBA			
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Gabriele Meissner, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to provide students with solid skills to know and deal with the essentials of ethics. They are enabled to analyze business, social and environmental issues that are relevant to the development of Corporate Social Responsibility and sustainable business practices. The course focuses on the CSR practices of Multi-national Corporations (MNCs), the challenges and opportunities of acting responsibly in the arena often called “the global village”. It also assesses the role of small and medium-sized enterprises (SMEs) in acting responsibly in a highly competitive environment. A main goal of the course is to make students aware of what influences individual and organizational decision making and to accept that however strong the external pressure might be individuals are still responsible for their decisions and its consequences. The course provides a comprehensive introduction to ethical considerations in business. Students are enabled to develop a deeper understanding of how to act responsibly towards all business stakeholders while, at the same time, not neglecting the firm’s profitability. The course will discuss models of how CSR can create a sustainable ROI for companies. Students are encouraged to gain awareness of the interconnectedness of organizations and nations in a globalized world and how their actions as managers will affect different stakeholders, nations and the world as a whole.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Show familiarity with current ethical questions, economic, social and environmental policy frameworks in which CSR takes place</li> <li>▪ Demonstrate mastery of CSR theory and practice in Europe from corporate codes of conduct to related EU policies, frameworks and discussions</li> <li>▪ Appreciate and articulate complex issues in corporate governance under local and global settings</li> <li>▪ Show familiarity with critical issues of CG and CSR, including corporate ownership structures, transparency, board practices, CSR strategy formulation and implementation, and their impact on different stakeholders</li> <li>▪ Know how to integrate management control issues with corporate governance as a firm-specific objective to achieve superior company performance and greater accountability</li> <li>▪ Analyze, communicate and provide recommendations on business cases</li> </ul>			

### **Course Outline**

Week 1 Introduction to Business Ethics, individual and organizational decision making  
 Week 2 Corporate Governance, Compliance, Stakeholder Management  
 Week 3 Globalization; Inequality; Impact on Society  
 Week 4 Organizational vs. individual responsibility  
 Week 5 Compliance; compliance management  
 Week 6 Criminal Capital – How the Finance Industry Facilitates Crime  
 Week 7 Mid-term test  
 Week 8 Economic Crises; Risk Management  
 Week 9 Corporate Culture; The Challenges of innovative business models  
 Week 10 The ethics of M&A  
 Week 11 Technology, Big Data, The Internet of Things, Cyber Crime and the Dark Web  
 Week 12 The Hidden Wealth of Nations: Tax Havens; tax avoidance and evasion  
 Week 13 Group Project Presentation  
 Week 14 Final Exam

### **Study literature and study aids**

#### **Required**

- Carroll, A. B., & Buchholtz, A. B. (2012). *Business & society: ethics, sustainability, and stakeholder management*. Australia; Mason, OH: South-Western, Cengage Learning.
- Ferrell, O.C., Ferrell, J. F. (2009). *Business ethics 2009 update: Ethical, decision making and case*. Australia; Mason, OH: South-Western, Cengage Learning.
- Griseri, P., Seppala, N. (2010). *Business ethics and corporate social responsibility*. Andover: South-Western Cengage Learning.

#### **Recommended:**

- Epstein, M. J., Burchard, B. (2000). *Counting what counts: turning corporate accountability to competitive advantage*. Cambridge, Mass: Perseus Books.
- Starkey, R., Welford, R. (2001). *The Earthscan reader in business & sustainable Development*. London; Sterling, VA: Earthscan Publications.
- Werther, W. B., Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks: SAGE.



<b>Course Name</b>	<b>Business Information Systems</b>				
<b>Course Type</b>	BA-BA-ACF: Compulsory BA-BA-BEC: Compulsory BA-BA-ECF: Compulsory BA-BA-MGT: Compulsory BA-BA-STM: Compulsory			<b>Recommended Year of Study</b>	2. - 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	doc. RNDr. Vladislav Kuboň, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course requires a basic familiarity with personal computers from the point of view of a user. It will provide the students with knowledge how business information systems work, why they are necessary in today's business and what profits they can bring if used in a correct and effective way. The course will consist of two parts, theoretical and practical. The theoretical part will provide the background for some practical experiment with office automation software.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the differences between data and information, spreadsheets and databases, traditional file systems and modern DBMS.</li> <li>▪ Understand how business information systems work, why they are necessary in today's business and what profits they can bring if used in a correct and effective way.</li> <li>▪ Understand the social and ethical issues related to the use of IS.</li> <li>▪ Design and implement a simple database in MS Office Base or Microsoft Access.</li> <li>▪ Understand the security threats of modern IT.</li> <li>▪ Understand methods of data capture, data validation and data protection.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class Information, Introduction to Data, Information and Communication</p> <p>Week 2 Types of IS</p> <p>Week 3 Social and ethical issues</p> <p>Week 4 IS design and implementation</p> <p>Week 5 Advanced features of text editors</p> <p>Week 6 Advanced features of spreadsheets</p> <p>Week 7 Midterm exam</p> <p>Week 8 Database models</p> <p>Week 9 Introduction to databases</p> <p>Week 10 Designing tables and forms in MS Access</p> <p>Week 11 Relationships, queries and reports</p> <p>Week 12 Data capture, data validation, data security</p> <p>Week 13 Information Systems Security and Control</p> <p>Week 14 Final exam</p>				



**Study literature and study aids*****Required***

- Laudon, K. C., & Laudon, J. P. (2004). *Management Information Systems – Managing the digital firm*. Eighth Edition, Pearson Education.
- *Data Flow Diagram Tutorial*. [For example:  
[https://www.tutorialspoint.com/software\\_engineering/software\\_analysis\\_design\\_tools.htm](https://www.tutorialspoint.com/software_engineering/software_analysis_design_tools.htm)]
- BIS study helps by lector

<b>Course Name</b>	<b>Business Law</b>			
<b>Course Type</b>	BA-BA-ENT: Compulsory BA-BA-IBL: Compulsory		<b>Recommended Year of Study</b>	2. - 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	JUDr. Radka MacGregor Pelikánová, Ph.D., LL.M., MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course gives a general overview of law and legal systems. It covers the nature and sources of law, court systems including substantive and procedural areas of constitutional law, labor law, contracts, torts, criminal law, and property from and within the EU as well as USA perspective. The course is geared towards providing students with a basic knowledge of key aspects of the law, critical legal thinking, and a comparative approach to the civil and common law systems. Emphasis is placed on a good overview and understanding of most practical legal issues related to business conduct, i.e. on the legal framework and its application to domestic, national, and international commerce.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the law and its functions, basic legal concepts, legal systems and legal disciplines with a business impact, and this within the Common law tradition as well as Continental (civil law) tradition and distinguish between various approaches based on cultural, economic and political contexts</li> <li>▪ Understand and analyze critical challenges and issues related to the law per se as well as legal systems and legal disciplines.</li> <li>▪ Place in context and lend perspective to the acquired knowledge and skills, enhance awareness about critical issues, to improve capacity to identify the most important aspects, and to provide basic evaluation skills.</li> <li>▪ Exhibit an enhanced awareness and demonstrate a strong foundation to make educated decisions in the business field.</li> <li>▪ Identify the risks and solve problems associated with business/commerce, to make educated decisions and to develop strategies for ensuring favorable law regime, jurisdiction and resolution of disputes.</li> </ul> <p><b>Course Outline</b> Week 1 Introductory Class Week 2 Nature, objective and functions of Law, Legal reasoning, Sources of Law Week 3 Legal families and traditions Week 4 Public law and Private law and Quiz 1 Week 5 Business law Week 6 Procedural law and Quiz 2 Week 7 Mid-Term Exam Week 8 Business forms Week 9 Contracts Week 10 Extra contractual liability, torts and delicts and collection of Legal Research Projects</p>			

Week 11 Business law in the EU  
 Week 12 Team Presentations  
 Week 13 Review  
 Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Barnes, A. J., Dworkin, T. M., & Richards, E. L. (2015). *Law for business*. Boston: MacGraw Hill.
- MacGregor Pelikánová, R. (2012). *Introduction to law for business*. Ostrava: Key Publishing.

#### **Recommended**

- Bar, C. von, & Drobnič, U. (2004). *The Interaction of contract law and tort and property law in Europe – A comparative study*. Sellier, European Law Publishers.
- Foster, N., & Sule, S. (2002). *German legal system and laws*. Oxford, UK: Oxford University Press.
- Gac, E. J., & Carlson, R. (1995). *Asking the right questions: A student study guide – Business law*. Englewood Cliffs, USA: Prentice Hall.
- Honoré, T. (2005). *About law: a short introduction*. Oxford, UK: Oxford University Press.
- Slorach, J. S. (2007). *Business law*. Oxford, UK: Oxford University Press.
- Schaffer, A., & Dhooze, E. (2012). *International business law and its environment (International Edition)*. Australia : Cengage Learning.
- Van Caenegem, R. C. (1992). *An historical introduction to private law*. Cambridge, UK: Cambridge University Press.
- Wacks, R. (2006). *Law - a very short introduction*. Oxford, UK: Oxford University Press.

#### **Online resources**

- <http://www.smallbusinessnotes.com/>
- <http://www.businessinfo.cz/en/>

<b>Course Name</b>	<b>Business Mathematics I</b>				
<b>Course Type</b>	BA-BA: Compulsory			<b>doporučený ročník</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ing. Jiří Lahvička, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course covers basic algebra and arithmetic (basics of theory of sets and logic, algebraic expressions and their simplification, linear, quadratic, irrational equations, inequalities, simultaneous equations, matrices, calculating loans and savings) and basics of analytical geometry (points, lines, distance, circles, parabolas). Furthermore it brings key concepts of calculating and plotting of functions including exponential and logarithmic functions).</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ apply logic to visually represent and then mathematically formulate and solve the linear group of proportioning (“mixing”) and rate problems</li> <li>▪ correctly use the basic arithmetical operations of addition, subtraction, multiplication, and division of numbers and algebraic expressions</li> <li>▪ solve linear equations in one variable, quadratic equations in one variable, linear inequalities in one variable, and simple exponential and logarithmic equations,</li> <li>▪ classify a problem as linear, quadratic, or exponential – and demonstrate the solutions of the unknown variable in these categories. graph linear and quadratic functions,</li> <li>▪ understand basic operations of functions, such as composition and inverses</li> <li>▪ re-express basic word problems in abstract mathematical language,</li> <li>▪ apply their knowledge to real world problems such as compound interest, supply and demand functions, cost and revenue.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course organization &amp; introductory test; Sets, numbers, intervals  Week 2 Sets, numbers, intervals; Basic arithmetic operations and their order  Week 3 Fractions, percentages, percentage changes, percentage points  Week 4 Test 1 ; Fractions, percentages, percentage changes, percentage points  Week 5 Natural, integer, and rational exponents, scientific notation  Week 6 Natural, integer, and rational exponents, scientific notation; Test 2  Week 7 Natural, integer, and rational exponents, scientific notation; Polynomials  Week 8 Functions, overview of basic types, domain and range, graphs  Week 9 Test 3; Linear functions, equations, and inequalities, systems of equations  Week 10 Linear functions, equations, and inequalities, systems of equations  Week 11 Linear functions, equations, and inequalities, systems of equations; Test 4  Week 12 Quadratic functions, equations, and inequalities  Week 13 Quadratic functions, equations, and inequalities; Reciprocal, square root, and absolute value functions</p>				

and equations

Week 14 Reciprocal, square root, and absolute value functions and equations; Test 5

**Study literature and study aids**

***Required***

- Barnett, R. A., Ziegler, M. R., Byleen, K. E. (2010). *College algebra*. New York: McGraw Hill.
- (Accompanied by Student's Solutions Manual.)

<b>Course Name</b>	<b>Business Mathematics II</b>				
<b>Course Type</b>	BA-BA-BEC: Compulsory BA-BA-ECF: Compulsory BA-BA-MGT: Compulsory BA-BA-STM: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Business Mathematics I				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ing. Jiří Lahvička, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is an introduction to basic calculus. It covers convergence and limits, functions of one variable and their differentiation, minimization/maximization, convexity/concavity, plotting, definite and indefinite integration, basics of mathematical modeling.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ graph, and interpret the graphs of, polynomial, exponential and rational functions</li> <li>▪ understand the definition of the derivative of a function, calculate the derivative of polynomial, rational and exponential functions</li> <li>▪ calculate maxima, minima, and turning points of polynomials, and represent them graphically</li> <li>▪ understand the idea of definite and indefinite integration, and integrate polynomial functions</li> <li>▪ understand some basic applications of differential and integral calculus to economics</li> <li>▪ correctly use the abstract summation symbols and be able to evaluate infinite sums of geometric series</li> <li>▪ to use concept of limit to resolve indeterminate <math>0/0</math> or <math>\infty/\infty</math> expressions</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course organization &amp; introductory test</p> <p>Week 2 Review of exponents &amp; functions. Linear &amp; exponential functions. Increasing, decreasing, monotonic &amp; inverse functions.</p> <p>Week 3 Review of exponents &amp; functions. Linear &amp; exponential functions. Increasing, decreasing, monotonic &amp; inverse functions.</p> <p>Week 4 Review of exponents &amp; functions. Linear &amp; exponential functions. Increasing, decreasing, monotonic &amp; inverse functions.</p> <p>Week 5 Test 1, Natural logarithms. Logarithms with different bases. Exponential equations.</p> <p>Week 6 Natural logarithms. Logarithms with different bases. Exponential equations.</p> <p>Week 7 Natural logarithms. Logarithms with different bases. Exponential equations.</p> <p>Week 8 Test 2, Sequences. Recursive &amp; explicit definitions of sequences. Arithmetic &amp; geometric sequences and their sums. Limits of sequences.</p> <p>Week 9 Sequences. Recursive &amp; explicit definitions of sequences. Arithmetic &amp; geometric sequences and their sums. Limits of sequences.</p> <p>Week 10 Test 3, Optimization. Choice variables, objective function &amp; constraints. Types of optimization problems. Univariate optimization &amp; derivatives.</p> <p>Week 11 Optimization. Choice variables, objective function &amp; constraints. Types of optimization problems. Univariate optimization &amp; derivatives.</p> <p>Week 12 Test 4, Optimization. Choice variables, objective function &amp; constraints. Types of optimization</p>				

problems. Univariate optimization & derivatives.

Week 13 Optimization. Choice variables, objective function & constraints. Types of optimization problems.  
Univariate optimization & derivatives.

Week 14 Test 5

#### Study literature and study aids

##### **Required**

- Hoffmann, L. D., & Bradley, G. L. (2004). *Calculus for business, economics and the social and life sciences*. NY: McGraw-Hill.

##### **Recommended**

- Barnett, R. A., Ziegler, M. R., & Byleen, K. E. (2010). *College algebra*. Sixth edition. McGraw Hill.

<b>Course Name</b>	<b>Business Statistics</b>				
<b>Course Type</b>	BA-BA: Compulsory			<b>doporučený ročník</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	doc. RNDr. Ivan Tomek, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides with a comprehensive review of some basic mathematical and statistical methods and stresses their practical applications in business and economics. The course will equip the student with quantitative skills and will also provide a good foundation for addressing typical problems that arise in business. To an extent necessary to develop correct understanding of the topics, this course incorporates analytical and theoretical sections. The course focuses on statistical analysis of data and introduces concepts as sampling, hypothesis testing, regression analysis, probabilities, and decision analysis. Thus, solid basis is built for immediate practical implementation and as well for more profound studies of quantitative analysis, quantitative decision-making or other formal manipulation with business data.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the meaning and use of statistical terms used in business statistics.</li> <li>▪ Present and/or interpret data in tables and charts.</li> <li>▪ Understand and apply descriptive statistical measures to business situations</li> <li>▪ Understand and apply probability distributions to model different types of business processes.</li> <li>▪ Understand and apply statistical inference techniques (including statistical estimation and hypothesis testing) in business situations.</li> <li>▪ Understand and apply simple linear regression analysis</li> <li>▪ Use computer spreadsheet software to perform statistical analysis on data.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Business Statistics  Week 2 Data Analysis in Excel  Week 3 Data Analysis in Gretl  Week 4 Numerical Descriptive Measures  Week 5 Numerical Descriptive Measures  Week 6 Basic Probability Rules  Week 7 Midterm exam  Week 8 Probability distributions  Week 9 Probability distributions  Week 10 Probability distributions  Week 11 One sided and two-sided hypothesis testing  Week 12 Simple Linear Regression  Week 13 Project presentations  Week 14 Final Exam</p>				



**Study literature and study aids*****Required***

- De Veaux, R. D., Velleman, P. F., & Bock, D. E. (2009). *Intro stats*. New York: Pearson Custom Pub.
- Levine, D. M., Krehbiel, T. C., & Berenson, M. L. (2012). *Business statistics – A first course*. Harlow: Pearson Education.

***Recommended***

- Bowerman, B. L., O'Connell, R. T., & Murphree, E. S. (2011). *Business statistics in practice*. 6th ed. McGraw-Hill Irwin.
- Levine, D. M., Stephan, D., & Krehbiel, T. C. (2007). *Statistics for managers using Microsoft Excel*. Upper Saddle River, NJ: Prentice Hall.

<b>Course Name</b>	<b>Business Strategy Simulation</b>				
<b>Course Type</b>	BA-BA-ENT: Compulsory			<b>Recommended Year of Study</b>	2. - 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Ing. Alexandru Mihnea Moucha, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Ing. Alexandru Mihnea Moucha, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will be a practical application of business strategy concepts from Strategic Management either to the CAPSTONE business simulation module (part of the CAPSIM family of online business simulations (<a href="http://www.capsim.com">www.capsim.com</a>), or to another appropriate simulation.</p> <p>CAPSTONE is a rich, complex business simulation designed to teach strategy, competitive analysis, finance, cross-functional alignment, and the selection of tactics to build a successful and focused company. CAPSTONE provides the rare opportunity to experience running a complete business, with the benefit of reports that show clear correlations between management decisions and outcomes. Faced with a full range of strategy-based decision-making options, participants have the opportunity to try new tactics, test unfamiliar strategic paradigms, and take risks in a risk-free environment.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply a strategic management model to the strategic management process.</li> <li>▪ Analyze a business using internal and external management reports.</li> <li>▪ Set a strategy for a business and implement that strategy.</li> <li>▪ Evaluate and apply alternative forms of capital financing for the firm.</li> <li>▪ Understand and apply the Balanced Scorecard for business decisions, which involves: <ul style="list-style-type: none"> <li>○ Reviewing historical financial and sales data</li> <li>○ Forecasting target-customer needs</li> <li>○ Analyzing internal processes to address technology changes in manufacturing</li> <li>○ Ensuring timeliness of workforce training and development</li> </ul> </li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Capstone/CAPSIM</p> <p>Week 2 Defining strategy and practice round debrief</p> <p>Week 3 Selecting a strategy and practice round debrief</p> <p>Week 4 Nature of business strategy and practice round debrief</p> <p>Week 5 Strategic Financial Analysis and practice round debrief</p> <p>Week 6 Internal organizational assessment and competition round debrief</p> <p>Week 7 External organizational assessment and competition round debrief</p> <p>Week 8 Competitor analysis and competition round debrief</p> <p>Week 9 Balanced Scorecard Competition round debrief</p> <p>Week 10 Strategy &amp; HR and Competition round debrief</p> <p>Week 11 Strategy &amp; Technology and Competition round debrief</p>				

Week 12 Competition round debrief  
 Week 13 Competition round debrief  
 Week 14 CompXm final exam

**Study literature and study aids**

***Required***

Due to the particular nature of the course, no required literature is assigned.

***Recommended***

- Bartlett, C. A., Wozny, M. (2000). *Microsoft: Competing on talent (A)*. Harvard Business School Case 300-001. Boston: MA: Harvard Business School Publishing.
- Bernstein, E., Gino, F., & Staats, B. (2017). *Opening the valve: From software to hardware (A)*. HBS no. 417-060. Boston: Harvard Business School Publishing.
- Collis, D., & Rukstad, M. (2008). Can you say what your strategy is? *Harvard Business Review*, April, 1-10.
- Kaplan, R., & Norton, D. (2007). Using the balanced scorecard as a Strategic Management System. *Harvard Business Review*, July-August, 1-14.
- Luecke, R. (2006). *Strategy: Create and implement the best strategy for your business*. Boston: Harvard Business School Press.
- Porter, M. (1996). What is strategy? *Harvard Business Review*, November-December, 1-20.
- Steenburgh, T., & Avery, J. (2010). *Marketing analysis toolkit: Situation analysis*. Boston: Harvard Business School Background Note 510-079.

<b>Course Name</b>	<b>Buyer Behavior</b>			
<b>Course Type</b>	BA-BA-MKT: Compulsory BA-BA-STM: Required optional	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MKT: <b>Prerequisites:</b> Introduction to Marketing BA-BA-STM: <b>Prerequisites:</b> Introduction to Marketing			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Christopher Shallow, MSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Christopher Shallow, MSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This interdisciplinary course discusses the consumer as the focus of the marketing system. The course stresses the use of knowledge about consumer behaviour in marketing decisions. We will also look at contributions from the disciplines of anthropology, sociology, psychology, and economics to the understanding of consumer buying behaviour. Individual behavioural variables – needs, motives, perception, attitudes, personality, and learning – and groups, culture, and business are all examined in depth as they affect the consumer decision-making process. Analysis of how marketing programs, especially the communications mix, can be developed to reflect a commitment to providing consumer satisfaction [better: delight] concludes the course.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the role of the buyer in today's economy.</li> <li>▪ Comprehend and have a clear understanding of how marketing influences buyer behaviour.</li> <li>▪ Understand and analyse how different factors such as culture, demographics, social class, and values influence the buyer's behaviour.</li> <li>▪ Place in context and lend perspective to how personal factors can influence this behaviour directly and indirectly.</li> <li>▪ Comprehend and have a clear understanding of the psychology of buying behaviour.</li> <li>▪ Place in context and lend perspective to the individual differences that exist based on the buyer's attitude, culture, motivation, knowledge, values, personality and lifestyle.</li> <li>▪ Comprehend and have a clear understanding of the internal and external influences on consumer behaviour and perception, learning, product positioning, memory, motivation, personality, emotion, attitudes, self-concept, and lifestyle.</li> <li>▪ Place in context and lend perspective to how trends influence buyer behaviour.</li> <li>▪ Understand and analyse the differences between organizational buying and consumer buying.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Information: expectations, deadlines, and procedures. Introduction to the subject area  Week 2 Consumer Learning Starts Here: Perception. Comprehension, Memory, &amp; Cognitive Learning.  Week 3 Motivation and Emotions--Driving Consumer Behavior.  Week 4 Personality, Lifestyles and the Self-Concept.  Week 5 Attitudes and Attitude Change.  Week 6 Culture and Consumers: How Consumers Shape Society.  Week 7 Group Influence  Week 8 Mid-term Exam  Week 9 Consumers in Situations  Week 10 Decision Making I: Need Recognition &amp; Search.  Week 11 Decision Making II: Alternative Evaluation &amp; Choice.</p>			

Week 12 Consumption to Satisfaction. Consumer Relationships.  
Week 13 Consumer Misbehaviour. Marketing Ethics, Misbehaviour, and Value.  
Week 14 Final Exam

#### **Study literature and study aids**

##### ***Required***

- Babin, B. J., & Harris, E. G. (2012). *CB3*. Mason, OH : South-Western.
- Evans, M., Jamal, A., & Foxall G. (2009). *Consumer behaviour*. Chichester: John Wiley & Sons Ltd.

##### ***Recommended***

- Miller, G. (2009). *Spent: Sex, evolution, and the secrets of consumerism*. London: William Heinemann.
- Miller, G. (2010). *Must Have: The hidden instincts behind everything we buy*. Vintage.
- Underhill, P. (2009). *Why we buy: The science of shopping*. New York: Simon & Schuster Paperbacks.

<b>Course Name</b>	<b>Central and East European Politics</b>				
<b>Course Type</b>	BA-IR-CEE: Compulsory BA-IR-EUS: Required optional BA-PS-EUS: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-EUS: Equivalence: Czech Republic in the EU BA-PS-EUS: Equivalence: Czech Republic in the EU				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	George Hays II, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course covers the history and politics of East Central Europe. This includes Poland, Hungary, the Czech Republic and Slovakia. While we will focus on the core states of this geographic area, lectures and readings will also analyze other areas of the broader East European land mass that have influenced the history of East Central Europe. This includes Germany, Russia and the Balkans. Topics to be covered in the readings and lectures include: demographic and imperial history; the interwar period; the communist takeovers; the nature of the communist system and communist regimes; Stalinism and de- Stalinization; the performance and decline of communist regimes; the revolutions of 1989; transitions to democracy and the market; European integration; and current revents.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ The student should be able to understand the historical, geographical, and value based concepts of East Central Europe, both individually and inter-relationally.</li> <li>▪ The student should, from this basis, be better able to appreciate and understand the current political reality, policies, and relations of the individual countries of the region, as well as of the region as a whole.</li> <li>▪ Present and defend their ideas through oral presentations of their research topics.</li> <li>▪ Present and defend their ideas through a well structured research paper.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and course preparation  Week 2 Historical trajectory of the Central and East European region: From imperial rule to the interwar period  Week 3 World War II and the Communist Takeovers  Week 4 Term Paper Proposal Presentations  Week 5 The Hated Regimes: Stalinism, De-Stalinization, Re-Stalinization, and the 1956 rebellions  Week 6 Post-56, 1968, and Stagnation  Week 7 Revolution  Week 8 Reserved for Field Trip  Week 9 Democratization and Economic Reform  Week 10 Society and Electoral Systems  Week 11 Central Europe, the EU, and NATO  Week 12 Current Events  Week 13 Conclusion and test preparation  Week 14 Test</p>				

## Study literature and study aids

### Required

- Davies, N. (2014). *Europe: A history*. London : The Bodley Head.
- Gaddis, J. L. (2011). *The Cold War*. London: Penguin Books.
- Roskin, M. (2002). *The rebirth of East Europe*. Upper Saddle River, NJ: Prentice Hall.

### Recommended

- Crampton, R. J. (1997). *Eastern Europe in the Twentieth Century and After*. Routledge.
- Haerpfer, Ch. (2002). *Democracy and Enlargement in Post-Communist Europe*. Routledge.
- Henderson, K. (2005). Perceptions of Internal Security Issues in the New Member States. In K. Henderson (ed.), *The Area of Freedom, Security, and Justice in the Enlarged Europe*. Palgrave.
- Nozina, M. (2005). Organized Crime in the New EU States of East Central Europe. In K. Henderson (ed.), *The Area of Freedom, Security, and Justice in the Enlarged Europe*. Palgrave.
- Kernén, B. (2000). Out from the Cold: Peaceful Democratization in Hungary, Poland, and the Czech Republic. In M. Rimaneli (ed.), *Comparative Democratization and Peaceful Change in Single-Party – Dominant Countries*. Macmillan.
- Kissinger, H. (1994). *Diplomacy*. Simon and Schuster.
- McFaul, M. (2002). The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World. *World Politics* 54 (2), 212-244.
- Moore, R. R. (2007). A New Mission for NATO: Constructing Europe ‘Whole and Free.’ In R. R. Moore, *NATO’s New Mission: Projecting Stability in a Post-Cold War World*. London: Praeger Security International.
- Allio, L. (1997). Institutional Structures, Labor Interests, and Evolving Privatization Bargains in Poland. In D. Weimer (ed.), *The Political Economy of Property Rights*. Cambridge University Press.
- Dobek, M. (1997). Property Rights and Institutional Change in the Czech and Slovak Republics. In D. Weimer (ed.), *The Political Economy of Property Rights*. Cambridge University Press.
- Urban, L. (1997). Privatization as Institutional Change in Hungary. In D. Weimer (ed.), *The Political Economy of Property Rights*. Cambridge University Press.

<b>Course Name</b>	<b>Central European Film Seminar</b>				
<b>Course Type</b>	BA-JM-FSV: Compulsory BA-VA-FIL: Required optional		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA-FIL: Equivalence: History of Cinema – The Auteurs				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Kevin Johnson, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides an overview of the cinematic traditions in Central Europe in historical, social and political context. This course examines a series of films from Central Europe (including Austria, Czechia/Czechoslovakia, Germany, Hungary, Lithuania and Poland) from 1949 until the present day. Primary areas of focus are: the pre-WWII period, the various “New Waves” of the 1960s and 1970s, and the developments after 1989. Beginning with the assumption that eroticism, power, and fate are somehow interrelated, the course addresses how each film approaches this thematic constellation and how cinematic treatment of these themes has developed over time and throughout the region. In this analysis, consideration is given to the broader social, political, economic, and cultural contexts (both nationally and between nations) in which the films were made as well as the impact of these films within Central Europe. Since no previous experience in film studies is assumed, the first few sessions will also function as an introduction to reading and interpreting films. To this end the course reader is also supplemented with recommended texts that offer an overview of relevant aspects of film theory and analysis. Throughout the course we will also touch on various elements of film theory and modes of film analysis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ provide an overview of the basic historical trends and developments in the cinemas of Central Europe and identify key directors and movements</li> <li>▪ describe continuities and divergences between the various national cinemas in the region</li> <li>▪ recognize and use the basic terminology for film analysis</li> <li>▪ engage with certain fundamental concepts of film theory</li> <li>▪ discuss and analyze some of the most important Central European films, not only in aesthetic terms (i.e. form and content), but also in terms of their cultural and historical context (i.e. as “cultural artifacts”)</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Course</p> <p>Week 2 Post-WWII Polish society; legacy of the Warsaw Uprising; establishment of communist regimes in central Europe; legacy of the film on contemporary cinema.</p> <p>Week 3 Europe after the war: expulsions &amp; DPs (displaced people)</p> <p>Week 4 Polish-Jewish relations; German occupation of Poland; Holocaust, legacy &amp; representation; Stalinism in Central Europe; cinematic representations of national trauma.</p> <p>Week 5 Communism in Czechoslovakia; Prague Spring; Warsaw Pact invasion of Czechoslovakia; Czechoslovak Politics 1968 – 1970.</p> <p>Week 6 Communism in Czechoslovakia; Prague Spring; Warsaw Pact invasion of Czechoslovakia;</p>				



	Czechoslovak Politics 1968 – 1970.
Week 7	<i>Das Neue Kino</i> : Art Cinema in Postwar Germany; Wim Wenders & Peter Handke
Week 8	Post-War division of Germany; Life in the German Democratic Republic (GDR/East Germany); characteristics of the East Germany regime; Central European stagnation under communism.
Week 9	Romanian new wave; unique position of Romania under communism – the “Sultanism of Nicolae Ceaușescu’s regime; legacy of communism on contemporary Romanian cinema, art & culture.
Week 10	Post-Communist Poland; comparative west/central European experience in the post-1989 years
Week 11	Post-Communist Europe; comparative west/central European experience in the post-1989 years
Week 12	Desire in Emotionally Glaciated Europe; N+1 Sexualities
Week 13	Historical placement of Lithuania in a Central European context; Soviet legacy – uniqueness of the Lithuanian position; Feminist Cinema in Central Europe; LGBT representation in Central Europe; the ‘Užupis’ influence on modern Lithuanian society
Week 14	Final Exam

### Study literature and study aids

#### Required

- Coates, P. (2005). Ashes & Diamonds: Between Politics & Aesthetics. In *The Red and the White – The Cinema of People’s Poland*. Wallflower Press.
- Ehrlich, L. C. (1991). Meditations on Wim Wenders’ *Wings of Desire*. *Literature/Film Quarterly*, 19(4), 242-246.
- Falkowska, J. (2000). National Cinemas in Postwar East-Central Europe. *Canadian Slavonic Papers*, 42, 1-5.
- *God’s playground: A history of Poland in two volumes*. Oxford University Press.
- Mayer, S. (2016). *Political Animals: The New Feminist Cinema*. I.B. Turis.
- Mole, R. C.M. (2016). Nationalism and Homophobia in Central and Eastern Europe. In K. Sloopmaeckers (ed), *The EU Enlargement and Gay Politics: The Impact of Eastern Enlargement on Rights, Activism and Prejudice*. Palgrave Macmillan.
- Porton, R., & Mungiu, C. (2008). Not Just an Abortion Film: An Interview with Cristian Mungiu. *Cineaste*, 33(2), 35-39.
- Ratner, M. (2014). Action Is a Most Dangerous Thing: Interview with Agnieszka Holland. *Film Quarterly*, 67(3), 9-16.
- Williams, K. (1997). *The Prague Spring and its Aftermath: Czechoslovak Politics, 1968–1970*. Cambridge University Press.

#### Recommended

- Béar, L., & Mungiu, C. (2012). Cristian Mungiu. *BOMB*, (122), 50-57.
- Bordo, J. (2008). The Homer of Potsdamerplatz – Walter Benjamin in Wim Wenders’s *Sky Over Berlin/Wings of Desire*, A Critical Topography. *Images*, 2(1), 86-109.
- Brady, M., & Leal, J. (2011). *Wim Wenders and Peter Handke: Collaboration, adaptation, recomposition*. Rodopi.
- Casarino, C. (1990). Fragments on "Wings of Desire" (Or, Fragmentary Representation as Historical Necessity). *Social Text*, (24), 167-181.
- Coates, P. (1996). The Sense of an Ending: Reflections on Kieslowski’s Trilogy. *Film Quarterly*, 50(2), 19-26.
- Doru, P. (2014). *Romanian New Wave Cinema: An Introduction*. McFarland & Co.
- Fisher, J. (2013). *Christian Petzold*. University of Illinois Press.
- Funder, A. (2016). *Stasiland: Stories from Behind the Berlin Wall*. Folio Society.
- Garn, R. (2007). The Implied Author in Kieslowski’s *White*. *The Polish Review*, 52(4) 487-508.
- Grundman, R. (ed.). (2010). *A Companion to Michael Haneke*. Wiley.
- Higson, A. (2016). Historical Films in Europe: The Transnational Production, Circulation and Reception of National Heritage Drama. In P. Cooke, & R. Stone (eds), *Screening European Heritage: Creating & Consuming History on Film*. Palgrave Macmillan.
- Izod, J., & Dovalis, J. (2015). *Trois Couleurs: Blanc*. In *Cinema as Therapy – Grief and Transformational Film*. 79-94. Routledge.
- Lewis, C., & Britch, C. (1986). Andrzej Wajda's War Trilogy: A Retrospective. *Film Criticism*, 10(3), 22-35.
- MacDonogh, G. (2009). The Fall of Vienna. Expulsions from Czechoslovakia. In *After the Reich The Brutal History of the Allied Occupation*. Basic Book.

- Mroz, M. (2016). *Framing Loss and Figuring Grief in Pawel Pawlikowski's Ida*. *Screening the Past*, 41. <http://www.screeningthepast.com/2016/10/framing-loss-and-figuring-grief-in-pawel-pawlikowskis-ida/>
- Naqvi, F., & Koné, C. (2010). The Key to Voyeurism: Haneke's Adaptation of Jelinek's *The Piano Teacher*. In B. Price, & J. D. Rhodes (eds.), *On Michael Haneke*. Wayne State University Press.
- Nick, H. (2015). East Germany Revisited, Reimagined, Repositioned: Representing the GDR in Dominik Graf's *Der rote Kakadu* (2005) and Christian Petzold's *Barbara* (2012). In M. Gott, & T. Herzog (eds.), *East, West and Centre: Reframing Post-1989 European Cinema*. Edinburgh University Press.
- Ratner, M. (2014). Displaced Person's: IDA's Window on Vanished Lives. *Film Quarterly*, 67(3), 30-34.
- Rydzewska, J. (2018). *The Cinema of Pawel Pawlikowski: Sculpting Stories*. Columbia University Press.
- Stok, D. (ed.). (1993). *Kieslowski on Kieslowski*. Faber and Faber.
- Tweraser, F. W. (2011). Images of Confinement & Transcendence: Michael Haneke's Reception of Romanticism. In B. McCann, & D. Sorfa (eds.), *The Cinema of Michael Haneke*. Wallflower.
- Uricaru, I. (2008). 4 Months, 3 Weeks and 2 Days: The Corruption of Intimacy. *Film Quarterly*, 61(4), 12-17.
- Wenders, W. (1991). An Attempted Description of an Indescribable Film. In *The Logic of Images: Essays & Conversations*. Faber & Faber.
- Wilson, E. (2008). 4 Months, 3 Weeks and 2 Days: An Abortion Movie? *Film Quarterly*, 61(4), 18-23.

### **Movies**

- *The Third Man* (1949), Carol Reed, U.K.
- *Ashes and Diamonds/Popiół i diament* (1958), Andrzej Wajda (Poland)
- *Adelheid* (1970), František Vlácil (Czechoslovakia)
- *Ida* (2013), Pawel Pawlikowski (Poland)
- *Burning Bush/Hořící keř* (2013), Part I, Agnieszka Holland (Czech Republic/Poland)
- *Burning Bush/Hořící keř* (2013), Part II, Agnieszka Holland (Czech Republic/Poland)
- *Wings of Desire/Der Himmel über Berlin* (1987), Wim Wenders (West Germany)
- *Barbara* (2012), Christian Petzold (Germany)
- *4 Months, 3 Weeks & 2 Days/4 luni, 3 saptamâni si 2 zile* (2007), Cristian Mungiu (Romania)
- *Three Colors: White* (1994), Krzysztof Kieslowski (Poland/France).
- *The Piano Teacher/La pianiste* (2001), Michael Haneke (Germany/France)

<b>Course Name</b>	<b>Central European History</b>				
<b>Course Type</b>	BA-HS: Compulsory BA-IR-CEE: Compulsory MA-IR: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: Germany in the Modern World				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	prof. PhDr. Milada Polišínská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišínská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The goal of this course is to familiarize the students with the political, social and cultural developments in Central Europe (Czech Republic, Slovakia, Poland, Hungary, and for the context mainly Austria and Bavaria) from the early Middle Ages to the present. Emphasis will be given to the comparative aspects of the various nationalities and regions of Central Europe with the main focus on the 19th and 20th century. The objective is based on examination of the main themes such as origins and developments of states in Central Europe, role of Christianity, Holy Roman Empire, main features of the Habsburg monarchy, building of modern political nations, nationalism and communism, First and Second World War and the Cold War. Particular attention will be paid to the 100<sup>th</sup> anniversary of 1918, year of fundamental changes and rebirth of Central Europe.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of role of Central Europe in a larger context of European history.</li> <li>▪ Analyze and evaluate the main historical processes, events and personalities of Central Europe.</li> <li>▪ Intensify their knowledge of Central European specifics through a first hand experience of visits of historical sites (make-up classes by agreement) and examination of archival documents and other sources.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Central Europe in the Medieval period  Week 2 Central Europe in time of Renaissance, Reformation and Humanism  Week 3 The Thirty Years' War and its aftermath in Central Europe  Week 4 Central Europe from 1650 to 1848.  Week 5 Site visit: Museum of Charles University and Bethlehem Chapel including Apartment of Master Jan Hus.  Week 6 Central Europe from 1650 to 1848.  Week 7 From Spring of Nations to the establishment of new Central Europe in 1918.  Week 8 Midterm Exam  Week 9 Central Europe 1918-2018.  Week 10 Site visit: Old Town City Hall.  Week 11 Central Europe 1918-2018.  Week 12 Site visit: Alphonse Mucha Museum</p>				

Week 13 Site visit: Memorial of the heroes of the anti-Nazi resistance

Week 14 Take home essay on a analytical and comparative topic drawn from reading related to part of the course after the mid term, plus reflection on the site visit

### Study literature and study aids

#### **Required**

- Hroch, M. (2000). *In the national interest: demands and goals of European national movements of the nineteenth century: a comparative perspective*. Prague: Charles University.
- Lukes, I. (1996). *Czechoslovakia Between Stalin and Hitler: The Diplomacy of Edvard Benes in the 1930's*. New York: Oxford.
- Wandycz, P. (2001). *The Price of Freedom. History of East Central Europe from Middle Ages to the Present*. London, New York: Routledge.

#### **Recommended**

- *Wilson Center Digital Archive: International History Declassified*. Selected documents from collections on 1956 Polish and Hungarian Crisis, 1980-1981 Polish Crisis, Soviet invasion in Czechoslovakia 1968, Warsaw Pact. <http://digitalarchive.wilsoncenter.org/>
- *Digital Collection: University of Wisconsin-Madison Libraries*. Selected documents from Foreign Relations of the United States. <http://digioll.library.wisc.edu>

<b>Course Name</b>	<b>Chapters in Japanese Art &amp; Culture</b>		
<b>Course Type</b>	BA-VA-HIS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: East Asian Art History		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	PhDr. Helena Honcoopová – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is dedicated to the study of important cultural aspects (architecture, art, literature, theatre, film) of Japan, as they developed within the context of cultural history and religious environment. The lectures on Japanese art and culture are divided into four chronologically ordered blocks covering ancient, mediaeval, new age, and modern culture, each of three lessons. Each lesson will be joined by a theme which will review a study case of one cultural genre or discipline (archeology, architecture, sculpture, paintings and calligraphy, printing, ceramics and lacquer ware, poetry, theatre of nó, bunraku and kabuki, as well as film).</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the development, changes and continuities of Japanese cultural history</li> <li>▪ Understand and analyse basic art motives, symbols and techniques</li> <li>▪ Place in context and lend perspective to the masterpieces of the Japanese cultural tradition</li> <li>▪ Present safely the names and dates of eras used in chronological systems of Japan (such as Tokugawa or Meiji Period, Genroku Era etc)</li> <li>▪ Demonstrate basic knowledge of terms used in assessing respective art disciplines of East Asia (such as, emakimono, sumie, ukiyoe, kachóga, eiga, kabuki, nó, bunraku etc.)</li> <li>▪ Interpret the transcription system used for the Japanese languages (basically written in Chinese characters, combined with Japanese kana syllabary) stem from the English international standards (Hepburn transliteration for Japanese).</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class Information, Discussion on Class Expectations, Introduction to the issue</p> <p>Week 2 Art of Asuka, Hakuho and Nara periods (552-794)</p> <p>Week 3 Art of the Heian period (794-1185) – Splendour of Kyóto Court Culture</p> <p>Week 4 Art of the Kamakura period (1185-1392) –Strict Culture of the samurai and turn to sobriety</p> <p>Week 5 Art of the Muromachi period (1392-1573)</p> <p>Week 6 Art of the Momoyama period (1573-1615) – Japanese renaissance</p> <p>Week 7 Practical course: Basics of Japanese Calligraphy</p> <p>Week 8 The Early Edo (or Tokugawa) period (1615-1700) – Developments in paintings</p> <p>Week 9 The mid-Edo (Tokugawa) period (1700-1800).</p> <p>Week 10The Late Edo (Tokugawa) period (1800-1868)</p> <p>Week 11The Meiji period (1868-1912). Rapid westernisation in all fields of culture.</p> <p>Week 12The Decorative Arts of Japan</p>		

Week 13The 20th century art  
Week 14Final Exam

### Study literature and study aids

#### **Required**

- Aragorô, S. (2020, July 31). *All about Japan's traditional Theatre Art of Kabuki!* KABUKI 21. <http://www.kabuki21.com/>
- Bowyer, J. (ed.). (2004). *The Cinema of Japan and Korea*. Wallflower Press.
- Brandon, J. R. (ed.). (1997). *Nô and kyôgen in the contemporary world*. University of Hawai'i Press.
- Brazell, K. (1998). *Traditional Japanese Theater: An Anthology of Plays*. Columbia University Press.
- Miner, E. R., Morrell, R. E., & Odagiri, H. (1988). *The Princeton companion to classical Japanese literature*. Princeton University Press.
- Treat, P. R., & Soper, A. (1974). *The Art and Architecture of Japan*. The Pelican History of Art.

#### **Recommended**

- Mason, P. (1993). *History of Japanese Art*. Harry N. Abrams.
- McCullough, H. C. (1990). *Classical japanese prose: An antology*. Stanford University Press.
- Rath, E. (2004). *The Ethos of Noh: Actors and Their Art*. Harvard University Asia Center Press.
- Stanley-Baker, J. (2000). *Japanese Art*. Thames & Hudson.

<b>Course Name</b>	<b>Chinese Politics and Society</b>		
<b>Course Type</b>	BA-PS-SPD: Required optional	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Political and International Conflicts in Asia		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Jan Polišenský, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Students of this course will gain detailed insight into major issues forming Chinese society and politics. This course is designed to survey major topics of the domestic as well as the foreign policy of the People’s Republic of China (PRC). The course will provide a detailed insight into China's role in the global order, relations with neighbors as well with other major actors in the world politics, democratic deficit, separatism, migration, environmental situation, energy security and various domestic policies such as one-child policy. The course aims to provide students with knowledge of China’s involvement in world affairs in historical and contemporary perspectives. The students will analyze the topic from different perspectives while learning to apply various conceptual points of view. The main focus will be on the contemporary challenges of Chinese politics and society in the 21<sup>st</sup> century. Lastly, the course will analyze the domestic determinants of the foreign policy and foreign policy decision-making process in China. Alongside the lectures, a special attention will be on the class discussion and presentations that will provide students an opportunity to improve and test their presentation skills</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ comprehend major issues forming Chinese politics and society.</li> <li>▪ analyze the topic from different perspectives.</li> <li>▪ apply various theoretical concepts.</li> <li>▪ demonstrate improved the presentation and argumentation skills.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 From Chinese Empire to the Modern China and The Fall and Rise of China</p> <p>Week 2 Chinese History until the United Front against Soviet Hegemony (1979)</p> <p>Week 3 Commitment to Peaceful Development (1980 – 2015)</p> <p>Week 4 The Other China: Taiwan.</p> <p>Week 5 Social Problems in China: Minorities, Chinese demography and One-Child Policy.</p> <p>Week 6 The Cost of wealth: environmental issues.</p> <p>Week 7 European Influence in the Making of Modern China.</p> <p>Week 8 Mid-term break</p> <p>Week 9 Threat for China. Security issues for China.</p> <p>Week 10 United States and China</p> <p>Week 11 Central Kingdom and the Empire of the Sun</p> <p>Week 12 China and Korean peninsula</p>		



Week 13 China and the East and Southeast Asia  
Week 14 Final Exam

**Study literature and study aids**

**Required**

- Jacques, M. (2014). *When China Rules the World: The End of the Western World and the Birth of a New Global Order*. New York, USA: Penguin Press.

**Recommended**

- Buzan, B. (2010). China in International Society: Is 'Peaceful Rise' Possible? *The Chinese Journal of International Politics* 3(1), 5.-36. doi:10.1093/cjip/pop014.
- Chung, C. (2002). China's "War on Terror": September 11 and Uighur Separatism. *Foreign Affairs*, 81(4), 8-12. doi:10.2307.
- Clarke, M. (2008). China's 'War on Terror' in Xinjiang: Human Security and the Causes of Violent Uighur Separatism. *Terrorism and Political Violence*, 20(2), 271-301. doi:10.1080/09546550801920865.
- Fell, D. J. (2010). Taiwan's Democracy: Towards a Liberal Democracy of Authoritarianism? *Journal of Current Chinese Affairs*, 39(2), 187-201.
- Hundt, D. (2010). China's 'Two Koreas' Policy: Achievements and Contradictions. *Political Science*, 62(2), 132-145. doi:10.1177/0032318710384049.
- Lampton, D. M. (2008). *The Three Faces of Chinese Power. Might, Money, and Minds*. 252-274. USA: University of California Press.
- Langguth, G. (2003). Asian Values Revisited. *Asia Europe Journal*, 1(1), 25-42.
- Mearsheimer, J. J. (2006). China's Unpeaceful Rise. *Current History* 105, 690, 160-162.
- Pant, H. V. (2012). Great Power Politics in East Asia: The US and China in Competition. *China Report*, 48(3), 237-251. doi:10.1177/0009445512462306.
- Segal, G. (1999). Does China Matter? *Foreign Affairs*, 78(5), 24-36.
- Shambaugh, D. (2006). Asia in Transition: The Evolving Regional Order. *Current History*, 105, 690, 153-159.
- Zhao, G. (2006). Reinventing China. *Modern China*, 32(1), 3-30. doi:10.1177/0097700405282349.



<b>Course Name</b>	<b>Civil-Military Relations</b>				
<b>Course Type</b>	BA-IR-SEC: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: NATO in the 20th and 21st Century				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Presentation, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Kristina Soukupova, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The main aim of this course is to provide students with a grounding in the field of civil-military relations through a systematic evaluation of current civil-military discourse and the impact of social trends on the relations between the armed services and society, particularly since the Second World War. The course asks students to integrate multiple disciplines such as history, theories of international relations, political science, sociology, anthropology, regional studies, security studies, law (domestic and international), etc. It also encourages students to engage in comparative analysis of different societies and of individual armed services. The course will cover mainly experiences of NATO member states, however, material from other socio-political systems will be considered in relevant cases.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will have:</p> <ul style="list-style-type: none"> <li>▪ Understood the current civil-military relations discourse, esp. the works of Huntington and Janowitz, including Security Sector Reform</li> <li>▪ Analyzed the dynamics of the military profession – especially its expertise, legitimacy and jurisdiction - in a variety of national settings</li> <li>▪ Grasped the two-way relationships between armed forces and society, especially the conditions under which these relations are either mutually supportive or in tension.</li> <li>▪ Developed an appreciation of the key social and personnel issues in the all-volunteer forces – both longstanding and newer ones as well as those in transition of modern societies</li> <li>▪ Gained an appreciation of general trends that is tempered with an understanding of the specific features of individual countries.</li> <li>▪ Understood the relationship between the social sciences and the armed forces so far as issues of the practice and ethics of social science research are concerned.</li> <li>▪ Transferable and soft skills: <ul style="list-style-type: none"> <li>▫ Students perfect their critical thinking, comparative and analytical skills</li> <li>▫ Enhance their presenting capabilities</li> <li>▫ Improve their research and debating skills</li> </ul> </li> </ul> <p><b>Course Outline</b></p> <p>Week 1 and 2 Introduction: War and Armed Forces in the Modern State; Monopoly over legitimate violence, Civilian control – key concepts and studies in armed forces and society research since 1945 – Introductory discussion</p> <p>Week 3 and 4 Introduction – Cont.: War and Armed Forces in the Modern State; Monopoly over legitimate violence, Civilian control – key concepts and studies in armed forces and society research since</p>				

1945
Week 5 and 6 Civil-Military Relations in Communist States; The role of the Communist party in civil-military relations
Week 7 and 8 Civil-military relations in Post-Communist states, Security Sector Reform, Civil-military relations in the Czech Republic
Week 9 and 10 Non-traditional CMR – Armed Forces and Societies in Conflict Regions and Failed States; CMR in the 21st century
Week 11 and 12 Student Presentations
Week 13 and 14 Conclusion – Final Debate, Discussion of the main course themes

### Study literature and study aids

#### Required

- Coker, C. (2001). *Humane Warfare*. London: Routledge.
- Schmidl, E. A. (2000). *Peace Operations Between War and Peace*. London: Frank Cass.
- Herspring, D. R., & Volgyes, I. (eds.). (1978). *Civil-Military Relations in Communist Systems*. Boulders. Westview.
- Kaldor, m. (1999). *New and Old Wars: Organised Violence in a global era*. Polity.
- Mackinlay, J. (1989). *The Peacekeepers*. London: Unwin Hyman.
- Smith, R. (2005). *The Utility of Force: The Art of War in the Modern World*. Penguin.
- Walzer, M. (1978). *Just and Unjust Wars: A Moral Argument With Historical Illustrations*. Basic Books.

#### Recommended

- Bunce, V. (2003). Rethinking Recent Democratization: Lessons from the Post-Communist Countries. *World Politics*, 55, 167-192.
- Dandeker, C., & Gow, J. (1997). The Future of Peace Support Operations: Strategic Peacekeeping and Success. *Armed Forces and Society*, 23(3), 327- 348.
- Dandeker, C., & Gow, J. (2000). Military Culture and Strategic Peacekeeping. In E. A. Schmidl (ed.), *Peace Operations Between War and Peace*. London: Frank Cass.
- Moskos, Ch.C. (n.d.). The Armed Forces in a Warless Society. <http://zmsbw.de/html/einsatzunterstuetzung/downloads/forum13.pdf#page=5>
- Dandeker, C. (2006). Surveillance and Military Transformation: Organizational Trends in Twenty First Century Armed Services. In K. Haggerty, & R.. Ericson (2006). *The New Politics of Surveillance and Visibility*. University of Toronto Press.
- Dandeker, C. (2007). The End of War? The Strategic Context of International Missions in the Twenty First Century. In M. Christiansson (Ed.), *Eight Essays in War Studies*. Stockholm: Military Academy Karlberg.
- Cottey, A., Edmunds, T., & Forster, A. (1999). Democratic Control of Armed Forces in Central and Eastern Europe: A Framework for Understanding Civil Military Relations in Postcommunist Europe. ESRC "One Europe or Several?" *Working paper 1/99*. Sussex: University of Sussex.
- Bland, D. L. (2001). Patterns in Liberal Democratic Civil Military Relations. *Armed Forces and Society*, 27(4), 525-540.
- Edmunds, T., Cottey, E., & Forster, A. (2006). *Civil-military Relations in Postcommunist Europe: Reviewing the Transition*. Oxon: Routledge, Taylor & Francis.
- Edmunds, T. (2001). *Security Sector Reform and Implementation. Report for Geneva Centre for Democratic Control of Armed Forces*. Workshop 20-23, November 2001.
- Cohen, E. (1997). *Civil-Military Relations*. Philadelphia: Orbis.
- Prins, G. (2003). *The Heart of War, On Power Conflict and Obligation in the TwentyFirst Century*. Routledge.
- Hendrickson, R. C. (2000). NATO's Visegrad Allies: The First Test in Kosovo. *Journal of Slavic Military Studies*, 13(2), 25-38.
- Herspring, D., & Volgyes, I. (1980). Political reliability in the Eastern European Warsaw Pact armies. *Armed Forces and Society*, 6(2), 270-296.
- Herspring, D. R.. (1999). Samuel Huntington and Communist Civil-Military Relations. *Armed Forces & Society*, 25(557), 557-577.
- Dobbie, Ch. (1994). A Concept for PostCold War Peacekeeping. *Forsvarsstudier*, 4/94.
- Callaghan, J., & Schönborn, M. (Eds.). (2004). *Warriors in Peacekeeping Points of tension in complex cultural encounters A comparative study based on experiences in Bosnia*. George C. Marshall European Center for Security Studies Lit Verlag.
- Hillen, J. (1998). *Blue Helmets: The Strategy of UN Military Operations*. London: Brassey's.
- Kiszely, J. (2007). PostModern Challenges for Modern Warriors. *The Shrivenham Papers*, 5,

December.

- Mackinlay, J., & Chopra, J. (1992). Second Generation Multinational Peacekeeping. *Washington Quarterly*, Summer.
- Kolkowitz, R. (1967). *The Soviet Military and the Communist Party*. Princeton: PUP.
- Kramer, M. N. (1985). Civil-Military Relations in the Warsaw Pact: The East European Component. *International Affairs*, 61(1), 45-66.
- Freedman, L. (1998). The Revolution in Strategic Affairs. *Adelphi Paper* 318. Oxford University Press.
- Leander, A. (2002). *Globalization and the Evolving State Monopoly on Legitimate Violence*. Paper presented at the Annual Convention of the ISA, New Orleans, 24-27 March.
- Linz, J., & Stepan, A. (1996). *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe*. Baltimore, MD: Johns Hopkins UP.
- Lombardi, B. (1999). An Overview of Civil-Military Relations in Central and Eastern Europe. *Journal of Slavic Military Studies*, 12(1), 13-33.
- Binkin, M. (1993). *Who Will Fight the Next War: the changing face of the American Military*. Washington: Brookings Institution.
- Van Creveld, M. (1991). *On Future War*. London: Brassey's.
- Williams, M. (1998). Civil Military Relations and Peacekeeping. *Adelphi Paper*, 321. Oxford University Press.
- Haguard, M. (1999). Social and Political Theories of Power. In L. Kurtz (eds.). *Encyclopedia of Violence, Peace & Conflict*. Vol. 3. San Diego: Academic Press.
- Weber, M. (1946). *Essays in Sociology: Politics as a Vocation*. New York: Oxford University Press.
- Janowitz, M. (1960). *The Professional Soldier*. Free Press.
- Wheeler, N. (2000). *Saving Strangers: Humanitarian Intervention in International Society*. Oxford University Press.
- Odom, W. E. (1973). The Soviet Military: The Party Connection. *Problems of Communism*, Sept.-Oct.
- Perlmutter, A. (1981). *Political Roles and Military Rulers*. London : Cass
- Feaver, P. d. (1996). The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control. *Armed Forces & Society*, 23, 149-178.
- Krebs, R. R. (1957). School for Nation? *International Security*, 28 (4).
- Huntington, S. (1957). *The Soldier and the State*. Harvard University Press.
- Segal, G., & Phipps, J. (1990). Why Communist Armies Defend Their Parties. *Asian Survey*, 30(10), 959-976.
- Simon, J. (2004). *NATO and the Czech and Slovak Republics: Comparative Study in Civil-Military Relations*. Lanham: Rowman & Littlefield.
- Ulrich, M.P. (1999). *Democratizing Postcommunist militaries: the Cases of the Czech and Russian Armed Forces*. Michigan: UMP.
- Vlachova, M. (2002). Professionalism of the Army of the Czech Republic. In A. Forster et al., *The Challenge of Military Reform in Postcommunist Europe: Building Professional Armed Forces*. Basingstoke: Palgrave.
- Vlachova, M. (2003). The Integration of the Czech Armed Forces into Society. In A. Forster et al., *Soldiers and Societies in Postcommunist Europe: Legitimacy and Change*. Basingstoke: Palgrave.
- Watts, L. L. (2001). *Whose Professionalism?: Separating the Institutional Roles of the Military & Police*. Camberley: Conflict Studies Research Centre.

<b>Course Name</b>	<b>Commercial Law</b>				
<b>Course Type</b>	BA-BA-IBL: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Brian Fonville, J.D. – 100 %				
<b>Brief annotation of the course -</b>	<p><b>Course Description</b>  This course will take focus on the sale of goods and related laws. Students will understand the term agency, the rights and obligations owed by principles, by agents for a third party and by a third party to agents; the sale of goods and the Sale of Goods Act 1979; the passing of risk and property; acceptance; breach of a sale contract; remedies; the characteristics and distinctions of cif and fob contracts; the usage of electronic documentation and the effect on international agreements; payment and credit issues</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify and discuss the components of agency; the sale of goods; international sales contracts; and payment.</li> </ul> <p><b>Course Outline:</b>  Week 1 Introduction – Aims  Week 2 Personal Property  Week 3 Sale of Goods: Contract, Property and Risk  Week 4 Sale of Goods: Performance and Implied Terms  Week 5 Sale of Goods: Acceptance, Remedies and Retention of Title  Week 6 Money and Banks  Week 7 Credit and Security, Financing the Sale of Goods  Week 8 Credit and Security, Financing the Sale of Goods  Week 9 Midterm Exam  Week 10 Agency  Week 11 Agency Relationships  Week 12 Agency Relationships  Week 13 Exam Prep &amp; Review  Week 14 Final Exam</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Clarke, M., Hooley, R., Munday, R., Sealy, L., Tettenborn, A., &amp; Turner, P. (2017). <i>Commercial Law: text, cases and materials</i>. Oxford: Oxford University Press.</li> </ul>				

<b>Course Name</b>	<b>Comparative Civil and Political Rights</b>				
<b>Course Type</b>	BA-PS-CPL: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Carollann Braum, J.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>					
	Carollann Braum, J.D. – 100 % Zuzana Fellegi, LL.M.– 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will look at civil and political rights in both the international and domestic concepts. This course will first focus on international law protections, specifically the International Covenant on Civil and Political Rights, and related instruments. However, the majority of the course will focus on comparing the treatment and protection of civil and political rights through constitutional approaches in various jurisdictions. Students will be tasked with researching civil and political rights violations in the different jurisdictions, as well as looking at the mechanisms used to compensate those whose rights were violated, such as reparations and legal cases. By presenting and discussing this research, students will be able to effectively compare and contrast the various approaches, taking historical, cultural, economic and political considerations into account.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain, distinguish and apply core concepts and terminology of the law of civil and political rights as used in the key primary (cases and statutes) and secondary sources (books and articles);</li> <li>▪ Design, implement and review a range of theoretical approaches to the protection of various civil and political rights in different locations (with an emphasis on variations between cultural, social and economic situations);</li> <li>▪ Identify and critically examine in written and oral form a range of perspectives, technological advancements and values that are relevant to the domestic and international laws of civil and political rights;</li> <li>▪ Explain and examine whether, and if so, to what extent, the foreign and/or international law of civil and political rights provides coherent predictable consistent guidance to states, courts, lawyers, officials, and citizens;</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 History and overview of civil and political rights</p> <p>Week 3 Development of the International Covenant of Civil and Political Rights – focus on Cold War politics and subsequent development</p> <p>Week 4 Regional approaches to civil and political rights</p> <p>Week 5 Freedom of speech – importance of free speech, free reporting and the media, and new challenges</p> <p>Week 6 Right to privacy – development: what this originally meant to what it means today</p> <p>Week 7 Right to privacy – new challenges and possible solutions with advances in technology and our changing lifestyles</p> <p>Week 8 Mid-term exam</p> <p>Week 9 Religious Freedom – how this is approached differently in various regions and how to adapt to new challenges</p> <p>Week 10 Rights to due process and fair trials – what this really means and why it’s important</p>				

Week 11 Rights to vote, assemble and participate in political parties – a look at why this is so important and how the law is adapting to new challenges, including technological interference and independence referendums.

Week 12 The future of civil and political rights – new challenges and possible solutions

Week 13 Course Revision

Week 14 Final Exam

<b>Study literature and study aids</b>	
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***Required***

- Landman, T. (2005). *Protecting human rights: A comparative study*. Washington, D.C: Georgetown University Press.
- Joseph, S., Castan, M., & Oxford University Press. (2017). *The international covenant on civil and political rights: Cases, materials, and commentary*. Oxford: Oxford University Press.
- Rosenfeld, M., & Sajó, A. (2013). *The Oxford handbook of comparative constitutional law*. Oxford: Oxford University Press.

<b>Course Name</b>	<b>Comparative Politics</b>				
<b>Course Type</b>	BA-HS: Compulsory BA-PS: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Politics Equivalence BA-HS-PAS: Political Philosophy II / Philosophy & Society				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance				
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course aims to help students understand and explain political outcomes, processes and systems through the lenses of main theoretical approaches in comparative politics such as the institutional approach (historical institutionalism, neo and new institutionalism), Marxist approach, cultural approach and rational choice approach. The comparative method is emphasized throughout the course while applying the theories to contemporary case studies on topics ranging from revolutions, political protests, democratization, electoral politics, state formation and social policies.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the main theoretical approaches in the study of political science</li> <li>▪ Compare and contrast, critically assess the weaknesses and strengths of the main theoretical approaches of political science</li> <li>▪ Write academic essays combining theories with empirical research</li> </ul> <p><b>Course Outline</b> Week 1 Class Information, discussion on class expectations. Week 2 Rational Choice Theory I Week 3 Rational Choice Theory II Week 4 Rational Choice Theory: A Critique Week 5 Institutional Theory Week 6 Historical Institutionalism Week 7 Sociological and RC Institutionalism Week 8 Discursive Institutionalism Week 9 Structure-Agency Debate, Structuration Week 10 Cultural Theory Week 11 Marxist theory Week 12 Comparing and contrasting theories Week 13 In-class consultation of final papers Week 14 Submission of final papers</p>				



<b>Study literature and study aids</b>	
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**Required**

- Boix, C. and Stokes, S.C. (2009). *The Oxford Handbook of Comparative Politics*. Oxford: Oxford University Press.
- Landman, T. (2003). *Issues and Methods in comparative Politics: An Introduction*. London: Routledge.
- Peters, B. G. (2012). *Institutional theory in political science: The new institutionalism*. London: Continuum.

**Recommended**

- Deegan-Krause, K., & Enyedi, Z. (2010). Agency and the structure of party competition: Alignment, stability and the role of political elites. *West European Politics*, 33(3), 686-710.
- Giddens, A. (1986). *The Constitution of the Society. Outline of the Theory of Structuration*. Cambridge: Polity Press.
- Hirschman A. (1970). *Exit, Voice, Loyalty*. Cambridge MA: Harvard University Press.
- Inglehart R., & Welzel, C. (2005). *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. Cambridge: Cambridge University Press.
- Jasper, J.M. (1998). The Emotions of protest: Affective and reactive emotions in and around social movements. *Sociological Forum*, 13(3), 397-424.
- Jones, T. (2006). We always have a beer after the meeting: How norms, customs, conventions, and the like explain behavior. *Philosophy of the Social Sciences*, 36(3), 251-275.
- Langman, L. (2012). Occupy: A new “Social Movement”. *From Social to Political: New Forms of Mobilization and Democratization*. Conference Proceedings, University of the Basque Country, Bilbao, Spain, 9-12 February, 158-168.
- Lauth, H.-J. (2000). Informal Institutions and Democracy. *Democratization*, 7(4), 21-50.
- Malesevic, S. (2002). Rational choice theory and the sociology of ethnic relations: a critique. *Ethnic and Racial Studies*, 25(2), 193-212.
- McGoey, L. (2012). Strategic unknowns: towards a sociology of ignorance. *Economy and Society*, 41(1), 1-16.
- Olson M. (c2012). *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press.
- Rappert, B. (2012). States of ignorance: the unmaking and remaking of death tolls. *Economy and Society*, 41(1): 42-63.
- Schmidt, V. (2008). Discursive institutionalism: The explanatory power of ideas and discourse. *Annual Review of Political Science*, 11(1), 303-326.
- Thelen, K. (1999). Historical institutionalism in comparative politics. *Annual Review of Political Science* 2, 369-404.
- Tsai, K. (2006). Adaptive informal institutions and endogenous institutional change in China. *World Politics*, 59 (1), 116-141.
- Tsebelis, G. (1991). *Nested Games*. University of California Press.
- Weyland K. (2002). Limitations of rational-choice institutionalism for the study of Latin American politics. *Studies in Comparative International Development*, 37(1), 57–85.



<b>Course Name</b>	<b>Comparative Religions</b>			
<b>Course Type</b>	BA-HS: Required optional BA-JM: Required optional		<b>Recommended Year of Study</b>	1.- 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence GEC: Introduction to Law / Political Philosophy I Equivalence BA-HS-HSC: Comparative Worldviews / Philosophy & Society Equivalence BA-JM: Introduction to Law / Political Philosophy I / Introduction to Philosophy			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course investigates what religion is and why it remains so potent a force in the world today. We will examine the definition of a religion and survey the major world religions (African Traditional Religions, Hinduism, Buddhism, Judaism, Christianity and Islam), as well as postmodern religious relativism. This course is designed to introduce you to the world's major religions, as well as to explore some crucial questions about religion: What is religion? How can someone compare religions? Are they all true? Why are people drawn to religion? We will explore these and other questions together through lectures, class discussion, and student panel discussions (see course requirements below).</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify what religion is and why it remains so potent a force in the world today</li> <li>▪ define various terms and core beliefs associated with the religions studied</li> <li>▪ understand how these terms integrate into a religious system</li> <li>▪ be able to compare, contrast and evaluate them</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: Why and How to Study Religion, and What Is Religion, Anyway?  Week 2 African Traditional Religion  Week 3 The East: Hinduism 1 (Vedic and Vedantic)  Week 4 Hinduism 2 (Bhakti Hinduism)  Week 5 Buddhism  Week 6 Buddhism, continued/ begin Chinese Traditional Religions  Week 7 Midterm exam pt. 2: rest of Hinduism, Buddhism, part of Chinese Traditional Religions.  Week 8 Judaism  Week 9 Christianity 1  Week 10 Christianity 2  Week 11 Islam  Week 12 Islam, continued.  Week 13 Postmodern Religious Relativism  Week 14 Final exam</p>			

**Study literature and study aids**
**Required**

- Hexham, I. (2011). *Understanding World Religions: An Interdisciplinary Approach*. Grand Rapids, MI: Zondervan.

**Recommended**

- Beckerlegge, G. (ed.). (2001). *The World Religions Reader*. New York: Routledge.
- Braswell, G. (1994). *Understanding World Religions*. Nashville, TN: Broadman and Holman.
- Corduan, W. (1978). *Neighboring Faiths: A Christian Introduction to World Religions*. Downers Grove, IL: InterVarsity Press.
- Pelikan, J. (ed.). (1990). *The World Treasury of Modern Religious Thought*. Boston: Little, Brown and Co.
- Schmidt, R. (1988). *Exploring Religion*. Belmont, CA: Wadsworth.
- Smart, N., & Hecht, R. D. (eds.). (1982). *Sacred Texts of the World: A Universal Anthology*. New York: Crossroad.
- Smith, H. (1958). *The Religions of Man*. New York: Harper and Row.
- Basham, A. L. (1989). *The Origins and Development of Classical Hinduism*. Ed. and annotated by Kenneth G. Zysk. Boston: Beacon Press.
- Schumacher, S., & Woerner, G. (eds.) (1994). *The Encyclopedia of Eastern Philosophy and Religion: Buddhism, Taoism, Zen, Hinduism*. Boston: Shambhala.
- Suzuki, D. T. (1954). *An Introduction to Zen Buddhism*. New York: Grove Press.
- Yoshinori, T. (ed.). (1993). *Buddhist Spirituality: Indian, Southeast Asian, Tibetan, Early Chinese*. New York: Crossroad.
- Braswell, G. W., Jr. (1996). *Islam: Its Prophet, Peoples, Politics and Power*. Nashville, TN: Broadman and Holman.
- Heschel, A. J. (1951). *The Sabbath: Its Meaning for Modern Man*. New York: Noonday Press.
- John Paul, II. (1997). *Catechism of the Catholic Church*. Vatican City: Libreria Editrice Vaticana.
- Langer, L. L. (ed.). (1995). *Art from the Ashes: A Holocaust Anthology*. Oxford: Oxford University Press.
- Lipset, S. M., & Raab, E. (1995). *Jews and the New American Scene*. Cambridge, MA: Harvard University Press.
- Mawdūdī, Abul A 'lā (1994). *Human Rights in Islam*. Leicester: The Islamic Foundation.
- Milne, B. (1998). *Know the Truth: A Handbook of Christian Belief*. Downers Grove, IL: InterVarsity Press.
- Stott, J. R. W. (1971). *Basic Christianity*. Grand Rapids, MI: Eerdmans.
- Ware, T. (1997). *The Orthodox Church*. New York: Penguin Books.

<b>Course Name</b>	<b>Comparative Worldviews</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: Philosophy & Society / Anthropology of Religion				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Theodore Turnau, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>            Everyone has a perspective on truth, reality, on right and wrong, their own “world and life view.” In this class, we shall be examining what worldviews are and how they work, as well as exploring the major worldviews that have shaped the West from Christian Theism to Existentialism. This class is designed to give the student a chance to reflect on deep issues such as what it means to be human, what the meaning of life is, and how do we know right and wrong, without necessarily having any experience in philosophy.</p> <p><b>Student Learning Outcomes</b>            Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ to define various terms associated with the worldviews studied</li> <li>▪ to articulate the core beliefs of the various worldviews we study</li> <li>▪ to compare and contrast the core beliefs of the various worldviews</li> </ul> <p><b>Course Outline</b>            Week 1 What is a worldview?            Week 2 Christian Theism: God at the Center of the Universe            Week 3 Christian Theism, continued.            Week 4 Enlightenment Deism: Autonomous Reasonable Man at the Center of the Universe            Week 5 Romanticism: The Quest for Freedom and Wholeness in the Universe            Week 6 Finish Romanticism            Week 7 Atheistic Naturalism: Matter and Motion Rule the Universe            Week 8 Atheistic Naturalism cont.            Week 9 Nihilism: The Empty, Centerless Universe            Week 10 Nihilism continued.            Week 11 My Choices Give Meaning to the Empty Universe            Week 12 Existentialism cont.            Week 13 Evaluating worldviews,” and review for the final            Week 14 Final Exam</p>				

## Study literature and study aids

### Required

- Tinder, G. (1989). Can We Be Good without God? On the political meaning of Christianity. *Atlantic Monthly*, 264(6), 69-85.
- Descartes, R. (1975). Meditations 1 and 2 from *Meditations on a First Philosophy* (1641). In *The Philosophical Works of Descartes*, vol. 1. Cambridge: Cambridge University Press. pp. 144-157.
- Jefferson, T. (2006). *The Jefferson Bible: The life and morals of Jesus of Nazareth*. Mineola, N.Y.: Dover Publications. Chapter 1, pp. 55-58.
- Kant, I. (1970). An Answer to the Question: What is Enlightenment? In H. Reiss Ed.), *Kant's Political Writings*. Cambridge: Cambridge University Press. pp. 54-60.
- Voltaire (1999). Treatise on Toleration. In P. Briens et al. (eds.), *Reading About the World*. Vol. 2. New York: Harcourt Brace.
- Coleridge, S. T. (2009). Kubla Khan or, A Vision in a Dream. A Fragment. In A. T. Quiller-Couch (ed.), *The Oxford Book of English Verse, 1250-1900*. London: Blumenfeld.
- Goethe, J. W. (2018). *The sorrows of young Werther*. Overland Park, KS: Digireads.com
- Darwin, C. (1956). Conclusion. In C. Darwin, *The Origin of Species*. New York: Frederick Ungar.
- Freud, S. (1927). *The future of an illusion: Civilisation and its discounters and other works; (1927-1931)*. Chapters IV, VII and VIII. <http://www.pbs.org/wgbh/questionofgod/ownwords/index.html>.
- Freud, S. (1930). *Civilization and Its Discontents*. Chapters II and VI. <http://www.pbs.org/wgbh/questionofgod/ownwords/index.html>.
- Nietzsche, F. (1974). The Madman. In W. Kaufmann (ed.). *The Gay Science*. Part Three, section 125. New York: Vintage, pp. 181-182.
- Nietzsche, F. (1989). *The Genealogy of Morals*. Third Essay, sections 24-28. New York: Vintage Press. pp. 148-163.
- Nietzsche, F. (1967). *The Will to Power*, para. 1067. New York: Random House. pp. 449-450.
- Nietzsche, F. (1895). Morality as Anti-Nature. Sections 4-6. In *Twilight of the Idols*. <http://www.handprint.com/SC/NIE/GotDamer.html>
- Kierkegaard, S. (1983). Problema II. In H. Howard & Edna H. Hong, *Fear and Trembling*. Princeton: Princeton University Press. pp. 68-81.
- Sartre, J.-P. (1989). *No Exit*. New York: Vintage International.

### Recommended

- Berlin, I. (1956/1984) *The Age of Enlightenment: The 18<sup>th</sup> Century Philosophers*. New York: Meridian.
- Berlin, I. (1999). *The Roots of Romanticism*. Princeton, NJ: Princeton University Press.
- Berlin, I. (2000). *Three Critics of the Enlightenment: Vico, Hamann, Herder*. Princeton, NJ/Oxford, Eng.: Princeton University Press.
- Marx, K. (1844). An Introduction to A Contribution to the Critique of Hegel's Philosophy of Right. In *Deutsch-Französische Jahrbücher*, 7<sup>th</sup> & 10<sup>th</sup> February, 1844. Available online at <http://www.marxists.org/archive/marx/works/1843/critique-hpr/intro.htm>.
- Marx, K. (1844). Estranged Labour. In *Economic and Philosophic Manuscripts of 1844*. <http://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>.
- Naugle, D. K. (2002). *Worldview: The History of a Concept*. Grand Rapids, MI/Cambridge, Eng.: Eerdmans.
- Nicholi, A. M. (2002). *The Question of God: C.S. Lewis and Sigmund Freud Debate God, Love, Sex, and the Meaning of Life*. New York/London: The Free Press.
- Palmer, D. (1996). *Does the Center Hold?: An Introduction to Western Philosophy*, 2<sup>nd</sup> ed. Mountain View, CA/Toronto/London: Mayfield Publishing.
- Sire, J. (2015). *Naming the Elephant: Worldview as Concept*, 2<sup>nd</sup> ed. Downers Grove, IL: IVP Academic.
- Tarnas, R. (1991). *The Passion of the Western Mind: Understanding the Ideas that Have Shaped Our World View*. New York: Ballantine Books.

<b>Course Name</b>	<b>Composition I</b>				
<b>Course Type</b>	BA-BA: Compulsory BA-HS: Compulsory BA-IR: Compulsory BA-JM: Compulsory BA-PS: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The course is designed to develop and improve students' critical thinking skills, originality and ability to write in English across a variety of genres. The course emphasizes: writing as process, audience awareness and appropriate stylistic choices, and the production of cohesive, coherently structured, concise and accurate texts. Students are introduced to academic research and citation formats.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand and effectively implement the writing process including: pre-writing, outlining, drafting, revising and editing;</li> <li>▪ demonstrate the ability to make stylistic and lexical choices appropriate to a specific audience and genre; e.g., expository and persuasive essays;</li> <li>▪ understand and conform to the conventions of academic writing;</li> <li>▪ produce writing which evidences critical thinking, an inquisitive mind and logical analyses;</li> <li>▪ produce well-structured, coherent and cohesive essays including: introduction, body and conclusion;</li> <li>▪ identify and produce clear theses and topic sentences supported by evidence and/or sound reasoning;</li> <li>▪ understand how and why writers cite sources;</li> <li>▪ incorporate sources through quotation and paraphrase;</li> <li>▪ recognize and avoid plagiarism;</li> <li>▪ display a firm grasp of English grammar, usage and mechanics.</li> </ul> <p><b>Course Outline</b> Week 1 Introductions: Description of Course Aims &amp; Structure, Assessment, Ground Rules Week 2 Language Workshop: Sentence Types, Dependent &amp; Independent Clauses and Sentence Fragment Week 3 Language Workshop: Sentence Combining, Conciseness, Comma Splices &amp; Run-ons Week 4 Language Workshop: Subject-Verb &amp; Pronoun-Antecedent Agreement Week 5 Language Workshop: Parallelism Week 6 Test 1 Week 7 Language Workshop: Articles Week 8 Writing Workshop: Revision and Editing Week 9 Language Workshop: Verb tenses Week 10 Language Workshop: Adjective, Adverbs, Participles and Misplaced Modifiers Week 11 Language Workshop: Word choice, Connotation &amp; Denotation Week 12 Test 2</p>				

Week 13 Test Feedback  
Week 14 Course Wrap Up

### Study literature and study aids

#### **Required**

- Wiener, H. S., & Bazerman, C. (2000). *Reading skills handbook*. Boston: Houghton Mifflin.
- DiYanni, R. (1996). *Perspective : Readings for writers*. New York: McGraw-Hill.
- Kennedy, X. J., Kennedy, D. M., Aaron, J. E., & Repetto, E. K. (2016). *The Brief Bedford Reader*. New York: McMillan Learning.
- Guth, H. P. (2003). *Writing in a Changing World—A Writer's Guide*. London: Longman.
- Kadesch, M. C., Kolba, E., & Crowell, S. C. (1991). *Insights into academic writing: strategies for advanced students*. London: Longman.

#### **Recommended**

- Purdue University's Online Writing Lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

<b>Course Name</b>	<b>Composition II</b>				
<b>Course Type</b>	BA-BA: Compulsory BA-HS: Compulsory BA-IR: Compulsory BA-JM: Compulsory BA-PS: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 % Anthony Ozuna, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is intended to hone the student’s ability to think critically and originally; it consolidates the student’s ability to make appropriate stylistic choices with regard to specific purpose, register (academic) and genre, and it reviews the basic stages of the writing process. Moreover, the course concentrates on developing the skills required to produce a substantial academic research paper. These skills include critical reading and research, formulating and supporting a thesis, incorporating credible sources and properly employing citation and bibliographic techniques</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ engage in the process of writing a research paper, including these aspects: determining purpose defining a topic, formulating a clear thesis supported by sound reasoning and research;</li> <li>▪ distinguish and use primary, secondary and tertiary sources (Wikipedia);</li> <li>▪ find, evaluate, and incorporate sources via paraphrase and summary;</li> <li>▪ produce a well-structured, coherent and cohesive academic essay;</li> <li>▪ produce content which exhibits critical thinking, originality, and inquisitive and logical analyses;</li> <li>▪ make stylistic and lexical choices appropriate to an academic audience and specific genres;</li> <li>▪ display a firm grasp of English grammar, usage and mechanics;</li> <li>▪ employ citation and bibliographic format accurately (using MLA or APA);</li> <li>▪ recognize and avoid <i>all</i> forms of plagiarism.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction Week 2 Rhetoric Week 3 Analytical Reading Week 4 Prewriting Week 5 Locating and Evaluating Sources Week 6 Information Literacy Week 7 Referencing Week 8 Selecting a Topic/Formulating a thesis Week 9 Plagiarism Week 10 Outlining Week 11 Formatting</p>				

Week 12 Editing  
Week 13 Peer Review  
Week 14 Presenting and Defending

### Study literature and study aids

#### ***Required***

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research*. Chicago: University of Chicago.
- Seyler, D. U. (1998). *Doing research: The complete research paper guide*. New York: McGraw-Hill.

#### ***Recommended***

- Purdue University's Online Writing Lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)



<b>Course Name</b>	<b>Computer Information Systems</b>				
<b>Course Type</b>	BA-BA: Compulsory BA-HS: Compulsory BA-IR: Compulsory BA-JM: Compulsory BA-PS: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	doc. RNDr. Vladislav Kuboň, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The purpose of the course is to introduce students to the basic features and uses of computer and information systems. The course starts with an introduction to the origins of computing, move into the technical foundations of computing, continue with a discussion of hardware, software, and operating systems. The bulk of the class, however, relates to the introduction to and use of popular software applications which will be useful to the students in their academic and professional careers.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the way how various types of data are represented in computers.</li> <li>▪ Understand the function of basic hardware components of personal computers.</li> <li>▪ Understand the role of various types of software.</li> <li>▪ Understand the strategies of how to select or configure the most appropriate new computer (desktop and laptop) according to the student's needs.</li> <li>▪ Compare technical characteristics of personal computers in commercial advertisements.</li> <li>▪ Understand various types of networks and their basic technical characteristics.</li> <li>▪ Understand the basic issues related to computer technology.</li> <li>▪ Analyze a problem in the spreadsheet table.</li> <li>▪ Create and present a short presentation on a given topic</li> <li>▪ Understand the concepts of writing a longer document (thesis, research paper etc.) and exploiting styles and templates.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction, representation of data Week 2 Hardware Week 3 Software Week 4 Hands-on session (Introduction to text editing, proper use of a text editor, styles and templates) Week 5 Hands-on session (Introduction to text editing, proper use of a text editor, styles and templates) Week 6 Hands-on session (Text editors –tables, graphics, working with long documents) Week 7 Midterm exam</p>				

Week 8 Hands-on session (Presentation program – essential rules for creating good presentations, animations, slide transitions, simple tricks enhancing presentation effects. Determining the topic of the project)  
Week 9 Hands-on session (Presentation program – essential rules for creating good presentations, animations, slide transitions, simple tricks enhancing presentation effects. Determining the topic of the project)  
Week 10 Hands-on session (Presentation program – essential rules for creating good presentations, animations, slide transitions, simple tricks enhancing presentation effects. Determining the topic of the project)  
Week 11 Hands-on session (Spreadsheets – creating and formatting a table, using functions, typing user-made)  
Week 12 Hands-on session (Spreadsheets – creating and formatting a table, using functions, typing user-made)  
Week 13 Project presentation  
Week 14 Final Exam

**Study literature and study aids****Required**

- Laudon, K. C., & Laudon, J. P. (2004). *Management information systems: Managing the digital firm*. Upper Saddle River, NJ: Pearson Prentice Hall.

<b>Course Name</b>	<b>Concept: Pursing an Idea in the Art Process</b>			
<b>Course Type</b>	BA-VA-ASP: Compulsory BA-VA-AMC: Required optional	<b>Recommended Year of Study/semestr</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA-AMC: Equivalence: Cross Media Art			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term project, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	MgA. Alena Foustková – 100 %			
<b>Brief annotation of the course</b>				
<b>Course Description</b>				
<p>Where do ideas come from? How can we express them? CONCEPT is a class based on creating hands on projects from an idea to a finished visual piece of communication. Students will try to express their ideas and contextualize them to reflect social issues, politics, media, gender or cultural context. An important part of the class will be learning how to talk about ideas and concepts. Through the format of a discussion students will learn how to stimulate original and surprising ways to express their feelings, attitudes, opinions or judgements. They will discover ways, how to convert their ideas into original, strong and meaningful art pieces. The course will include a mutual interaction by passing messages to others and allowing students to apply research, as well as an intuitive sensitivity.</p>				
<b>Student Learning Outcomes</b>				
<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of what concept in art means</li> <li>▪ Understand and analyze pieces of art which are conceptual in nature</li> <li>▪ Place in context and lend perspective to the world around us</li> <li>▪ Practice through hands-on projects their ideas from the idea to a final visual communication</li> </ul>				
<b>Course Outline</b>				
Week 1	Introduction to the conceptual way of thinking. Introduction, DADA, meet 3 Czech contemporary conceptual artists. Observe together selected conceptual pieces of art			
Week 2	Short student introductions and self-presentations. Project 1 – part 1 (Begins). Analysis of the reading from week 1. Mind mapping, meet 3 international conceptual artists. Introduction of the project.			
Week 3	Project 1 – part 1 (Continued). Analysis of required reading from week 2.			
Week 4	Project 1 – part 1 (Finalized). Final mind map – visualization. Conceptual art – 1960-70s.			
Week 5	Project 1 – part 2. Developing creative visual solutions which will be presented in class. Finalizing the strongest idea from mind map into a conceptual piece of art. Conceptualization of visual ideas.			
Week 6	Class Gallery visit 1 – “Za pravdu” (“For the truth”) – learn to understand important conceptual creative ideas and the executions.			
Week 7	Class Gallery visit 1 – “Za pravdu” (“For the truth”) – learn to understand important conceptual creative ideas and the executions.			
Week 8	Long-term Project 2 (Introduction). Jiří Kovanda + Czech conceptual scene. Creating an installation or a participatory art project. Introduction of the project. Developing an in-depth systematic process of thinking and an original application of ideas.			
Week 9	Class gallery visit 2 – Exhibition Palace (Alberto Giacometti – retrospect, Sara Enrico: The jumpsuit			

	theme)
Week 10	Long-term Project 2 (Continued). Individual consultations of students' projects. Women conceptual artists.
Week 11	Class gallery visit 3 – Centre DOX, Educational program
Week 12	Long-term Project 2 (Finalizing)
Week 13	Final presentation of the Long-term Project 2 (Defend), the class exhibition.
Week 14	Class gallery visit 4 – student choice. Discussion the contemporary conceptual art scene.
<b>Study literature and study aids</b>	
<b><i>Required</i></b>	
<ul style="list-style-type: none"> <li>▪ Buzan, T. (2006). <i>Mind mapping</i>. BBC Active.</li> <li>▪ Kuenzli, R. (2015). <i>Dada</i>. Phaidon. (selected excerpts)</li> <li>▪ Godfrey, T. (2011). <i>Conceptual art. Art &amp; ideas</i>. Phaidon. (selected excerpts)</li> <li>▪ Osborne, P. (2011). <i>Conceptual art. Themes and movements</i>. Phaidon. (Selected excerpts)</li> <li>▪ Comer, J., Jones, P., Morgan, D., &amp; Morganová, P. (2012). <i>Czech Art at the Beginning of the 21st century</i>. Arbor vitae.</li> </ul>	

<b>Course Name</b>	<b>Conflict Studies</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course moves beyond the introduction to journalistic reporting and writing of Introduction to Reporting I. Presuming basic skills like leads, story organization, and use of quotes, it immerses students in reporting, writing and editing the college’s print and online magazine, <i>Lennon Wall</i>. We’ll work on the reporting skills necessary to produce good copy, and the writing skills necessary to make it shine. Though the focus is on writing for a print or online news publication, the course material is applicable to all forms of journalistic writing, including public relations writing.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Be familiar with comparative approaches to the study of conflict;</li> <li>▪ Demonstrate an ability to analyze a contemporary conflict using the tools elaborated in the readings and lectures;</li> <li>▪ Clearly summarize a conflict setting and articulate to peers (presentation, communication and speaking skills);</li> <li>▪ Be able to differentiate between different conflict outcomes;</li> <li>▪ Engage in argumentation and discussion with peers;</li> <li>▪ Carry out an in class PowerPoint presentation addressing a provided research topic;</li> <li>▪ Complete an assignment based around the assessment of a large number of cases;</li> <li>▪ Demonstrate MA-level writing skills;</li> <li>▪ Demonstrate MA-level research skills;</li> <li>▪ Usage of proper citation formats in essay writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to course; Atrocities in early history  Week 2 Lecture: Genocide; Mass Killings  Week 3 Lecture: Conflict in Historical Perspective  Week 4 Theoretical Background: Approaches to Natural Resource based conflicts  Week 5 Categories of Analysis  Week 6 Lecture: Schelling’s Strategy of Conflict  Week 7 Terrorism  Week 8 Cross-National and National-level Human Rights Violations  Week 9 State Repression  Week 10 Lecture: Humanitarian Intervention and its Casualties  Week 11 Lecture: Civil War  Week 12 Conflict and Climate Change  Week 13 Future forms of Conflict: Cyber Attacks and the Digital Front</p>			

**Required**

- Abrahms, M. (2006). Why terrorism does not work. *International Security*, 31(2), 42-78.
- Anisin, A. (2016). Violence begets violence: Why states should not lethally repress popular protest. *The International Journal of Human Rights*, 20 (7), 893-913.
- Bellemore, J. (2015). *The Roman concept of massacre: Julius Caesar in Gaul*. In P. G. Dwyer, & L. Ryan (eds.), *Theatres of violence: Massacre, mass killing and atrocity throughout history* (pp. 38-49). New York: Berghahn Books.
- Dwyer, P. G., & Ryan, L. (eds.) (2015). Introduction: The massacre in history. In *Theatres of violence: massacre, mass killing, and atrocity throughout history* (pp. xi-xxv). New York: Berghahn Books.
- Fearon, J., & Laitin, D. (2000). Violence and the social construction of ethnic identity. *International Organization*, 54 (4), 845–877.
- Harff, B., & Gurr, T. R. (1998). Systematic early warning of humanitarian emergencies. *Journal of Peace Research*, 35(5), 551-579.
- Humphreys, M. (2005). Natural resources, conflict, and conflict resolution: Uncovering the mechanisms. *Journal of Conflict Resolution*, 49 (4), 508-537.
- Chaliand, G. (2014). Overview: War and history. In *A global history of war: From Assyria to the twenty-first century* (pp. 4-47). Oakland: University of California Press.
- Kalyvas, S. N. (2003). The ontology of “Political Violence”: Action and identity in civil wars. *Perspectives on Politics*, 1(3), 475-494.
- Kostyuk, N., & Zhukov, Y. M. (2017). Invisible digital front: Can cyber attacks shape battlefield events? *Journal of Conflict Resolution*. <https://doi.org/10.1177/0022002717737138>
- Madley, B. (2015). Tactics of Nineteenth-Century Colonial Massacre: Tasmania, California and Beyond. In P. G. Dwyer, & L. Ryan (eds.), *Theatres of violence: Massacre, mass killing and atrocity throughout history* (pp. 110-123). New York: Berghahn Books.
- McManus, R. W. (2019). Revisiting the Madman theory: Evaluating the impact of different forms of perceived madness in coercive bargaining. *Security Studies*, 1-34.
- Myerson, R. B. (2009). Learning from Schelling's strategy of conflict. *Journal of Economic Literature*, 47(4), 1109-1125.
- Pape, R. A. (2003). The strategic logic of suicide terrorism. *American Political Science Review*, 97(3), 343-361.
- Poe, S. C., & Tate, C. N. (1994). Repression of human rights to personal integrity in the 1980s: A global analysis. *The American Political Science Review*, 88(4), 853–872.
- Ritter, E. H. (2014). Policy disputes, political survival, and the onset and severity of state repression. *Journal of Conflict Resolution*, 58(1), 143-168.
- Ruggeri, A., Dorussen, H., & Gizelis, T. I. (2017). Winning the peace locally: UN peacekeeping and local conflict. *International Organization*, 71(1), 163-185.
- Saleyhan, I. (2008). From climate change to conflict? No consensus yet. *Journal of Peace Research*, 45(3), 315-326.
- Sambanis, N. (2004). What is civil war? Conceptual and empirical complexities of an operational definition. *Journal of Conflict Resolution*, 48 (6), 814-858.
- Theisen, O. M., Gleditsch, N. P., & Buhaug, H. (2013). Is climate change a driver of armed conflict? *Climatic Change*, 117(3), 613-625.

**Recommended**

- Cohen, Y., Brown, B. R., & Organski, A. F. K. (1981). The paradoxical nature of state making: The violent creation of order. *American Political Science Review*, 75(4), 901-910.
- Dupuy, K., Gates, S., Nygård, H. M., Rudolfsen, I., Rustad, S. A., Strand, H., & Urdal, H. (2017). Trends in armed conflict, 1946–2016. *Conflict Trends*, 2. Oslo: PRIO.
- Goldsmith, B. E., & Butcher, C. (2018). Genocide forecasting: Past accuracy and new forecasts to 2020. *Journal of Genocide Research*, 20(1), 90-107.
- Marvin, L. (2015). Atrocity and massacre in the high and middle ages. In P. G. Dwyer, & L. Ryan (eds.), *Theatres of violence: Massacre, mass killing and atrocity throughout history* (pp. 50-63). New York: Berghahn Books.
- Ross, M. (2015). What have we learned about the resource curse? *Annual Review of Political Science*, 18(1), 239-259.
- Schelling, T. C. (1960). *The strategy of conflict*. Harvard University Press.

- Turchin, P. (2012). Dynamics of political instability in the United States, 1780–2010. *Journal of Peace Research*, 49(4), 577-591.

<b>Course Name</b>	<b>Contemporary Art Scene</b>			
<b>Course Type</b>	BA-VA: Compulsory		<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>By visiting exhibitions and galleries, artists' studios and discussing strong contemporary artworks and art texts, students will explore the different concepts of contemporary arts. The course will also question issues like the art market, art collectors and collections, phenomena of international shows like the Venice Biennale and the position of artists, curators, collectors or critics within the contemporary art scene.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Using the Prague art scene as a case study to enable students to study the contemporary art scene.</li> <li>▪ Introducing students to roles, issues and institutions connected to the realm of contemporary art (artists, curators, art historians, critics, collectors, art schools, galleries, media, market, exhibitions etc.)</li> <li>▪ Helping students orient themselves in the contemporary art scene and enabling them to follow the exciting changes in the art world.</li> <li>▪ Engaging the students in an in-depth research about a particular topic or issue related to the contemporary art world.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: What is Art (and why should we fall in love with it)?</p> <p>Week 2 Contemporary Art World: Key Players and Roles</p> <p>Week 3 From the White Cube towards New Institutionalism</p> <p>Week 4 White Cubes, State-funded Institutions</p> <p>Week 5 Independent Institutions, NGO's</p> <p>Week 6 Artists Studios</p> <p>Week 7 Commercial Galleries and the Art Market</p> <p>Week 8 Alternatives – Engaged Art</p> <p>Week 9 Alternatives – Independent Curator</p> <p>Week 10 Alternatives – For the Sake of Art</p> <p>Week 11 Workshop: Curating an exhibition</p> <p>Week 12 Workshop: Initiating an art project</p> <p>Week 13 Workshop: Writing an art critique</p> <p>Week 14 Final essay consultation</p>			



## Study literature and study aids

### Required

- Thorton, S. (2009). *Seven Days in The Art World*. W. W. Norton.
- Nelson, R. S., & Shiff, R. (2010). *Critical terms for art history*. University of Chicago Press.
- Robertson, J., & McDaniel, C. (2017). *Themes of contemporary art: Visual art after 1980*. Oxford University Press.
- Atkins, R. (2013). *ArtSpeak: a guide to contemporary ideas, movements and buzzwords, 1945 to the present*. Abbeville Press Publishers.
- Pyzik, A. (2014). *Poor but sexy: Culture clashes in Europe East and West*. Zero Books.

### Movies

- Exit Through The Gift Shop, Banksy, 2010
- *Downtown 81*, Edo Bertoglio, 1981
- *(Untitled)*, Jonathan Parker, 2009
- *The Artists Is Present*, Matthew Akers, Jeffrey Dupre, 2012
- *The Square*, Ruben Östlund, 2017
- *Work of Art: The Next Great Artists*, season 1, episode 2, 2010
- *Basquiat*, Julian Schnabel, 1996
- *Loving Vincent*, Dorota Kobiela & Hugh Welchman, 2017
- *Brooklyn DIY*, Marcin Ramocki, 2009
- *Guest of Cindy Sherman*, Paul H-O, Tom Donahue 2008

### Websites

[www.artmap.cz](http://www.artmap.cz)  
[www.artlist.cz](http://www.artlist.cz)  
[www.contemporaryartdaily.com](http://www.contemporaryartdaily.com)  
[www.artycok.tv](http://www.artycok.tv)  
[www.abcgallery.com](http://www.abcgallery.com)  
[www.artlex.com](http://www.artlex.com)  
[www.artcyclopedia.com](http://www.artcyclopedia.com)

<b>Course Name</b>	<b>Corporate Finance</b>			
<b>Course Type</b>	BA-BA: Compulsory		<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>	doc. Ing. Lubomír Lízal, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	doc. Ing. Lubomír Lízal, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This is an introductory course on corporate finance. The course will focus on how corporations structure funds, manage internal finances, and evaluate investment projects. Other topics covered will be the time value of money, valuation of stocks and bonds, capital market theories, the cost of capital and corporate cash management.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate the role of finance and financial planning in a corporation.</li> <li>▪ Understand and be able to make present value and future value calculations.</li> <li>▪ Comprehend the role and use of corporate capital budgeting and investment decision making.</li> <li>▪ Understand basic theories of the risk and return relation and be able to analyze the company risk.</li> <li>▪ Understand the implications of capital structure and costs of capital.</li> <li>▪ Comprehend the role of mergers and acquisitions including price reaction and synergy effect.</li> <li>▪ Appreciate the effect of financial derivatives in corporations' lives.</li> </ul> <p><b>Course Outline</b> Week 1 Class Information, Discussion on Class Expectations, Homework Week 2 Corporate finance and time value of money Week 3 Capital Budgeting Week 4 Valuation of Stocks and Bonds Week 5 Risk and Return Week 6 Risk and Return – cont. Week 7 Mid-term exam Week 8 Mergers and acquisitions Week 9 Cost of Capital Week 10 Capital structure Week 11 Dividend policy Week 12 Assignment presentations Week 13 Presentations &amp; Revision Week 14 Final Exam</p>			

### Study literature and study aids

#### ***Required***

- Hillier, D., Ross, S., Westerfield, R. & Jaffe, J. (2013). *Corporate finance*. New York: McGraw-Hill.

#### ***Recommended***

- Brealey, M. (2009). *Principles of corporate finance*. New York: McGraw-Hill.
- Gitman, L. J. (2006). *Principles of managerial finance*. Boston: Pearson International.

<b>Course Name</b>	<b>Creative Writing: The Art and Craft of Narrative Fiction</b>			
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Composition II			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Midterm exam, presentation, active participation, attendance, writing assignments, final paper,			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Anthony Marais, M.A. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of this course is to improve your creative writing and critical thinking skills, enable you to generate writing in the future, and to impart the methodology necessary for a career as a creative writer. To accomplish this, students will receive training in practical and theoretical aspects of creative writing through lectures, critical readings and exercises, focusing on narrative fiction in four types: essays, screenplays, novels and short stories.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate a clear understanding of a variety of creative writing genres</li> <li>▪ engage in the writing process resulting in cohesive, coherent writing with appropriate structure, style and syntax</li> <li>▪ show evidence of creative thinking and originality.</li> <li>▪ read from their own work before an audience employing various means of delivery and dramatic effect</li> <li>▪ recognize successful versus unsuccessful creative writing</li> <li>▪ identify problems in weak writing</li> <li>▪ compose and edit a manuscript consisting of 5 pieces of original writing, including a 10-page story.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Aphorisms  Week 3 Word Choice  Week 4 Memes and Archetypes  Week 5 Literary Archetypes  Week 6 Aristotle’s Poetics (part one)  Week 7 Aristotle’s Poetics (part two)  Week 8 Character Development (part one)  Week 9 Character Development (part two)  Week 10 Plot Structure.  Week 11 Sex and Violence  Week 12 Reviewing and Editing (part one)  Week 13 Reviewing and Editing (part two)  Week 14 Public Reading</p>			
<b>Study literature and study aids</b>	Required reading material and notes will be posted on NEO and must be printed and brought to class.			

<b>Course Name</b>	<b>Cross Media Art Studio</b>		
<b>Course Type</b>	BA-VA-AMC: Required optional	<b>Recommended Year of Study/ semestr</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Concept – Pursuing an Idea in the Art Process		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>			
	MgA. Veronika Bromová – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce students to intermedial ways of expressing their ideas, concepts and feelings about themselves, contemporary society and nature. The course is designed as an introduction to the art field of intermedia. Cross Media Art Course Studio aims to awaken in students passion for visual arts. It is designed to help the students gain knowledge of this field and to practice and develop their artistic skills. Students will be able to try out diverse media in order to discover the right tools to express themselves. Cross media Art course primarily focuses on photography but it also touches upon other important media: drawing, painting, sculpture, performance and “self-performance”, new media and video art. In this course, students will learn to use art-therapy techniques to help them overcome any possible fears to express themselves via Fine Art techniques. Each of us can be an artist. Together, we will develop your natural passion for Art and self-expression. The artworks created during this course will be displayed at our final exhibition in the AAU art space. Generally, working with “Space” will be an important part of this course. Other important part of this course will be the ability of individual and group presentation of artistic ideas of each student in class or by individual agreement. This course is an inter-disciplinary exploration of photograph, video, performance, drawing and painting as well as other evolving forms of new media. Regardless of their artistic ability, students will engage with studio art practices and art production in group and solo projects. Students will also critically respond to contemporary art through visiting cross-media art exhibits (visual, audio, haptic, interactive and new media), performances, installations and festivals. Students will also learn about contemporary Czech Art scene, breakthrough time early '90s to today.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ use all possible media to express their ideas, concepts and feelings about themselves, contemporary society, and nature.</li> <li>▪ demonstrate more familiarity with contemporary “cross media art” internationally, with an emphasis on current trends in Czech art and society.</li> <li>▪ discuss contemporary issues, as well as contemporary art and “time” and the not so distant history of Czech art and society.</li> <li>▪ critically discuss (in a positive way) each-others artworks in class and individually.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction  Week 2 Drawing of smaller objects – seashells, rocks, pinecones  Week 3 The drawing of an “imaginary portrait”</p>		

Week 4 Weather permitting  
 Week 5 Weather permitting  
 Week 6 Weather permitting  
 Week 7 Field trip to an exhibition of contemporary or ancient art, a walkthrough Prague Castle and gardens, the Lesser Town  
 Week 8 Installation  
 Week 9 Photographic Collections  
 Week 10 Topic / new / media-sculpture-object  
 Week 11 The sculpture, object, installation, performance.  
 Week 12 selection and work on the project  
 Week 13 work on the project  
 Week 14 Final student presentations

**Study literature and study aids**

**Required**

- Barthes, R., & Howard, R. (2020). *Camera lucida: Reflections on photography*. Vintage Classics.
- Bourriaud, N. (2010). *Relational aesthetics*. Les @Presses du réel.
- Debord, G. (2016). *Society of the spectacle*. Black & Red.
- Greenberg, C. (2006). *Art and culture: Critical essays*. Beacon Press.

**Recommended**

- Jung, C. G., & Shamdasani, S. (2012). *The red book =: Liber novus: a reader's edition*. W.W. Norton.
- Jung, C. G. (1981). *The Archtypes and the Collective Unconscious*. Collected Works. Princetown University Press.
- Krauss, R. E. (2004). *The optical unconscious*. Cambridge, Mass: MIT Press.
- Knabb, K. (2006). *Situationist International Anthology*. Revised & Expanded edition. Bureau of Public Secrets.

<b>Course Name</b>	<b>Cultural Journalism</b>				
<b>Course Type</b>	BA-VA-AMC: Required optional BA-JM-JRN: Required optional BA-JM-PRM: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA-AMC: Equivalence: Law & Media Relations in the Arts BA-JM-JEN: Equivalence: Travel Writing BA-JM-JRN: Prerequisites: Introduction to Reporting II BA-JM-PRN: Prerequisites: Introduction to Reporting II				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is an introduction to cultural journalism and reporting, by taking advantage of the rich cultural life of Prague. While there will be a focus on the contemporary art and music scenes, students will also be able to explore the literary and theatre scenes, as well as take advantage of the numerous festivals in the city, particularly for feature and documentary films. An understanding and appreciation of the role of cultural organizations and institutions will be emphasized, and so students will also be given the opportunity to meet with representatives of cultural organizations, as well as artists, musicians, directors, writers and publishers. Field trips to galleries, exhibits and other cultural events in Prague will be an integral component of the course. This activity will be combined with discussions of assigned readings from seminal to contemporary cultural critics and journalists.</p> <p>The primary medium for publishing the best work in this class will be the Prague community websites Prague TV, Prague Daily Monitor, and The New Presence, as well as the AAU student magazine and website <i>At the Lennon Wall</i>; thus, students will have the opportunity to publish online on a weekly basis. This course, however, is also welcome to students who simply want to learn about the world of cultural journalism.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Write on cultural events and cultural issues relevant to contemporary Prague.</li> <li>▪ Demonstrate the practical and professional skills necessary to not only write but publish short articles, and reviews for cultural sections of actual publications.</li> <li>▪ Demonstrate familiarity with the vast areas of culture (historical and contemporary) in the context of contemporary Prague.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 What is Cultural Journalism?  Week 2 The Process of Newswriting.  Week 3 International Contemporary Art Scene  Week 4 The Domestic Scene  Week 5 Explore the local scene—the wide world of film  Week 6 Explore the local cultural scene—music and politics pt. 1  Week 7 International Film Festivals  Week 8 Exploring the local cultural scene (historical)</p>				

Week 9 Exploring the local cultural scene  
 Week 10 Music Journalism, part 2  
 Week 11 Still covering the local scene  
 Week 12 Summarizing Prague's Cultural Scene  
 Week 13 Wrap-up.  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Hicks, W., Adams, S., Gilbert, H., & Holmes, T. (2016). *Writing for journalists*. Routledge.

**Recommended**

- Murray, D. M. (2000). *Writing to deadline: The journalist at work*. Heinemann.
- Zinsser, W. (2013). *On Writing Well*. Harper Paperbacks.
- Williams, G. (2017). *How to write about contemporary art*. Thames & Hudson.
- Woodworth, M., & Grossan, A. J. (2016). *How to write about music: Excerpts from the 33 1/3 series, magazines, books and blogs with advice from industry-leading writers*. Bloomsbury Academic.
- Wilde, O. (2010[1889]). *The decay of lying and other essays*. Penguin.
- Jirous, I., Wilson, P. R., Bondy, E., Topol, J., Machovec, M. (2006). *Views from the inside: Czech underground literature and culture 1948–1989: manifestoes, testimonies, documents*. Katedra české literatury a literární vědy, Univerzita Karlova v Praze, Filozofická fakulta.
- Hermes, W., & Michel, S. (2005). *Spin: 20 years of alternative music: original writing on rock, hip-hop, techno, and beyond*. Three Rivers Press.
- Larkin, P. (2004). *Jazz Writings*. Continuum International Publishing Group.
- Christgau, R. (2000). *Grown up all wrong: 75 great rock and pop artists from vaudeville to techno*. Harvard University Press.
- Hentoff, N. (2000). *Listen to the stories: Nat Hentoff on jazz and country music*. Da Capo Press.
- Ballard, J. G. (1997). *A user's guide to the millennium: Essays and reviews*. Flamingo.
- Wolf, D., Fancher, E., & Village Voice. (1963). *The Village Voice reader: A mixed bag from the Greenwich Village newspaper*. Grove Press.
- Paz, O. (1997). *The other voice: Essays on modern poetry*. Roundhouse.



<b>Course Name</b>	<b>Culture Wars in the West – Politics of a Digital Era</b>			
<b>Course Type</b>	MA-IR: Required optional		<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Tomáš Doležal, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Term <i>Culture wars</i> have become synonymous with current ever-increasing divisions of societies across Western countries. Nobody asks anymore whether Culture, Values, Identity, and Religion do matter in (World) politics today. This course helps to answer more specific questions instead: Why and how topics like migration and integration, identity politics and gender, bioethics, faith, and religious symbols, borders, and state sovereignty became new key political cleavages - and why now? Not only are these issues powerful enough to decide elections, shape prospects of liberal democracy, as well as international affairs incl. European integration and the relations between the West and „the Rest“. They have been even tearing apart family members, long-life friends and local communities. Why the Western societies increasingly fail to agree on basic common principles and even on essential facts? What causes the polarization, atomization and even radicalization? Has it been mainly the digital revolution, advanced disinformation/manipulation campaigns and the psychological mechanisms of virtual communication? Are there real new threats and insecurities on the rise? Is then 'political correctness' or rather the populist politicians, rise of nationalism and emotional politics to be blamed?</p> <p>In this course, we will investigate together what are the preconditions and consequences of these trends. Also, possible solutions will be discussed as well as individual topics of 'culture wars' documented by abundant cases from various Western countries. While the main focus is put on political and international aspects, the socio-cultural, psychological, and technological context must be taken seriously as well in this interdisciplinary endeavor to understand these current, dramatic and history-making changes of Western societies and politics.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand better the institutional, political, technological, and socio-cultural preconditions and consequences of the current changes in Western societies which lead to increasing polarization along the lines of cultural issues and basic worldviews.</li> <li>▪ formulate and defend their own argumentation and worldviews.</li> <li>▪ At the same time, students cultivate the key attitude which determines success and effectivity of communicating sensitive issues. It consists in accepting opponents respectfully while identifying the essential positions and values which establish the disagreement.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Why Culture Wars? Introduction, Themes, Insecurities, and Examples</p> <p>Week 2 Value orientations, Beliefs, and Moral Issues: Available data</p> <p>Week 3 Transformations of Institutions, Media, and Minds? Political Psychology of Affect, Polarization, Manipulation and Virtual Communication</p> <p>Week 4 Technological (R)evolution, New Media, and Societal Consequences</p> <p>Week 5 International dimension of Cultural Wars: Tools and Topics</p>			

Week 6 Political consequences of Culture Wars  
 Week 7 Midterm exam  
 Week 8 Student's individual selection: A selected (Western) country study – or a transnational theme.  
 Week 9 Special focus: The topic of students' choice (e.g. Politicized religious and moral issues/ Identity politics/ another theme which resonate in Culture Wars or even continuing with any particular course topic in detail)  
 Week 10 Special focus: The topic of students' choice (e.g. Politicized religious and moral issues/ Identity politics/ another theme which resonate in Culture Wars or even continuing with any particular course topic in detail)  
 Week 11 Special focus: The topic of students' choice (e.g. Politicized religious and moral issues/ Identity politics/ another theme which resonate in Culture Wars or even continuing with any particular course topic in detail)  
 Week 12 Solutions? Strategies, Initiatives, and Policies - The Best Ideas and Practices.  
 Week 13 Course review  
 Week 14 Final Test

### Study literature and study aids

#### Required

- Applebaum, A. (2018). Polarization in Poland: A warning from Europe. *The Atlantic*, 10.
- Benkler, Y., Faris, R., & Roberts, H. (2018). *Network propaganda: Manipulation, disinformation, and radicalization in American politics*. Oxford University Press.
- Bornschier, S. (2010). The new cultural divide and the two-dimensional political space in Western Europe. *West European Politics*, 33(3), 419-444.
- Campbell, B., & Manning, J. (2018). *The rise of victimhood culture: Microaggressions, safe spaces, and the new culture wars*. Springer.
- Cesari, J. (2013). *Why the west fears Islam: An exploration of Muslims in liberal democracies*. Springer.
- Chadwick, A. (2017). *The hybrid media system: Politics and power*. Oxford University Press.
- Chapman, R., & Ciment, J. (2015). *Culture wars: an encyclopedia of issues, viewpoints and voices*. Routledge.
- Clark, C., & Kaiser, W. (Eds.). (2003). *Culture wars: secular-Catholic conflict in nineteenth-century Europe*. Cambridge University Press.
- Euchner, E. M. (2019). Morality policy. In *Oxford Research Encyclopedia of Politics*.
- Fallon, K. (2019). *Where Truth Lies: Digital Culture and Documentary Media after 9/11*. University of California Press.
- Fox, J. (2019). The secular-religious competition perspective in comparative perspective. *Politics and Religion*, 1-11.
- Furedi, F. (2017). *Populism and the European culture wars: the conflict of values between Hungary and the EU*. Routledge.
- Galston, W. A. (2018). *Anti-pluralism: The populist threat to liberal democracy*. Yale University Press.
- Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*. Vintage.
- Inglehart, R. F., & Norris, P. (2019). *Cultural backlash. Trump, brexit, and authoritarian populism*. Cambridge University Press.
- McCoy, J., & Somer, M. (2019). Toward a theory of pernicious polarization and how it harms democracies: Comparative evidence and possible remedies. *The ANNALS of the American Academy of Political and Social Science*, 681(1), 234-271.
- Mondo, E. (2018). *European culture wars? Abortion and human embryonic stem cell research (1998-2015)*. Doctoral thesis. Faculté de Philosophie et Sciences sociales – Sciences politiques et sociales, Bruxelles.
- Nagle, A. (2017). *Kill all normies: Online culture wars from 4chan and Tumblr to Trump and the alt-right*. John Hunt Publishing.
- Schlueter, E., Masso, A., & Davidov, E. (2018). What factors explain anti-Muslim prejudice? An assessment of the effects of Muslim population size, institutional characteristics and immigration-related media claims. *Journal of Ethnic and Migration Studies*, 1-16.
- Sim, S. (2019). *Post-Truth, Scepticism & Power*. Springer.
- Tworzecki, H. (2019). Poland: A case of top-down polarization. *The ANNALS of the American Academy of Political and Social Science*, 681(1), 97-119.
- Vegetti, F. (2019). The political nature of ideological polarization: The case of Hungary. *The ANNALS of the American Academy of Political and Social Science*, 681(1), 78-96.

- Wagenvoerde, R. (2019). The religious dimensions of contemporary European populism. *Religion and European Society: A Primer*, 111-123.
- Williams, D. (2001). *Culture wars in Brazil: the first Vargas regime, 1930–1945*. Duke University Press.
- Woolley, S. C., & Howard, P. N. (Eds.). (2018). *Computational propaganda: political parties, politicians, and political manipulation on social media*. Oxford University Press.
- Wylie, Ch. (2019). *Mindf\*ck: Cambridge analytica and the plot to break America*. Random House.

### **Recommended**

- *Cyber Operations Tracker* [website]. <https://www.cfr.org/interactive/cyber-operations>
- European Parliament Think Tank. (2019). *The sharp power of knowledge: Foreign authoritarian meddling in academia*.  
[http://www.europarl.europa.eu/RegData/etudes/ATAG/2019/644207/EPRS\\_ATA\(2019\)644207\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/ATAG/2019/644207/EPRS_ATA(2019)644207_EN.pdf)
- Marsden, C., & Meyer, T. (2019). *Regulating disinformation with artificial intelligence*.  
[https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624279/EPRS\\_STU\(2019\)624279\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624279/EPRS_STU(2019)624279_EN.pdf)
- NATO Strategic Communications Centre of Excellence (2019). *The use of geo-targeting during elections*.  
<https://stratcomcoe.org/use-geo-targeting-during-elections>
- Pew Research Center (2019). *European public opinion three decades after the fall of communism*.  
<https://www.pewresearch.org/global/wp-content/uploads/sites/2/2019/10/Pew-Research-Center-Value-of-Europe-report-FINAL-UPDATED.pdf>
- Pew Research Center (2019). Interactives [website]. <https://www.pewforum.org/category/interactives/>
- Pew Research Center (2019). *Trust and mistrust in Americans' views of scientific experts*.  
[https://www.pewresearch.org/science/wp-content/uploads/sites/16/2019/08/PS\\_08.02.19\\_trust.in\\_.scientists\\_FULLREPORT\\_8.5.19.pdf](https://www.pewresearch.org/science/wp-content/uploads/sites/16/2019/08/PS_08.02.19_trust.in_.scientists_FULLREPORT_8.5.19.pdf)
- Pew Research Center. (2014). *Global Morality*. <https://www.pewresearch.org/global/interactives/global-morality/>
- Willemo, J. (2019). *Trends and developments in the malicious use of social media*. NATO Strategic Communications Centre of Excellence. <https://www.stratcomcoe.org/trends-and-developments-malicious-use-social-media>
- World Values Survey. (n.d.). *Online Data Analysis*. <http://www.worldvaluessurvey.org/WVSONline.jsp>

<b>Course Name</b>	<b>Curatorship (Curating Contemporary Art I)</b>				
<b>Course Type</b>	BA-VA-AMC: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, presentations, active participation, attendance				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	50 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. –50 % Karina Kottová, Ph.D. –50 % Mgr. Piotr Sikora –50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The focus of this course is on the theory and practice of curatorial work in cultural institutions, independent art spaces and galleries, with a preliminary focus on curating contemporary art. Reading and discussion of selected texts as well as series of lectures on contemporary institutional and curatorial approaches will provide the participants with an overview of current issues, trends and possibilities. A part of the course will also be based on personal meetings with curators and art theoreticians active on the Prague art scene and discussions of their practice. During the course, each student will continuously work on developing his or her own exhibition project proposal and looking into all the major aspects of curatorial work: research, artist and venue selection, working with the gallery space, with existing and newly commissioned artworks, exhibition architecture, texts, accompanying programs etc. The projects will be widely discussed during the semester and presented in the end both in a verbal presentation and written form accompanied by visual documentation.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand major current issues and theories in curatorship in its conceptual, institutional and management aspects</li> <li>▪ Demonstrate basic skills in curatorial thinking and working methods (preparing and managing an exhibition project)</li> <li>▪ Analyze and critique art exhibitions</li> <li>▪ Understand and implement the main steps in the process of exhibition making, such as research, work with text and concept of the exhibition, installation plan etc.</li> <li>▪ Understand the possibilities of working with an exhibition space, analyze diverse strategies of display and presentation of artworks</li> <li>▪ Design their own extensive curatorial project proposal</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Who is an Art curator?  Week 2 Why Do We Love Art Institutions?  Week 3 Curator vs. Spectator  Week 4 The Beginnings of Art Curating. A story of Harald Szeemann  Week 5 Artists as Curators  Week 6 Curating &amp; The Educational Turn</p>				

Week 7 Curate Yourself! Independent Art Centers and Spaces in Prague  
 Week 8 Dark Matter. Introduction to Engaged Curating  
 Week 9 Exhibition Display  
 Week 10 Why Do We Hate Art Institutions?  
 Week 11 What to Practice?  
 Week 12 The Infinity of Lists  
 Week 13 Final Project Presentations  
 Week 14 Final Project Presentations

**Study literature and study aids**

**Required**

- Baudrillard, J., Glaser, S. F. (2018). *Simulacra and simulation*. University of Michigan Press.
- Eco, U. (2012). *The infinity of lists: From Homer to Joyce*. MacLehose.
- Greenberg, C. (2019). *Modernism Painting*. In F. Frascina, *Modern art and modernism: A critical anthology*. Routledge.
- Lyotard, J.-F. (1992). Answering to the question: What is postmodernism. In *The Postmodern Explained to Children*. Power Publications.
- Möntmann, N. (2009). *The Rise and Fall of New Institutionalism. Perspectives on a Possible Future*. In G. Raunig, & G. Ray (eds.), *Art and contemporary critical practice: Reinventing institutional critique*. pp. 155-159. MayFlyBooks.
- Obrist, H.U. (2016). *Digging into the Past to Unearth the Future*. In P. O'Neill, M. Wilson, & L. Steeds (eds.). (2016). *The curatorial conundrum: What to study? What to research? What to practice?* (pp. 206-216). MIT Press.
- O'Doherty, B. (2012). *Inside the white cube: The ideology of the gallery space*. Johan & Levi.
- Piotrowski, P. (2012). *1989: The Spatial Turn*. In *Art and Democracy in Post-Communist Europe* (pp. 15–54). Reaktion Books.
- Piotrowski, P. (2012). *Agoraphilia after communism*. In *Art and Democracy in Post-Communist Europe* (pp. 7–14). Reaktion Books.
- Pyzik, A. (2014). *Poor but Sexy: Culture Clashes in Europe East and West*. Zero Books.
- Ranciere, J. (2011). *The Emancipated Spectator*. Verso.
- Rogoff, I. (2010). *Turning*. In P. O'Neil, & M. Wilson (eds.), *Curating and the Educational Turn*. Open Editions.
- Sholette, G. (2012). *Dark Matter. Activist Art and the Counter-Public Sphere*. <http://www.darkmatterarchives.net/wp-content/uploads/2011/02/DarkMatterShortTEXT..pdf>.
- Smith, T. (2012). *Artists as Curators/Curators as Artists*. In *Thinking Contemporary Curating*. (pp. 101-141). Independent Curators International.
- Szeemann, H. (2008). *Part III: Work*. In F. Aubart et al., *Harald Szeemann: individual methodology*. JRP Ringier.

**Recommended**

- Baxandall, M. (1991). Exhibiting intention: Some preconditions of the visual display of culturally purposeful objects. *Exhibiting Cultures: the Poetics and Politics of Museum Display*, 33-41.
- Danto, A.C. (1990). Masterpiece and the Museum. In *Encounters and Reflections: Art in the Historical Present*. (pp. 313-330). University of California Press.
- Gombrich, E. H. (2015). *The Story of Art*. Phaidon.
- Krauss R. (1986). *The Originality of the Avant-Garde*. In *The Originality of the Avante-Garde and Other Modernist Myths*. MIT Press.

<b>Course Name</b>	<b>Curatorship (Curating Contemporary Art II)</b>				
<b>Course Type</b>	BA-VA-AMC: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	50 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 50 % Karina Kottová, Ph.D. – 50 % Mgr. Piotr Sikora – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will provide an important tool for managing the arts and culture. A majority of contemporary cultural institutions work – at least partly – on project basis. This course will provide the students both with theoretical knowledge regarding PCM and with the ability to use and implement its tools in practice. During the semester, the students will work on different practical projects through internships at art and cultural venues in Prague. Besides that, every other week there will be an in-class session, which will guide students through the Project Cycle and help them connect it to their actual internship project (project analyses, descriptions, evaluation...). At the end of the course the students will be able to hand in a detailed description and evaluation of their internship project, including stakeholder analysis, problem tree and objective tree, SWOT analysis, Logframe Matrix etc.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Upon completion of this course, the students will be able to:</li> <li>▪ Understand the logic of PCM and the role of the project approach in cultural industry.</li> <li>▪ Understand the different tools of PCM and implement them in practice.</li> <li>▪ Use their experience from practical involvement in cultural institutions in their further study or career.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Dark Matter. Introduction to Project Management</p> <p>Week 2 What to Study?</p> <p>Week 3 What to Research?</p> <p>Week 4 Exhibition Display v. 1. Dealing with The White Cube. and exhibition arrangement.</p> <p>Week 5 Art Production v. 1.</p> <p>Week 6 What to Practise?</p> <p>Week 7 Studio Visit (Pragovka)</p> <p>Week 8 Exhibition Display v. 2. Practical Guide to Building Exhibition.</p> <p>Week 9 Art Production v. 2. Selection of the Artworks.</p> <p>Week 10 Studio Visit (Loft Bubny)</p> <p>Week 11 Exhibition Display v. 3. Site-Specific.</p> <p>Week 12 Art Production v. 3. New Commissions.</p> <p>Week 13 Installation of the final project</p> <p>Week 14 Exhibition opening</p>				



**Study literature and study aids**
**Required**

- Balzer, D. (2015). *Curationism. How Curating Took Over The Art World and Everything Else*. Plutopress.
- Eco, U. (2012). *The infinity of lists: From Homer to Joyce*. MacLehose.
- Demos, T. J. (2016). The Art and Politics of Sustainability. In *Decolonizing Nature: Contemporary Art and the Politics of Ecology*. (pp. 31-63). Sternberg Press.
- Groys, B. (2015). Visible and Invisible Sides of Reproduction. In V.V. Rao, P. Krishnamurthy, & C. Kuoni (eds.). (2015), *Speculation, now: Essays and artwork*. (pp. 33-40). Duke University Press.
- Obrist, H.U. (2016). *Digging into the Past to Unearth the Future*. In P. O'Neill, M. Wilson, & L. Steeds (eds.). (2016). *The curatorial conundrum: What to study? What to research? What to practice?* (pp. 206-216). MIT Press.
- Lyotard, J.-F. (1992). Answering to the question: What is postmodernism. In *The Postmodern Explained to Children*. Power Publications.
- Piotrowski, P. (2012). *Agoraphilia after communism*. In *Art and Democracy in Post-Communist Europe* (pp. 7–14). Reaktion Books.
- Piotrowski, P. (2012). *1989: The Spatial Turn*. In *Art and Democracy in Post-Communist Europe* (pp. 15–54). Reaktion Books.
- Pyzik, A. (2014). *Poor but Sexy: Culture Clashes in Europe East and West*. Zero Books.
- Ranciere, J. (2011). *The Emancipated Spectator*. Verso.
- Sholette, G. (2012). *Dark Matter. Activist Art and the Counter-Public Sphere*. <http://www.darkmatterarchives.net/wp-content/uploads/2011/02/DarkMatterShortTEXT.pdf>.
- Smith, T. (2012). *Artists as Curators/Curators as Artists*. In *Thinking Contemporary Curating*. (pp. 101-141). Independent Curators International.
- Szeemann, H. (2008). *Part III: Work*. In F. Aubart et al., *Harald Szeemann: individual methodology*. JRP Ringier.
- European Commission. (2004). *Project Cycle Management Guidelines*.

**Recommended**

- WHW, What Do You Want to Know? In P. O'Neill, M. Wilson, & L. Steeds (eds.). (2016). *The curatorial conundrum: What to study? What to research? What to practice?* (pp. 138-147). MIT Press.
- Zabel, I. (2012). East West and Between. In *Contemporary Art Theory*. (pp. 20-110). JRP Ringier.
- Gombrich, E. H. (2015). *The Story of Art*. Phaidon.
- Danto, A.C. (1990). Masterpiece and the Museum. In *Encounters and Reflections: Art in the Historical Present*. (pp. 313-330). University of California Press.
- Krauss R. (1986). The Originality of the Avant-Garde. In *The Originality of the Avante-Garde and Other Modernist Myths*. MIT Press.

<b>Course Name</b>	<b>Curatorial Final Project</b>				
<b>Course Type</b>	BA-VA-AMC: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karina Kottová, Ph.D. –50 % Mgr. Piotr Sikora – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This is an independent study course for students choosing curatorial studies concentration in Visual Arts, guided by a curator/mentor from AAU faculty. The course will be centered around transforming the final curatorial project designed under <i>Curatorial Studio Project – Directed Study</i> into an exhibition (or another type of a culturally/artistically/socially meaningful event agreed upon with the curator/mentor) in a professional gallery space organized by the School. The course will represent the synthesis of all major aspects of curatorial work, from research, meeting artists in their studios, selection of existing and newly commissioned artworks, development of the core idea manifested in the curatorial text, designing a plan for the display of works, working with the gallery space, exhibition architecture and texts, being in charge of the exhibition budget and management, planning public programs, etc.</p> <p>The course will be completed by the exhibition opening (or another type of happening planned and stated in the final curatorial project), which would be a public event, involving a public appearance of the student/curator (a speech, etc.) and the management of events surrounding the exhibition opening or the launching of the event. The exhibition opening or another type of a public event/happening represents the final work at the end of studies for a BA degree in Visual Art Studies.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Transform a written curatorial project proposal into an exhibition (or another type of a public event)</li> <li>▪ Finalize the selection of artworks that give form and substance to the theme of the curatorial project</li> <li>▪ Finalize the budget plan, equipment plan, installation plan</li> <li>▪ Put together materials about the artists and art works and think of the best way of presenting those to the world</li> <li>▪ Write a curatorial text</li> <li>▪ Work creatively and effectively with an exhibition space and with presentation of artworks in that given space</li> <li>▪ Think of the exhibition visuals and work with a graphic artist who can bring those to life</li> <li>▪ Understand the steps involved in realizing the production of promotional material for an exhibition or a public event, evaluate possible presentation venues of the project</li> <li>▪ Understand the steps involved in the realization of an exhibition or a public event and be able to realize those steps</li> </ul>				



***Course Outline***

Week 1 – Week 14 individual consultations and meetings with the curator/mentor which will involve visits to artists’ studios, as well as to various galleries and exhibition spaces, and will built up to leading to the realization of an art exhibition (or another type of culturally/artistically/socially meaningful event or happening) as the final project completing the BA in Curatorial Studies at the Visual Arts Program.

**Study literature and study aids**

Study literature is based on the topic of individual term project.

<b>Course Name</b>	<b>Curatorial Studio Project — Directed Study</b>				
<b>Course Type</b>	BA-VA-AMC: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karina Kottová, Ph.D. – 50 % Mgr. Piotr Sikora – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p><i>The Curatorial Studio Project – Directed Study</i> is an independent study course with a curator/mentor and is meant to prepare those students choosing curatorial studies concentration to develop and present a final curatorial project that would be exemplified in an actual exhibition or another type of an artistically, culturally, or socially meaningful event held at the end of the following semester of studies.</p> <p>The directed study course is led by curators/lecturers from AAU faculty only. Meetings with the mentor are held on weekly basis and can include visits to artists’ studios and various galleries and exhibition spaces outside of the AAU. By the end of the semester students will compose a written curatorial project proposal, which will include a curatorial text, visual documentation and a list of selected art works, plan for display, artists’ CVs, estimated exhibition budget, etc. The curatorial project proposal is to be designed with the vision in mind of an art exhibition as the final project completing the BA in Curatorial Studies at the Visual Arts Program</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Conceive a theme for a curatorial project</li> <li>▪ Select works that give form and substance to the theme</li> <li>▪ Understand the possibilities of working with an exhibition space and presentation of artworks in that given space</li> <li>▪ Consider the practical aspects for realization of the project (including the budget)</li> <li>▪ Put together materials about the artists and art works and think of the best way of presenting those to the world</li> <li>▪ Write a curatorial text</li> <li>▪ Think of the exhibition visuals and work with a graphic artist who can bring those to life</li> <li>▪ Evaluate possible presentation venues of the project</li> <li>▪ Design a written curatorial project proposal</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation and meetings with the curator/mentor which will involve visits to artists’ studios, as well as to various galleries and exhibition spaces, and will result in developing a written curatorial project with a vision in mind of an art exhibition that will represent the final project completing the BA in Curatorial Studies at the Visual Arts Program.</p>				

**Study literature and study aids**

Study literature is based on the topic of individual term project.

<b>Course Name</b>	<b>Current Issues in International Relations from the Diplomatic Perspective</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	Tomáš Doležal, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course attempts to bridge the gap between the IR theoretical comprehension and the political practice of the current world affairs. The aim of the class is to explore selected topical issues in global politics from two perspectives. The first one uncovers the inner logic of the actors involved, their foreign policy making and diplomacy, their underlying assumptions. The other line attempts to achieve a more detached view by the confrontation of diverse academic interpretations stemming a.o. from various theoretical standpoints. Students practice an informed academic discussion in both oral and written form. The seminar debates cover the selected current international issues as well as the theoretical and methodological reflection.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyze and discuss the processes, actors, structures and ideas which shape selected issues of the current world politics</li> <li>▪ Apply optics of various IR schools of thought to particular cases of international politics and vice versa, interpret chosen themes/situations from different theoretical positions</li> <li>▪ Identify and discuss ideological/theoretical assumptions underlying political thought of key international actors</li> <li>▪ Practice analytical and writing skills</li> <li>▪ Demonstrate an understanding of the requisite literature and engage in discussion of the subject</li> <li>▪ Think critically about (and get inspired by) the methods used by other authors and use it for one's own formulation of the research question, the preferred theoretical position, and the research design.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The Current Shifts in International Affairs (and in IR reflection, respectively)</p> <p>Week 2 Diplomacy and Power in 21<sup>st</sup> Century: Aspiring New Leaders?</p> <p>Week 3 Analysis of the Current Foreign Policy of Russian Federation</p> <p>Week 4 Emotions and IR ...in the Era of Post-truth, Populist Politics</p> <p>Week 5 Postmodern (In)Security: New Challenges, Critical Concepts</p> <p>Week 6 A Hybrid Warfare?</p> <p>Week 7 Technologies and (In)Security – New Dilemmas</p> <p>Week 8 Environmental Politics: Power Relations, Diplomacy, Security</p> <p>Week 9 Religion and International Relations</p> <p>Week 10 The Middle East as the Lasting Hot Spot of World Politics</p> <p>Week 11 Understanding China - and its Role in 21<sup>st</sup> Century's World System</p> <p>Week 12 Draft Papers: presentations and discussion (Group I)</p> <p>Week 13 Draft Papers: presentations and discussion (Group II)</p>			

**Required**

- Browning, C. S. (2018). Geostrategies, geopolitics and ontological security in the Eastern neighbourhood: The European Union and the ‘new Cold War’. *Political Geography*, 62, 106-115.
- Carranza, M. E. (2014). Rising regional powers and international relations theories: Comparing Brazil and India's foreign security policies and their search for great-power status. *Foreign Policy Analysis*, 13(2), 255-277.
- Epstein, C. (2006). The making of global environmental norms: endangered species protection. *Global Environmental Politics*, 6(2), 32-54.
- Fischhendler, I. (2015). The securitization of water discourse: theoretical foundations, research gaps and objectives of the special issue. *International Environmental Agreements: Politics, Law and Economics*, 15(3), 245-255.
- *Foreign Policy Concept of the Russian Federation* (2016, December 1) [https://www.mid.ru/en/foreign\\_policy/official\\_documents/-/asset\\_publisher/CptlCk6BZ29/content/id/2542248](https://www.mid.ru/en/foreign_policy/official_documents/-/asset_publisher/CptlCk6BZ29/content/id/2542248)
- Hopewell, K. (2017). The BRICS—merely a fable? Emerging power alliances in global trade governance. *International Affairs*, 93(6), 1377-1396.
- Lobasz, J. K. (2009). Beyond border security: Feminist approaches to human trafficking. *Security studies*, 18(2), 319-344.
- Mearsheimer, J. (2014). Why the Ukraine crisis is the west’s fault. *Foreign Affairs*, Sep/Oct.
- Motyl, A. (2015). The surrealism of realism: Misreading the war in Ukraine. *World Affairs*, 177(5).
- Mochizuki, M. M., & Ollapally, D. M. (Eds.). (2016). *Nuclear debates in Asia: The role of geopolitics and domestic processes*. Rowman & Littlefield.
- Poh, A., & Li, M. (2017). A China in transition: The rhetoric and substance of Chinese foreign policy under Xi Jinping. *Asian Security*, 13(2), 84-97.
- Sandal, N., & Fox, J. (2013). *Religion in international relations theory: interactions and possibilities*. Routledge.
- Shambaugh, D., & Xiao, R. (2012). The conflicted rising power. In H. R. Nau, & D. Ollapally (Eds.), *Worldviews of aspiring powers: domestic foreign policy debates in China, India, Iran, Japan and Russia*. Oxford University Press.
- Shani, G. (2017). Human Security as ontological security: a post-colonial approach. *Postcolonial Studies*, 20(3), 275-293
- Tsygankov, A. (2016). Crafting the state-civilization Vladimir Putin’s turn to distinct values. *Problems of Post-Communism*, 63(3), 146-158.
- Woods, N. (2003). The United States and the international financial institutions: Power and influence within the World Bank and the IMF. In R. Foot, S. N. McFarlane, & M. Mastanduno (Eds.), *US Hegemony and International Organizations*. (92-114). Oxford.

**Recommended**

- Agius, C. (2017). Ordering without bordering: drones, the unbordering of late modern warfare and ontological insecurity. *Postcolonial Studies*, 20(3), 370-386.
- Applebaum, A. (2014). The myth of Russian humiliation. *The Washington Post*, 17.
- Azmi, R., Tibben, W., & Win, K. T. (2016). *Motives behind cyber security strategy development: A literature review of national cyber security strategy*. Australasian Conference on Information Systems, Wollongong. <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1044&context=acis2016>
- Clifton, J. (2017). Justifying the jihad. The identity work of an Islamic terrorist. *Journal of Language and Politics*, 16(3), 453-470.
- Domańska, M. (2017). *Conflict-dependent Russia. The domestic determinants of the Kremlin's anti-western policy*. Ośrodek Studiów Wschodnich im. Marka Karpia.
- European External Action Service. (n.d.). *Disinformation Review*. <https://us11.campaign-archive.com/home/?u=cd23226ada1699a77000eb60b&id=b3e14c337c>
- Götz, E. (2015). It's geopolitics, stupid: explaining Russia's Ukraine policy. *Global Affairs*, 1(1), 3-10.
- Inglehart, R. (2017). Changing values in the Islamic world and the west. *Values, Political Action, and Change in the Middle East and the Arab Spring*. New York: Oxford University Press.
- International Forum for Democratic Studies. (2017). *Sharp power: Rising authoritarian influence*. <https://www.ned.org/sharp-power-rising-authoritarian-influence-forum-report/>
- Kirby, P. (2013). How is rape a weapon of war? *Feminist International Relations*, modes of critical

explanation and the study of wartime sexual violence. *European Journal of International Relations*, 19(4), 797–821.

- Lewandowsky, S., Ecker, U. K., & Cook, J. (2017). Beyond Misinformation: Understanding and coping with the “post-truth” era. *Journal of Applied Research in Memory and Cognition*, 6(4), 353-369.
- Mäkinen, S. (2016). Russia—a leading or a fading power? Students' geopolitical meta-narratives on Russia's role in the post-Soviet space. *Nationalities Papers*, 44(1), 92-113.
- Mazarr, M. J. (2017). The once and future order: What comes after hegemony? *Foreign Affairs* 96(1), 25-32.
- Moravcsik, A. (2017). *Why the populist policies are doomed to fail*. <https://www.facebook.com/IIR.Prague/videos/2002643969753526/>
- Munich Security Report 2017. *Post-Truth, Post-West, Post-Order?*
- Nau, H. R., & Ollapally, D. (Eds.). (2012). *Worldviews of aspiring powers: domestic foreign policy debates in China, India, Iran, Japan and Russia*. Oxford University Press.
- Niblett, R. (2017). Liberalism in retreat: The demise of a dream. *Foreign Affairs*, 96(1), 17-24.
- Nye, J. S., Jr. (2017). Will the liberal order survive? The history of an idea. *Foreign Affairs*, 96(1), 10-16.
- Sanchez, P. M., & Sholar, M. A. (2012). Power and pinciple: A new US policy for Latin America. *International Journal of Humanities and Social Science*, 2(23), 18-27.
- Sjoberg, L. (2009). Introduction to Security Studies: Feminist Contributions. *Security Studies*, 18(2), 183–213.
- Sun, Y. (2014). *Africa in China's Foreign Policy*. [https://www.brookings.edu/wp-content/uploads/2016/06/Africa-in-China-web\\_CMG7.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/Africa-in-China-web_CMG7.pdf)
- Sussex, M. (2017). The triumph of Russian national security policy? Russia's rapid rebound. *Australian Journal of International Affairs*, 71(5), 499-515.
- Tallis, B. (2016). Editorial 01/2016: Living in post-truth: Power/knowledge/responsibility. *New Perspectives*, 24(1), 7.
- Vickers, B. (2013). Africa and the rising powers: bargaining for the ‘marginalized many’. *International Affairs*, 89(3), 673-693.
- Walker, Ch., & Ludwig, J. (2017). From ‘Soft Power’ to ‘Sharp Power’: Rising authoritarian influence in the democratic world. In International Forum for Democratic Studies, *Sharp Power: Rising Authoritarian Influence* (pp. 8-25). <https://www.ned.org/sharp-power-rising-authoritarian-influence-forum-report/>
- Walt, S. (2016). What would a realist world have looked like? *Foreign Policy*, 8.
- Young, I. M. (2003). The logic of masculinist protection: Reflections on the current security state. *Signs: Journal of Women in Culture and Society*, 29(1), 1-25.

<b>Course Name</b>	<b>Czech Culture in Film &amp; Literature</b>		
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b> 2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-CES: Kafka in Prague / Secessionist Art, Architecture and Culture in Vienna and Prague Equivalence BA-HS-HSC: Psychoanalysis of Film		
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b> Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Pavla Jonssonová, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course aims at exploring modern Czech and Central European culture through studies in film and literature with a special focus on Swejkian and Kafkaesque features of 20th century culture. It introduces the Czech New Wave, which attracted international attention in the 1960s. It is showing diversity and creative capital of Czech society, which was not damaged by the war or the communist horrors of the 1950s, and it followed up on the democratic and worldly interwar avant-garde. This course provides exposure to the Czech cultural environment while examining authors, texts, images, and films. Students are expected to utilize their comprehensive skills and employ critical thinking concerning variety of topics in Czech and Central European culture. Historical and theoretical contexts will be provided, explored and discussed; essays will be read. The course is also a journey into the Czech and Central European consciousness, soul and values; it focuses on topics, themes, and popular imagination of 20th century as reflected in Czech literature, art, films, and culture. Field trips and guest speakers are a part of this course.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ utilize their acquired comprehensive skills and employ critical thinking on variety of topics concerning Czech and Central European culture</li> <li>▪ acquire an understanding of the Czech and Central European consciousness, soul and values;</li> <li>▪ comprehend main cultural topics and themes and understand popular imagination of 20th century as reflected in Czech literature, films and culture.</li> </ul> <p><b>Course Outline</b> Week 1 Introductions Week 2 Franz Kafka and his Prague Week 3 Passive resistance, hooliganism, and humor. Week 4 Czech New Wave. Everyday lives; Dancing culture. Week 5 1950s, folk music and ideology Week 6 One World Film Festival of Human Rights Week 7 Poetry, politics and Communist Coup'd'etat Week 8 Hrabaliana: poetry of everyday lives, and Czech love of beer Week 9 How the underground and rock'n'roll brought down the regime Week 10 Czech feminism, its origins and roots. Week 11 Cimrmania: Greatest Czech ever who never lived Week 12 Václav Havel from prison to presidency</p>		

Week 13 Final Project Presentations

Week 14 Final Project Presentations

**Study literature and study aids**

**Required**

- Klíma, I. (2010). *The spirit of Prague*. London: Granta.
- Kafka, F., & Colyer, H. (2008). *Letter to my father*. Morrisville, NC: Lulu.com.
- Hašek, J. (1995). *The Good Soldier Svejk: and His Fortunes in the World War*. London: Penguin Classics. [Introduction of Cecil Parrot]
- Hames, P. (2005). *The Czechoslovak New Wave*. London: Wallflower.
- Kundera, M. (1992). *The Joke*. London: Faber and Faber.
- Bondy, E. (2018). The Roots of the Czech Literary Underground in 1949-1953. In M. Machovec et al., *Views from the inside: Czech Underground literature and culture (1948-1989)*. Prague: Karolinum.
- Hrabal, B. (2007). *In-House Weddings*. Evanston: Northwestern University Press.
- Wilson, P. (2018). What is it like making rock'n'roll in a police state. In M. Machovec et al., *Views from the inside: Czech Underground literature and culture (1948-1989)*. Prague: Karolinum.
- Hanáková, P. (2005). Voices from Another World: Feminine Space and Masculine Intrusion in Sedmikrásky and Vražda ing. Čerta. In A. Imre (ed.), *East and Central European Cinema. AFI Film Readers*. NY: AFI/Routledge 2005.
- Janáčková, T. (2007). *Monty Python vs Jára (da) Cimrman (A Study od Some Aspects of Humour from the 1960s Onwards)*. Brno: Masarykova univerzita. Dostupné z: <<https://theses.cz/id/aw882p/>>.
- Monthly Python versus Jára da Cimrman (Thesis)
- Havel, V. (1969). *The garden party*. London: Cape.
- Putna, C. M. (2010). *The Spirituality of Václav Havel in Its Czech and American Contexts: Between Unitarianism and New Age*, T. G. Masaryk and Kampademia. New Haven: SAGE.

**Movies**

- *Stone Bridge* Tomáš Vorel, 1997
- *The Trial*, Orson Welles, 1962 (based on the novel by F. Kafka)

**Recommended**

- Hašek, J. (1995). *The Good Soldier Svejk: and His Fortunes in the World War*. London: Penguin Classics.
- Havel, V., & Wilson, P. (1992). *Open letters: Selected writings 1965-1990*. New York: Vintage Books.
- Franz Kafka: *Metamorphosis, The Trial*



<b>Course Name</b>	<b>Czech Republic in the EU</b>			
<b>Course Type</b>	BA-IR-EUS: Required optional BA-PS-EUS: Required optional	<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-EUS: Equivalence: Central and East European Politics BA-PS-EUS: Equivalence: Central and East European Politics			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	PhDr. Tereza Smejkalová, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course examines the relationship between the Czech Republic and the European Union. It starts with historical discourse of the European integration after the Second World War and its deepening and widening processes until its biggest enlargement in 2004. It assesses how European integration, its processes and policies affected the Czech domestic policies, laws and government institutions. The course also addresses the Czech representation in the EU institutions and the conduct of the Presidency of the Council of the European Union in 2009. Second part of the course focuses on the policies of the European Union in detail, such as the Common Foreign and Security Policy, Economic and Monetary Union, Common Agriculture, Environmental and Regional Policy and the Area of Freedom, Security and Justice. Seminars will assess, on one hand, the impact of such policies on the Czech Republic and on the other hand, Czech influence on its implementation and future development.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ List milestones in the process of Czech EU candidacy from association to membership</li> <li>▪ Describe the priorities and outcomes of the Czech presidency of the Council of the EU</li> <li>▪ Comprehend Czech administrative apparatus and representation in EU institutions</li> <li>▪ Comprehend popular and official discourses of EU membership</li> </ul> <p><b>Course Outline</b> Week 1 Course introduction Week 2 Historical development of the European Continent Week 3 Deepening and Widening of the European Communities/the European Union; Institutional Development Week 4 Accession of the Czech Republic to the European Union; positive and negative impact of the process Week 5 Czech Presidency of the Council of the European Union in 2009; Czech priorities Week 6 Representation of the Czech Republic in the European Institutions and decision-making in the European Union Week 7 Common Foreign and Security Policy and the Czech Republic, Czech Foreign Policy and its interests Week 8 Common Security and Defence Policy and the Czech Republic Week 9 Economic integration; Euro and the Czech Republic Week 10 Common Policies and the Czech Republic; Agriculture, Environmental and Regional Policy Week 11 Area of Freedom, Security and Justice; Schengen and the Czech Republic Week 12 Impact of the EU Membership and the future of the European Union Week 13 Revision Week 14 Exam</p>			

**Study literature and study aids**
**Required**

- Nugent, N. (2017). *The government and politics of the European Union*. Palgrave Macmillan.
- McCormick, J. (2015). *European Union Politics*. Palgrave Foundation.
- Marek, D., & Baun, M. (2010). *The Czech Republic and the European Union*. Routledge.

**Recommended**

- Beneš, V. (2013). The Czech Republic and the European External Action Service. In R. Balfour, & K. Raik (eds.), *The European External Action Service and National Diplomacies*. European Policy Centre Issue Paper No. 73.
- Keukeleire, S., & Delreux, T. (2014). *The Foreign Policy of the European Union*. Palgrave Macmillan.
- Verola, N. (2012). The New EU Foreign Policy under the Treaty of Lisbon. In F. Bindi (eds), *The Foreign Policy of the European Union: Assessing Europe's Role in the World*. Brookings Institution Press, Washington D.C.
- Česko. (n.d.). The Czech Strategy in the EU: An Active and Intelligible Czech Republic in a United Europe. <https://icv.vlada.cz/assets/media-centrum/aktualne/The-Czech-Strategy-in-the-EU---summary.pdf>
- General Secretariat of the Council. (2010). *Internal Security Strategy for the European Union: Towards a European Security model*. Luxembourg: Publications Office of the European Union.
- The Office of the Government of the Czech Republic. (2007). *2007. Programme of the Czech Presidency of the Council of the European Union*. [http://www.eu2009.cz/assets/news-and-documents/news/cz-pres\\_programme\\_en.pdf](http://www.eu2009.cz/assets/news-and-documents/news/cz-pres_programme_en.pdf).
- Ministry of Foreign Affairs of Czech Republic. (2015). *Concept of the Czech Republic Foreign Policy*. [http://www.mzv.cz/file/1574645/Concept\\_of\\_the\\_Czech\\_Republic\\_s\\_Foreign\\_Policy.pdf](http://www.mzv.cz/file/1574645/Concept_of_the_Czech_Republic_s_Foreign_Policy.pdf).

<b>Course Name</b>	<b>Decision Making</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Psychology Equivalence: Leadership and the Self / Managerial Psychology				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Presentation, term paper, active participation, attendance				
<b>Course Guarantor</b>	Joshua Hayden, Ed.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Joshua Hayden, Ed.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>            You and I make many decisions each day, some of them unconsciously and some with deliberation. We make decisions about how to use our time, what to prioritize, what to do about interpersonal conflicts, and where to go for lunch. We also make decisions with farther-reaching consequences like our next career move, who we want to date, and about the lifestyle we want to pursue. Social scientists study how people make these kinds of decisions and which processes produce the best results, the most happiness, and greatest good. There is much to be gained by examining and applying the science and ancient wisdom of decision-making in our own lives. This course is an exploration of making every day and long-term decisions through the lens of social science. We will examine why people make the decisions they do and practical, research-based ways to make better decisions personally and professionally. Topics will include cognitive biases in decision making, moral psychology of choice, creative problem-solving, insights from behavioral economics, the role of values/spirituality, leadership ethics, and group decision-making. The overall goals will be both to understand the dynamics involved in making decisions and to construct a framework by which students can make good decisions that can lead to theirs and others well-bring, success, and greater meaning in work and life.</p> <p><b>Student Learning Outcomes</b>            Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply a research-based framework to a long-term decision the student is currently making.</li> <li>▪ Analyze the role of personality and bias in the choices one makes.</li> <li>▪ Practice a process of creative problem-solving to widen one’s options.</li> <li>▪ Assist another student in applying the principles of good decision-making to their lives.</li> <li>▪ Assess the role of reason and emotions in a decision-making process.</li> <li>▪ Formulate an ethical question model for making character-based decisions.</li> <li>▪ Construct a research-based guide for overcoming a chosen psychological barrier to good decision making.</li> <li>▪ Diagnose the challenges to group problem solving in a professional context.</li> </ul> <p><b>Course Outline</b>            Week 1 The Dynamics of Decisions and Why They Go Wrong            Week 2-3 Know Your Turning: Personality, Emotions and Decision Making            Week 4 Widen Your Options: Opportunity Costs and Narrow framing            Week 5 Widen Your Options: Creative Problem-solving and Lateral Thinking            Week 6 Reality-Test: Seeking Disagreement and Experimentation            Week 7 Get Some Distance: Rational Models and Decision Fatigue            Week 8 Get Some Distance: Long-term thinking and Battling Status Quo Bias</p>				

Week 9 Prepare to be Wrong: Conducting Premortems and Overcoming Poor Predictions  
 Week 10-11 Group Decision Making and Leadership  
 Week 12-13 Character-based decision making: Building Ethical Habits  
 Week 14 Final Exam

<b>Study literature and study aids</b>	
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**Required**

- All readings are available on NEO, our learning management system. Books we will draw from are listed under recommended materials.

**Recommended**

- Gladwell, M. (2007) *Blink: The Power of Thinking Without Thinking*. Currency.
- Hammond, Keeney, and Raiffa (2015) *Smart Choices: A practical guide making better decisions*. Harvard Business Review Press.
- Heath, C. & Heath, D. (2013) *Decisive: How to Make Better Choices in Life and Work*. Back Bay Books.
- Kahneman, D. (2011) *Thinking, Fast and Slow*. Farrar, Straus & Giroux.
- Sparough, Manney, and Hipskind (2010) *What's Your Decision? How to make choices with confidence and clarity*. Loyola Press.
- Weston, A. (2007) *Creativity for Critical Thinkers*. Oxford University Press.

<b>Course Name</b>	<b>Democracy in the USA</b>			
<b>Course Type</b>	MA-IR: Required optional		<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	Alexei Anisin, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides a basic introduction to the politics and government of the United States of America. It focuses on the U.S. national government and assumes no prior knowledge of the system. We will cover both formal and informal American political institutions (Congress, Judiciary, Interest Groups, Parties, etc.) and how individuals behave as members and participants in these institutions. We also will examine and evaluate the American system of government as designed by the “Founding Fathers” in light of the changes in political culture, institutions, and the composition of the electorate</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and coherently explain the U.S. system of governance;</li> <li>▪ Understand the Constitution, its origin and the Founders;</li> <li>▪ Be familiar with the function of three branches of government;</li> <li>▪ Understand checks and balances;</li> <li>▪ Give concrete examples of checks and balances;</li> <li>▪ Demonstrate the ability analyze law making in U.S. Democracy (Congressional behavior);</li> <li>▪ Produce a research paper (research and writing skills)</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Origin of U.S. Democracy  Week 3 The Constitution  Week 4 Federalism and the Presidency  Week 5 Congress  Week 6 The Bureaucracy  Week 7 Mid-Term exam, Public Opinion  Week 8 Elections and Representation, student presentations  Week 9 Political Participation and Turnout, student presentations  Week 10 Interest Groups, student presentations  Week 11 Geography and Representation  Week 12 Race  Week 13 Inequality – Socio-economic problems  Week 14 Final Exam</p>			

## Study literature and study aids

### Required

- Bondurant, E. J. (2011). The senate filibuster: The politics of destruction. *Harvard Law Review*, 467.
- Clarke, H. D., Kornberg, A., Scotto, T. J., Reifler, J., Sanders, D., Stewart, M. C., & Whiteley, P. (2011). Yes we can! Valence politics and electoral choice in America, 2008. *Electoral Studies*, 30(3), 450-461.
- Enns, P. K., & Wlezien, C. (2011). Group opinion and the study of representation. In *Who gets represented* (pp.1-25). Sage.
- Gimpel, J. G., Lee, F. E., & Kaminski, J. (2006). The political geography of campaign contributions in American politics. *Journal of Politics*, 68(3), 626-639.
- Ginsberg, B., Lowi, T., & Weir, M. (2019). *We the people: An introduction to American politics* (12th ed.). New York: Norton.
- Howell, W.G., & Rogowski, J.C. (2013). War, the presidency, and legislative voting behavior. *American Journal of Political Science*, 57(1), 150-166.
- Jezer, M., & Miller, E. (2012). Money politics: Campaign finance and the subversion of American democracy. *Notre Dame Journal of Law, Ethics & Public Policy*, 467.
- Martin Luther King Jr. (1963). *A letter from a Birmingham Jail*.
- Page, B. I., Bartels, L. M., & Seawright, J. (2013). Democracy and the policy preferences of wealthy Americans. *Perspectives on Politics*, 11(1), 51-73.
- Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78.
- Scala, D. J., & Johnson, K. M. (2016). Red rural, blue rural: The geography of presidential voting in rural America. *The Geography Teacher*, 13(3), 118-123.
- Skocpol, T. (1997). The Tocqueville problem: Civic engagement in American democracy. *Social Science History*, 21(04), 455-479.
- Rockoff, H. (2014). By way of analogy: The expansion of the federal government in the 1930s. In M. D. Bordo, C. Goldin, & E. N. White (eds.), *The defining moment: The great depression and the American economy in the twentieth century*. Chicago University of Chicago Press.
- Thoreau, H. D. (1849). *On the duty of civil disobedience*.
- Westwood, S., Messing, S., & Lelkes, Y. (2020). Projecting confidence: How the probabilistic horse race confuses and demobilizes the public. *The Journal of Politics*, <http://doi.org/10.1086/708682>.

### Recommended

- Bloomfield, M. (2000). *Peaceful revolution: constitutional change and American culture from Progressivism to the New Deal*. Cambridge: Harvard University Press.
- Henretta, J. (1987). *America's history: since 1865*. Chicago: The Dorsey Press.
- Shank, A. (1993). *American politics, policies, and priorities* (6th ed.). Madison: Brown Publishers.

<b>Course Name</b>	<b>Democratization and Survival of Autocrats</b>				
<b>Course Type</b>	BA-IR-GAF: Compulsory BA-IR-CEE: Required optional BA-IR-SEC: Required optional BA-PS-CDS: Compulsory BA-PS-SPD: Compulsory MA-IR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-CEE: Equivalence: Legacies of Totalitarianism: Post-Totalitarian Europe BA-IR-SEC: Equivalence: Human Rights				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance				
<b>Course Guarantor</b>	Pelın Ayan Musil, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pelın Ayan Musil, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Over the last forty years, the world has experienced waves of transitions to democracy from autocratic political regimes. While some several cases adopted hybrid forms of government, some others have achieved democratic consolidation. On the other hand, we currently observe that many established democracies experience declines in freedom, while emboldened autocracies step up their repression at home. This course gives a broad overview of the literature explaining these different patterns of democratization and reversals from a comparative perspective. Based on observational data, the course uncovers all different approaches on the causal inferences of democratic transitions, democratic consolidation and democratic declines such as the structural, international, cultural, institutional and rational-choice explanations.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Differentiate and give examples for the varying meanings of the concepts such as a “democratic transition,” “democratic consolidation,” “democratic decline” and “democratic breakdown” across space and time</li> <li>▪ Analyze the constitutive and causal factors for democratization and democratic declines in different contexts</li> <li>▪ Bring together the theories of transition, consolidation, regression or breakdown of democracy with empirical observations from different cases</li> <li>▪ Develop and defend original arguments in the study of democratization in class discussions and the final research papers.</li> <li>▪ Write a research paper with academic quality assessing the explanatory power of the theories of democratization.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class Information and Introduction  Week 2 Disputed Definitions of Democracy in Comparative Politics  Week 3 Democratic Consolidation, Transition; Defective Democracy and Competitive Authoritarianism  Week 4 Transitions to Democracy and Consolidation of Democracy I: Theoretical Explanations  Week 5 Transitions to Democracy and Consolidation of Democracy II: Theoretical Explanations  Week 6 Consolidated Democracies: Declining Trust in Democracies  Week 7 Crisis in Consolidated Democracies: CARTEL PARTY THESIS  Week 8 The Rise of the Radical Right in Consolidated Democracies  Week 9 Is Democracy in Decline?</p>				



Week 10 Resistance of Authoritarian Regimes  
 Week 11 Authoritarian Regime Consolidation  
 Week 12 Religion and Democracy  
 Week 13 Discussion of Selected Paper Drafts / Workshop on Radical Right Politics and Democratic Declines  
 Week 14 Final Consultation for final papers

### Study literature and study aids

#### Required

- Diamond, L., & Plattner, M. F. (eds.). (2015). *Democracy in Decline?* Baltimore, MD: The Johns Hopkins University Press.
- Linz, J. J. (2000). *Totalitarian and Authoritarian Regimes*. Boulder, CO: Lynne Rienner Publishers.
- Mudde, C., & Rovira Kaltwasser, C. (Eds.). (2012). *Populism in Europe and the Americas: Threat or corrective for democracy?* Cambridge University Press.

#### Recommended

- Akkerman, T., De Lange S., & Rooduijn, M. (2016). Inclusion and mainstreaming? Radical Right-Wing Populist Parties in the New Millenium. In T. Akkerman, S. De Lange & M. Rooduijn (eds.), *Radical Right-wing Populist Parties in Western Europe: Into the Mainstream?* London: Routledge, 1-29.
- Armingeon, K., & Guthmann, K. (2014). Democracy in crisis? The declining support for national democracy in European countries, 2007–2011. *Eur J Polit Res*, 53, 423-442.
- Blyth, M. & Katz, R. S. (2005). From catch-all politics to cartelization: The Political Economy of the Cartel Party. *West European Politics*, 28 (1), 33-60.
- Bunce, V. (2008). *The tasks of democratic transition*. *Orbis*, 52(1), 25-40.
- Cordero, G. & Simón, P. (2015). Economic Crisis and Support for Democracy in Europe. *West European Politics*, 39(2), 1-21.
- Diamond, L. (2015). Facing Up to the Democratic Recession. *Journal of Democracy*, 26(1), 141-155.
- Foa, R. S., & Mounk, Y. (2016). The Danger of Deconsolidation. *Journal of Democracy*, 27(3), 5-17.
- Gandhi, J., & Przeworski, A. (2007). Authoritarian Institutions and the Survival of Autocrats. *Comparative Political Studies*, 40(11), 1279-1301.
- Geddes, B. (1999). What do we know about democratization after twenty years? *Annual Review of Political Science* 2, 115-144.
- Hale, H. E. (2016). 25 Years After the USSR: What's Gone Wrong? *Journal of Democracy*, 27(3), 24-35.
- Huntington, S. P. (1991). *The Third Wave. Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press.
- Hutscheson, D. (2013). Party Cartels Beyond Western Europe: Evidence from Russia. *Party Politics*, 19(6), 907-924.
- Inglehart, R. F. (2016). The Danger of Deconsolidation. *Journal of Democracy*, 27(3), 18-23.
- Katz, R., & Mair, P. (1995). Changing models of party organization and party democracy: the emergence of the cartel party. *Party Politics*, 1(1), 5-28.
- Kendall-Taylor, A., & Frantz, E. (2016). When Dictators Die. *Journal of Democracy*, 27(4), 159-171.
- Kornai, J. (2015). Hungary's U-Turn: Retreating from Democracy. *Journal of Democracy*, 26(3), 34-48.
- Künkler, M., & Stepan, A. (2013). *Islam and Democracy in Indonesia*. Columbia University Press, Chapter 1.
- Kurzman, C., Turkoglu, D. (2015). After the Arab Spring: Do Muslims Vote Islamic Now? *Journal of Democracy* 26(4), 100-109.
- Levitsky, S., & Way, L. (2002). The rise of competitive authoritarianism. *Journal of Democracy*, 13(2), 51-65.
- Levitsky, S. & Way, L. (2005). International Linkage and Democratization. *Journal of Democracy*, 16(3), 20-34.
- Lipset, S. M. (1993). The social requisites of democracy revisited. *American Sociological Review*, 59(1), 1-22.
- Merkel, W. (2004). Embedded and defective democracies. *Democratization*, 11(5), 33-58.
- Mudde, C. (2013). Three Decades of Populist Radical Right Parties in Western Europe: So What? *European Journal of Political Research*, 52(1), 1-19.
- Murro, D., & Guillem, M. (2017). Political mistrust in southern Europe since the Great Recession. *Mediterranean Politics*, 22(2), 197-217.
- Netterstrom, K. L. (2015). After the Arab Spring: The Islamists' Compromise in Tunisia. *Journal of Democracy* 26(4), 110-124.
- Pirro, A. (2015). *The Populist Radical Right in Central and Eastern Europe: Introduction and Conclusion*. London: Routledge.



- Pomerantsev, P. (2015). Authoritarianism Goes Global: The Kremlin’s Information War. *Journal of Democracy* 26(4), 40-50.
- Rustow, D. (1970). Transitions to democracy: toward a dynamic model. *Comparative Politics*, 2, 337-363.
- Schedler, A. (1998). What is democratic consolidation? *Journal of Democracy*, 9(2), 91-107.
- Schmitter, P., & Terry, K. L. (1991). What Democracy is... and Is Not. *Journal of Democracy*, 2(3), 75-88.
- Stepan, A. (2000). Religion, Democracy and the Twin Tolerations. *Journal of Democracy*, (11)4, 37-57.
- Youngs R. (2015). Exploring “Non-Western Democracy”. *Journal of Democracy*, 26(4), 140-155.

<b>Course Name</b>	<b>Digital Audio &amp; Redefining Radio</b>			
<b>Course Type</b>	BA-JM-JRN: Compulsory BA-JM-MED: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM-JRN: Prerequisites: Introduction to Media Studies BA-JM-MED: Equivalence: Digital Tools for New Media BA-JM-MED: Prerequisites: Computer Information System			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	David Vaughan, M.A. – 100 % Douglas Arellanes, B.A. – 50 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The rise of powerful, low-cost digital tools for producing, editing and distributing audio has revolutionized the thing we used to call ‘radio.’ This class will examine some of these tools, and will use them in a hands-on manner to produce broadcasting for Sound Bricks Radio, AAU’s internet radio station, which offers a variety of programming, including music as selected by student DJs, rebroadcasting AAU lectures, longform conversations with AAU lecturers and visitors, interesting podcasts and other content as we find it.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Create compelling radio content;</li> <li>▪ Create their own weekly shows for the AAU internet radio station, Sound Bricks</li> <li>▪ Be familiar with: <ul style="list-style-type: none"> <li>▫ the basic tools of creating digital radio, especially digital audio workstation software such as Adobe Audition or Audacity</li> <li>▫ Internet radio software such as Airtime</li> <li>▫ Concepts of live streaming</li> </ul> </li> <li>▪ Make promotional materials and station identifiers</li> <li>▪ Create live broadcasts using mobile phones or tablets</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 General introduction  Week 2 Digital Audio Workstation software I  Week 3 Digital Audio Workstation software II  Week 4 Web-based streaming radio  Week 5 Introduction to live broadcast workflow for iOS  Week 6 Live broadcast workflow using a notebook computer  Week 7 Radio drama  Week 8 Future forms of radio  Week 9 Promoting your radio show  Week 10 Measuring audiences  Week 11 Creating a call-in talkshow, Part I  Week 12 Creating a call-in talkshow, Part II  Week 13 Group feedback on final work  Week 14 Group feedback on final work</p>			

**Study literature and study aids**
**Required**

- Sourcefabric (2019). *Airtime Pro manual*.  
<https://help.sourcefabric.org/hc/en-us/articles/115001615843-Download-the-full-Airtime-Pro-manual>
- *Audacity manual* (2019). <http://manual.audacityteam.org/>  
*Arch Oboler's Lights Out*. Old Time Radio Downloads.  
<https://www.oldtimeradiodownloads.com/thriller/lights-out>
- Morrison, H. (1937). *Hindenburg crash*. <https://www.archives.gov/exhibits/eyewitness/html.php?section=5>
- Emery, D. (2016). Did the 1938 Radio Broadcast of 'War of the Worlds' Cause a Nationwide Panic?  
<http://www.snopes.com/war-of-the-worlds/>
- Musser, R. (2008). *World War II On The Air: Edward R. Murrow and the broadcasts that riveted a nation*.  
[http://history.journalism.ku.edu/1940/multimedia/audio/Murrow\\_broadcasts/wwii\\_radio.shtml](http://history.journalism.ku.edu/1940/multimedia/audio/Murrow_broadcasts/wwii_radio.shtml)
- Sigismodi, G., Vear, T., & Waller, R. (2014). *Microphone Techniques for Recording*. Niles: Shure.
- Sigismodi, G., Vear, T., & Waller, R. (2014). *Microphone techniques for live sound reinforcement*. Niles: Shure.

**Recommended**

- Waldron, I. (2017). *Has Spotify killed the radio student DJ?* <https://studybreaks.com/2017/04/02/student-run-radio/>
- French, A. (2015). How Hip Hop has become is becoming the oldies.  
<https://www.nytimes.com/2015/07/19/magazine/how-hip-hop-is-becoming-the-oldies.html>

<b>Course Name</b>	<b>Digital Marketing</b>			
<b>Course Type</b>	BA-JM-PRM: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Marketing			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mark Wiedorn, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This introductory level overview course will introduce students to major aspects of digital marketing including SEO, Analytics, Digital Strategy and Planning, Customer UX (User Experience), Website Design, the Role of Design, Content Creation and Marketing, New Media Platforms, PPC (Pay Per Click), Ad-Words, Email Marketing, Social Media Marketing, Mobile Marketing, E-Commerce, Content Marketing and Management, and Mobile Marketing and Commerce. How these aspects of Digital Marketing can and should work synergistically will also be examined.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Have a clear and demonstrable understanding of Digital Marketing and its many facets.</li> <li>▪ Have a clear and demonstrable understanding of how Digital Marketing developed, where we are today and where we may be going in the future.</li> <li>▪ Demonstrate a clear understanding of the convergence of social media and other aspects of Digital Marketing and how these are tied to e-commerce marketing, both historically, today, and looking to the future.</li> <li>▪ Understand and demonstrate an ability to plan, set up and develop a website.</li> <li>▪ Understand, track and analyze Google Analytics and SEO.</li> <li>▪ Understand and demonstrate a basic knowledge level and familiarity with the following: SEO, Analytics, Digital Strategy and Planning, Customer UX, Website</li> <li>▪ Design, the Role of Design, Content Creation and Marketing, New Media Platforms, PPC, Ad-Words, Email Marketing, Social Media Marketing, Mobile Marketing, ECommerce,</li> <li>▪ Content Marketing and Management, and Mobile Marketing and Commerce, and the development and importance of payment systems in Digital Marketing.</li> <li>▪ Understand the importance and relevance of mobile marketing as a digital marketing platform and how it assimilates with traditional marketing.</li> <li>▪ Demonstrate and apply an understanding of factors in developing a successful digital marketing strategy.</li> <li>▪ Compare and contrast, analyze and comment on the value of various digital marketing platforms and business models.</li> <li>▪ Demonstrably measure, assess and analyze the effectiveness of current digital marketing campaigns.</li> <li>▪ Demonstrate and understand the various aspects of digital marketing analytics, how measured and paid for, i.e. marketing metrics.</li> <li>▪ Demonstrably show their understanding that marketing is about team-work, proper communication and cooperation by actively participating in class discussions, group projects, and by punctually attending classes. Preparation is critical.</li> <li>▪ Understand and demonstrate knowledge of new aspects of marketing including</li> </ul>			

- Augmented Reality (AR) and Virtual Reality (VR).

### **Course Outline**

Week 1 Course Overview, What is Digital Marketing? Digital Marketing: Beginnings, Today, What's Next? The Language of Digital Marketing Website/Content Project

Week 2 Components of a Digital Marketing Strategy, Digital Consumer Decision Journey, Google Ads and Certification, SEO: What is It

Week 3 On-Line Advertising: Part 1 Pay Per Click

Week 4 On-Line Advertising: Part 2 Digital Display Advertising

Week 5 Email Marketing

Week 6 Email Marketing cont'd.

Week 7 Mid-Term Exam

Week 8 Social Media Marketing (SMM) Part 1, Mobile Marketing (MM) Part 1

Week 9 Social Media Marketing Part 2, Mobile Marketing Part 2

Week 10 Content Creation and Marketing, Assessing Effectiveness, Analytics Redux

Week 11 Digital Marketing Planning and Strategy

Week 12 Where are We Going in Digital Marketing Recap and Review for Final

Week 13 Final Project Presentations

Week 14 Final Exam

### **Study literature and study aids**

#### **Required**

- Ryan, D. (2017). *Understanding digital marketing: Marketing strategies for engaging the digital generation*. London: Kogan Page.

#### **Recommended**

- Dodson, I. (2016). *The art of digital marketing: The definitive guide to creating strategic, targeted, and measurable online campaigns*. Hoboken: Wiley.
- Kotler, P., Kartajaya, H., & Setiawan, I. (2017). *Marketing 4.0: Moving from traditional to digital*. Hoboken: Wiley.

<b>Course Name</b>	<b>Digital Tools for New Media</b>			
<b>Course Type</b>	BA-JM-JRN: Compulsory BA-JM-MED: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM-JRN: Prerequisites: Computer Information Systems BA-JM-MED: Equivalence: Digital Audio-Radio Broadcasting BA-JM-MED: Prerequisites: Computer Information System			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	Prof. MgA. Marek Jicha – 100 % Douglas Arellanes, B.A. – 50 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Digital technology is radically transforming the practice of journalism, recasting everything from newsgathering to end-user preferences. This class will give students an opportunity to try out currently used digital journalism tools and explore practical and ethical issues related to their use. Students will get hands-on experience documenting events and daily life using a variety of digital media – photography, video, audio and text. The focus of the class is on reporting for the World Wide Web, social networks as sources of news and opinion, and how to use online storytelling tools effectively. The class assumes some familiarity with blogging, digital photography, audiovisual recording and the software platforms of social networks. Students are strongly advised to have their own computers and cameras (mobile phones are OK), and 360-degree cameras such as the Ricoh Theta are recommended but not required.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use modern digital tools to fulfill journalistic tasks effectively</li> <li>▪ Identify newsworthy subjects and research, edit and deliver reports about them</li> <li>▪ Critically evaluate online presentations by themselves and others</li> <li>▪ Understand how online culture and social media affect the values, practices and techniques of journalism</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction &amp; course overview  Week 2 Creating Web Pages – the basics  Week 3 Creating Web Pages – the next level  Week 4 Online Content Syndication  Week 5 Internet data discovery, extraction and analysis  Week 6 Digital video &amp; photography – the basics  Week 7 Video – the next level  Week 8 Editing video  Week 9 Online video streaming  Week 10 Review of class projects in video editing  Week 11 Digital Audio  Week 12 Internet and the future of journalism  Week 13 Review of class projects (audio interview editing)  Week 14 Final Exam</p>			

**Study literature and study aids**
**Required**

- *100 tools for investigative journalists: A @Journalism2ls selection.* (2014). <https://medium.com/@Journalism2ls/75-tools-for-investigative-journalists-7df8b151db35>.
- Cooper, B. B. (2015). *How to syndicate your content.* <https://thenextweb.com/insider/2015/08/18/how-to-syndicate-your-content/>
- McAuliffe, K. (2013). *Get Started Fast with Avid Media Composer 7.* (Episodes 1–4). <https://www.youtube.com/watch?v=LLAsHnUMxlc>
- McGath, G. (2013). Basics of Streaming Protocols. <http://www.garymcgath.com/streamingprotocols.html>
- Mitchell, A., Holcomb, J., & Weisel, R. (2016). *State of the News Media 2016.* Pew Research Center, <http://www.journalism.org/2016/06/15/state-of-the-news-media-2016/>
- Nottingham, M. (n.d.). *RSS Tutorial for Content Publishers and Webmasters.* Retrieved 11-03-2020 from <https://www.mnot.net/rss/tutorial/>
- Russell, M. (2013). How to set up your own internet radio station," *Media.info*, 2. 12.
- <https://media.info/radio/how-to/how-do-you-set-up-your-own-internet-radio-station>
- W3Schools. (2020). *HTML Tutorial.* <https://www.w3schools.com/html/default.asp>

**Recommended**

- Duchesne, J. et al. (2005). Video Production: Filming a Story. In S. Gregory, G. Caldwell, & R. Avni (eds), *Video for Change: A How-to Guide on Using Video in Advocacy and Activism.* 122–167. London: Pluto Press.
- Dachis, A. (2011). The Basics of Video Editing: The Complete Guide. <http://lifel hacker.com/5785558/the-basics-of-video-editing-the-complete-guide>
- Koci Hernandez, R. (2016). *Mobile Reporting Field Guide.* UC Berkeley Graduate School of Journalism.
- Mack, S., & Rayburn, D. (2006). *Hands-on guide to webcasting: Internet event and AV production.* Amsterdam: Elsevier/Focal Press. [Chapter 1 – “Quick Start”].
- Solorio, M. (2006). *Audio Techniques for Video Editors.* [https://library.creativecow.net/articles/solorio\\_marco/magazine\\_audio\\_techniques.php](https://library.creativecow.net/articles/solorio_marco/magazine_audio_techniques.php)
- W3Schools. (2020). *CSS Tutorial.* <https://www.w3schools.com/css/default.asp>

<b>Course Name</b>	<b>Diplomatic History</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance			
<b>Course Guarantor</b>	prof. PhDr. Milada Polišenská, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišenská, CSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The goal of this course is to provide the students with a survey of diplomatic history from ancient times to the present with the main emphasis on the 19th and 20th century. The objective is based on examination of the main themes such as origins of diplomacy of the ancient civilizations, of Middle Ages and Renaissance diplomacy; the course is concentrated particularly around the key diplomatic conferences that established new systems: Peace of Westphalia, Congress of Vienna, Paris Peace Conference and Yalta conference, including their historical context, preconditions and outcomes. Besides the major themes of the 19<sup>th</sup> and 20<sup>th</sup> Century diplomacy, we will focus on selected issues and subject them a deeper analytical examination. Finally, we will examine the diplomatic negotiations of the end of the Cold War.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of methodology and sources of diplomatic history as an academic discipline.</li> <li>▪ Understand, in historical context, and analyze, the origins and development of diplomacy from the ancient times to the end of the Cold War.</li> <li>▪ Analyze and evaluate the achievements of leading diplomats and their contribution in the solving of international problems.</li> <li>▪ Analyze selected international problems from a diplomatic perspective.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course. Origins of diplomacy, diplomacy of ancient civilizations.  Week 2 Main features of medieval and renaissance diplomacy  Week 3 Peace of Westphalia as an outcome of Thirty years' war and its legacy  Week 4 Congress of Vienna  Week 5 Paris Peace Conference and establishment of Versailles System  Week 6 Versailles System in the inter war period  Week 7 Yalta Conference  Week 8 Diplomacy of Cold War era  Week 9 Diplomacy of Cold War era  Week 10 Appeasement and Munich dictate; Bolshevik and Nazi diplomacy.  Week 11 Cuban Missile Crisis. Consultation about the final papers.  Week 12 Gorbachev-Reagan talks, collapse of communism from diplomatic perspective. Consultation about the final papers.  Week 13 Consultation about the final papers  Week 14 Conclusion of the course (deadlines for final papers)</p>			



**Study literature and study aids****Required**

- Hamilton, K., & Langhorne, R. (2011). *The Practice of diplomacy. Its evolution, theory and administration*. Routledge.
- Kissinger, H. (1994). *Diplomacy*. New York: Touchstone. Selected chapters
- Mattingly, G. (2009). *Renaissance Diplomacy*. Cosimo Classics.

**Recommended**

- Lukes, I. (1996). *Czechoslovakia between Stalin and Hitler: The Diplomacy of Edvard Beneš in the 1930's*. New York and Oxford: Oxford University Press.

**Other sources**

- Bulletin # 19, 1998, 196-210. Last official foreign visit of M. Gorbachev in Japan.
- Bulletin # 4, Fall 1994, 22-23.
- Bulletin # 5, Spring 1995: section on Cuba.
- Bulletin #3, 1993, 63-67, document 5.
- *Cold War International History Project Bulletin*. <http://www.wilsoncenter.org/publication-series/cwihp-bulletin>
- *Foreign Relations of the United States*. <https://uwdc.library.wisc.edu/collections/frus/>

<b>Course Name</b>	<b>Diplomatic Protocol and International Negotiations</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Lucia Najšlová, Ph.D. – 100 % Steven Kashkett, M.P.A. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>How does a diplomat look like? What should a diplomat know? In a world in which everything seems negotiable, do we still have protocols? And how to explain that also unrecognized states have their ministries and ambassadors?</p> <p>This course invites students to critical study of diplomacy as a set of relationships and a network of actors. Engaging analytical lenses from several disciplines including politics/IR, law, and anthropology, we will explore formats and constellations in which human collectives negotiate their coexistence. Case studies will include the UN-level migration/refugee and climate pacts/agreements and the EU/EEA (dynamics between “eastern” and “western” members; Cyprus conflict; Norway).</p> <p>Students will have the opportunity to engage in discussion with practitioners via guest lecture or site excursion. The sessions will go beyond discussion of readings. In group presentations and role plays, the students will be able to directly experience situations similar to studied cases. The goal of the practical training is to strengthen participants’ awareness of key dimensions of negotiations, including the role of listening, formulating one’s demands in a respectful manner and understanding purposes and tasks of mediators and international institutions. Practice of speech-writing and speech-making will be of special interest to the course.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Have a stronger command of effective communication skills, in particular learning to understand “the other side” &amp; voice one’s demands in a respectful manner;</li> <li>▪ Identify several analytical lenses, through which current scholarship reads practices of diplomacy and negotiations;</li> <li>▪ Understand the role of select formal and informal diplomatic institutions and initiatives;</li> <li>▪ Have a clear understanding of the role of mediators and intermediaries in contexts of conflict/problematic coexistence.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course. Topics, rules and rights. Diplomats and diplomacy – state and beyond. Meanings of ‘negotiations’.</p> <p>Week 2 Texts and styles. Writing as a form of diplomatic communication. Purpose of documents</p> <p>Week 3 Setting the rules: Diplomat as a messenger. Who can talk, who can act and when?</p> <p>Week 4 And what if the diplomat is not representing a state?</p> <p>Week 5 Moving further beyond the state (but not really escaping it).</p> <p>Week 6 Diplomacy is really everywhere! A closer look at NGOs and cities.</p>			

Week 7 Site visit (three options under consideration)  
 Week 8 In-class exam, short lecture and group work  
 Week 9 Negotiating mobility, bargaining about refugees.  
 Week 10 The world stage. Who needs internationally binding agreements? What does it mean to work on one?  
 National diplomacies, the UNHCR and NGO coalitions.  
 Week 11 The small stage. Visegrad platform's difficult debates on migration.  
 Week 12 Knowing what to look for in diplomatic archives.  
 Week 13 Negotiating the environment.  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Baily, J. F., Jelača, D., & Lugarić, D. (Eds.) (2018). *The Future of (post)socialism: Eastern European perspectives*. Albany: SUNY Press.
- Caspersen, N. (2012). *Unrecognised states: The struggle for sovereignty in the modern international system*. London: Polity.
- Der Derian, J. (1987). *On diplomacy: A genealogy of Western estrangement*. Oxford: Basil Blackwell.
- Firat, B. (2016). Political documents and bureaucratic entrepreneurs: Lobbying the European Parliament during Turkey's EU integration. *Political and Legal Anthropology Review*, 39(2), 190-205.
- Global Compact for migration. <https://refugeesmigrants.un.org/migration-compact>
- Global Compact on refugees. <https://refugeesmigrants.un.org/refugees-compact>
- Kuus, M. (2014). *Geopolitics and expertise: Knowledge and authority in European diplomacy*. New York: John Wiley and Sons.
- Kuus, M. (2007). Intellectuals and geopolitics: The 'cultural politicians' of Central Europe". *Geoforum*, 38, 241-251.
- Multilateral treaties on refugees and stateless persons, esp. 1951 Convention relating to the status of refugees and the 1967 Additional Protocol. <http://treaties.un.org>
- Neumann, I. (2007). A speech that the entire ministry may stand for,' or: Why diplomats never produce anything new. *International Political Sociology*, 1, 183-200.
- Neumann, I. (2012). *At home with the diplomats: Inside a European Foreign Ministry*. Ithaca NY: Cornell University Press.
- Schwartz, J., & Cook, T. (2002). Archives, records and power: The making of modern memory. *Archival Science*, 2, 1-19.
- Vienna Conventions (on diplomatic and consular relations; on the law of treaties)
- Walter, J. N. (2014). From political opportunities to niche-openings: The dilemmas of mobilizing for immigrant rights in inhospitable environments. *Theory and Society*, 43(1), 23-49.

#### Recommended

- Brown, S. (2019). *Diplomacy disrupted*. <https://www.politico.eu/article/diplomacy-disrupted-foreign-policy-improvised/>
- European Commission (2017). *Turkey-EU Statement one year on*. [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/eu\\_turkey\\_statement\\_17032017\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/eu_turkey_statement_17032017_en.pdf)
- Hatay, M., & Horst, C. (2019). Creating a third space in the Cyprus conflict [interview]. *Peace Research Institute Oslo blog*. <https://blogs.prio.org/2019/09/creating-a-third-space-in-the-cyprus-conflict-mete-hatay-interviewed-by-cindy-horst/>
- Independent Commission on Turkey (2009). *Turkey in Europe: Breaking the vicious circle*. <https://www.opensocietyfoundations.org/publications/turkey-europe-breaking-vicious-circle>.
- *Intergovernmental panel on climate change (IPCC)*. <https://www.ipcc.ch/reports/>
- der Pluijm, R. (2007, April 17). City diplomacy: The expanding role of cities in international politics. *Clingendael Report*. <https://www.clingendael.org/publication/city-diplomacy-expanding-role-citiesinternational-politics>
- *Peace Research Institute Oslo*. <http://prio.org>
- *The International Crisis Group*. <http://crisisgroup.org>
- Select statements available at <https://www.fridaysforfuture.org/>

<b>Course Name</b>	<b>Direct Marketing</b>			
<b>Course Type</b>	BA-BA-MKT: Required optional BA-BA-STM: Required optional	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MKT: <b>Prerequisites:</b> Introduction to Marketing BA-BA-STM: <b>Prerequisites:</b> Introduction to Marketing			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Joel Imhoof, MSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Direct and interactive marketing is today in the center of all marketing activities. The Internet connects organizations with millions of individuals. New digital and other high-tech marketing methods enable companies to create customized customer experiences also in mass markets. Sales as an integral and most important part of a marketing strategy is the actual transfer of products and services to the customer. Today we look at transaction needs of customers, also in the attempt to customize the customer relationship as much as possible and to add value to the sales process itself. And direct marketing campaigns and sales strategies need to be in alignment of the overall budgeting of the organization.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the overall marketing system from the marketing decision-maker’s viewpoint.</li> <li>▪ Analyze and demonstrate an understanding of the various approaches available to direct marketing (DM)</li> <li>▪ Understand what direct marketing is and its role in today’s business world</li> <li>▪ Be aware of how customers’ behavior and expectations are changing and how the direct marketer needs to adapt to these changes</li> <li>▪ Understand the value of Controllability with regards to content, timing and costs</li> <li>▪ Be aware of the five major objectives of direct marketing and how to overcome them</li> <li>▪ Have a clear overview of marketing communications, differentiation and positioning and the changes in how firms communicate their USP’s</li> <li>▪ Know which questions must be answered before a marketer can successfully plan a DM campaign</li> <li>▪ Understand the (five major) difference in approach to media employed by direct marketers as opposed to general advertisers</li> <li>▪ Demonstrate the ability to manage a website as well as the ability to manage an online presence without a website</li> <li>▪ Have an overview of commonsense online techniques that should be employed by direct marketers</li> <li>▪ Have a working understanding of a marketing database system</li> <li>▪ Demonstrate the ability to generate creative ideas</li> <li>▪ Understand the significance of target groups and personas when creating creative DM copy</li> <li>▪ Be aware of the techniques used successfully by past direct marketers to grab attention, build interest, create desire, and initiate action (AIDA)</li> <li>▪ Understand the two laws of testing and how a firm learns thorough testing before, during, and after DM campaigns, including the importance of split testing</li> <li>▪ Understand how to assess whether your firm needs a DM agency – and, if so, how to choose one – or should set up DM activities in-house</li> <li>▪ Be able to articulate some of the major reasons clients and DM agencies fail to work together successfully</li> </ul>			

- Be able to prepare a DM campaign using both traditional and digital methods and platforms
- Demonstrate an understanding of the new trends in marketing communications involving the Internet, social media and other platforms and their convergence with traditional forms of marketing.
- Demonstrate the understanding that marketing is about team work, proper communication and cooperation by actively participating in class discussions, group projects, and by punctually attending classes. Preparation is critical.

### **Course Outline**

Week 1 Introduction and course overview. Discussion of expectations; Introduction to Direct and Database marketing; Planning direct marketing.

Week 2 Marketing databases, segmentation and customer behavior, and modeling. Research methods & library resources. Discuss client project.

Week 3 Customer acquisition. Consumer and business lists. Testing (introduction).

Week 4 How to target and measure results. Discuss assignment.

Week 5 The offer. Building customer relationships, retaining and activating customers.

Week 6 Creating direct mail, catalogs, print advertising.

Week 7 Mid-Term Exam.

Week 8 DM print media: magazines, newspapers, coops, inserts, catalogs.

Week 9 DM media: TV, radio, telemarketing.

Week 10 Internet/interactive direct marketing: overview, email, paid search (Search Engine Marketing: SEM).

Week 11 Customer service & fulfillment. Testing and research.

Week 12 Global direct marketing. Environmental, ethical, legal issues. Integrating direct and database marketing into the marketing mix. Multichannel marketing.

Week 13 Conclusion and review. Project paper due. Final project presentation and evaluation.

Week 14 Final Exam.

### **Study literature and study aids**

#### **Required**

- Stone, B., & Jacobs, R. (2008). *Successful direct marketing methods: Interactive, database, and customer-based marketing for digital age*. New York: McGraw-Hill.

#### **Recommended**

- Bird, D. (2007). *Commonsense Direct and Digital Marketing*. London: Kogan Page.

<b>Course Name</b>	<b>Documentary Film Seminar</b>				
<b>Course Type</b>	BA-JM-MED: Required optional BA-JM-FSV: Compulsory		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM-MED: Equivalence: Documentary Photography BA-JM-MED: Prerequisites: Visual Culture BA-JM-FSV: Prerequisites: Visual Culture				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mary Angiolillo, Ph.D. – 100%				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course surveys the history and contemporary vitality of non-fiction films, teaching students to appreciate the social significance and aesthetic possibilities of the form that is considered the root of cinema. The curriculum is divided into three sections: in the first, we identify the distinctive development and attributes of documentary; the second explores the range of subjects these films can address, including a visit to the largest human rights festival in Europe, and the third samples documentary's current modes.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate a general understanding of the history, development, modes, and current state of documentary film.</li> <li>▪ critically discuss varied approaches towards non-fiction filmmaking</li> <li>▪ demonstrate an understanding of film language, particularly in the modes of documentary.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Documentary  Week 2 Technological Beginnings / Visit to NA Film Museum  Week 3 The Ethnographic Illusion  Week 4 Film Truth  Week 5 Propaganda  Week 6 Participation at ONE WORLD documentary film festival  Week 7 The Documentary Filmmaker's Process / Guest Speaker  Week 8 Direct Cinema, Cinema Verité  Week 9 Time Lapse + Lumiere projects screened  Week 10 Historical Storytelling  Week 11 Participatory Modes of Documentary  Week 12 The Film Essay  Week 13 In class pitching of documentary projects  Week 14 Final Exam</p>				

<b>Study literature and study aids</b>	
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**Required documentaries**

- *Czech Dream* (Klusák and Remunda, 2004)
- Edison Kinetoscope Films (1894–1896), the Lumière Films (1895–1897), and Méliès (1902) *Lumiere et comp.*
- *Nanook of the North* (R. Flaherty, 1922) + Lumière films + *Night Mail*
- *Man With a Movie Camera* (Dziga Vertov, 1929)
- *Triumph of the Will* (Leni Riefenstahl, 1935)
- *Why we Fight* (Frank Capra, 1942)
- *Normal Autistic Film* (Mirek Janek, 2016)
- *Salesman* by Mayles, 1969
- *Working Man's Death* by Glawogger, 2005,
- *Marriage Stories* (Helena Trestikova, 1985)
- *The Untold History of the United States* (Oliver Stone, 2012)
- *Mighty Times: The Children's March* (Robert Houston, 2004)
- *The Thin Blue Line* (Errol Morris, 1988)
- *Grizzly Man* excerpts (Herzog, 2005)
- *The Gleaners and I* (Agnes Varda, 2000)

**Recommended literature:**

- Thompson, K., & Bordwell, D. (2019). *Film history: An introduction*. Madison: University of Wisconsin.
- Pramaggiore, M., & Wallis, T. (2020). *Film: A critical introduction*. London: Laurence King.
- Sarris, A. (1968). Film: The Illusion of Naturalism. *The Drama Review*, 13(2), 108–112.
- Petric, V. (1978). Dziga Vertov as Theorist. *Cinema Journal*, 18(1), 29–44.
- Ward, P. (2006). *Documentary: The Margins of Reality*. Columbia University Press.
- Nichols, B. (2008). Documentary Reenactment and the Fantasmatic. *Critical Inquiry*, 35(1), 72–89.
- Tyrer, B. (2000). Digression and return: Aesthetics and politics in Agnès Varda's *Les Glaneurs et la glaneuse*. *Studies in French Cinema*, 9(2), 161–176.
- Elder, H. J. (1977). *Writing about film*. Dubuque, Iowa: Kendall/Hunt Pub.



<b>Course Name</b>	<b>Documentary Photography</b>				
<b>Course Type</b>	BA-VA-FIL: Required optional BA-JM-JRN: Required optional BA-JM-MED: Required optional BA-JM-FSV: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA-FIL: Equivalence: History of Photography BA-JM-JRN: Equivalence: Photojournalism BA-JM-JRN: Prerequisites: Visual Culture BA-JM-MED: Equivalence: Documentary Film Seminar BA-JM-MED: Prerequisites: Visual Culture BA-JM-FSV: Equivalence: History of Photography BA-JM-FSV: Prerequisites: Visual Culture				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	MgA. Bjorn Steinz – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to introduce students to documentary photography. Students will become familiar with international documentary photography, both historical and contemporary. The course places special emphasis on personal documentary projects, with the goal of practical application of theoretical knowledge. Students will gain hands-on experience by creating a documentary photography series and presenting their images on the web themselves. Those who complete the course will have significantly improved their understanding of photography as both a means of documenting events, and as a form of fine art. By the end of the course students will have improved their practical skills to the point of being able to pursue more advanced work in documentary photography covering a wider range of subjects.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a full understanding of what documentary photography represents</li> <li>▪ Comprehend the basic technical principles of photography and basic compositional rules</li> <li>▪ Comprehend a historical perspective on the development of documentary photography</li> <li>▪ Understand the connection between documentary and fine art photography</li> <li>▪ Demonstrate a good understanding of the various platforms that can be used to promote documentary photography</li> <li>▪ Demonstrate a good base in the fundamentals of telling a story through documentary photography</li> <li>▪ Combine photography and writing to reinforce their documentary project and communication skills</li> <li>▪ Be familiar with the steps involved in defining, preparing and presenting a documentary photography project through hands on experience</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: What to expect? What is the goal of the course? Short presentation of my own photography. Who are you? Personal Documentary Project introduction and overview, discussion of resources needed for course</p> <p>Week 2 Introduction into the history of documentary photography. What is documentary photography and</p>				



	how it differs in compare to other areas of photography?
Week 3	Technical basics: Influence of shutter speed and aperture for the photographic image (expression). Depth of field, f-stops, movement, long-short exposure. What is a RAW file ? Differences to JPEG format and TIFF files. Workshop: Viewing students photographs in class. Analyzing and refining individual project ideas.
Week 4	Compositional basics (lines, curves, point of view, golden cut etc.) Workshop: Presentation and discussion of the individual project ideas and concepts. Review and discussion of students new images/assignments
Week 5	The New York School of Photography. Weegee/Diane Arbus/William Klein – those photographers stretched the boundaries of their medium in their personal work as street (documentary) photographers. Discussion of BBC Genius of Photography Part 2. Workshop: Critique of Documentary Photography Project, Part 1, Photographing an assignment out of school
Week 6	Different approaches in subjective documentary photography – Nan Goldin and Richard Billingham. Workshop: Critique of Documentary Photography Project (Part 2), Discussion of BBC Genius of Photography Part 3
Week 7	Field trip: Gallery visit to a current exhibition in Prague combined with working on the personal documentary project.
Week 8	From printed to web. How documentary photography and photojournalism is presented and used nowadays after many magazines and newspapers disappeared? Examples with multimedia and Audio Slide Shows – combination of photography, audio and video
Week 9	The influence of Instagram on contemporary photojournalism and documentary photography. Beside selfie, food and beach snappers a growing number of serious photographers are using their cell phones to document the world around us.
Week 10	Czech Republic before 1989 with images by Jindrich Streit and “The weird world of Miroslav Tichy who became an unwanted “Worldstar”.
Week 11	Seeing the Unseen. How a visually challenged person can express his imagination with photography and transfer his inside world into images? Where is the point if the photographer will never be able to see his images?
Week 12	Lecture: Adobe Lightroom 6 intro: Editing and post production basics. Workshop: How to find and choose the right final 10 images which are working in a sequence and telling a personal story? Final editing and post production, individual feedback to the edits.
Week 13	Preparation and installation of the final exhibition
Week 14	Final Exam

### Study literature and study aids

#### Required

- Berger, J. (2012). *Ways of seeing*: Based on the BBC television series with John Berger. British Broadcasting.
- Cartier-Bresson, H., & Chéroux, C. (2018). *The decisive moment*. Steidl.
- Frank, R., & Kerouac, J. (2017). *The Americans*. Steidl.
- Koudelka, J., & Guy, W. (2014). *Gypsies*. Thames & Hudson.
- Morris, E. (2014). *Believing is seeing: Observations on the mysteries of photography*. Penguin Books.
- Ritchin, F. (2010). *After photography*. W.W. Norton.
- Szarkowski, J. (1973). *Looking at photographs*. Graphic Society.

#### Recommended

- Arbus, D., & Arbus, D. (2012). *Diane Arbus, an aperture monograph*. Aperture Foundation.
- Billingham, R. (2014). *Ray's a laugh*. Errata Editions.
- Friedlander, L., & Galassi, P. (2008). *Friedlander*. Museum of Modern Art.
- Goldin, N., Heiferman, M., Holborn, M., & Fletcher, S. (1996). *The ballad of sexual dependency*. Aperture Foundation.
- Livingston, J. (1992). *The New York School: Photographs, 1936–1963*. Stewart, Tabori & Chang.
- Parr, M., & Badger, G. (2014). *The photobook: A history*. Vol. 1–3. Phaidon.
- Weegee. (2012). *Naked City*. Steidl.

<b>Course Name</b>	<b>East Asian Art History</b>				
<b>Course Type</b>	BA-VA-HIS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Chapters in Japanese Art & Culture				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	doc. Lucie Olivová, Ph.D., DSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is dedicated to the study of arts in East Asia, as they developed within the context of cultural history, and religious environment. It will give a chronological survey of the main study cases (architecture, ceramics, bronzes, lacquerware, stone carvings, wooden sculpture, porcelain, paintings and calligraphy, printing etc.). The block of lectures on Chinese Art will be followed by the block on Japanese art and selected topics from the Korean art will be interposed.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the development, changes and continuities of Chinese, Korean and Japanese arts,</li> <li>▪ Understand and analyze basic art motives, symbols and techniques</li> <li>▪ Place in context and lend perspective to the masterpieces of the East Asian tradition</li> <li>▪ Be familiar the names and dates of dynasties and eras used in chronological systems of the three involved cultures (such as Ming Dynasty, Tokugawa Period, Goryeo Period etc.)</li> <li>▪ Have the basic knowledge of terms used in assessing respective art disciplines of East Asia (such as <i>iping</i>, <i>emakimono</i>, <i>sumie</i>, <i>ukiyo-e</i>, <i>kachōga</i>, <i>buncheong</i> etc.)</li> </ul> <p><b>Course Outline</b></p> <p>PART I. The Arts of Ancient and Mediaeval Japan and Korea</p> <p>Week 1 Introduction – Basic comparisons of the three cultures of the East Asia, Prehistory of Japan</p> <p>Week 2 Art of Asuka, Hakuho and Nara periods (552-794)</p> <p>Week 3 Art of the Heian period (794-1185)</p> <p>Week 4 Art of the Kamakura period (1185-1392)</p> <p>Week 5 Art of the Muromachi period (1392-1573)</p> <p>Week 6 Art of the Momoyama period (1573-1615)</p> <p>Week 7 Basics of Japanese calligraphy</p> <p>PART II The Arts of Ancient and Mediaeval China.</p> <p>Week 8 Chinese terms, transcriptions, geographical setting, historical chronology. Neolithic art</p> <p>Week 9 Neolith and the Bronze age: Shang and Zhou bronzes.</p> <p>Week 10 Jade. The “other” Bronze cultures.</p> <p>Week 11 The Terracotta army, and Han imperial tombs.</p> <p>Week 12 Disunity. The Arrival of Buddhism. Cave temples</p> <p>Week 13 Disunity. Arts of the Southern China elite, painting, calligraphy and funerary statuary.</p> <p>Week 14 Final Exam</p>				

**Study literature and study aids****Required**

- *Korean traditional art*. Korean Culture and Arts Foundation. (1995). Hexa Communications.
- Mason, P. (1993). *History of Japanese Art*. Harry N. Abrams.
- Sullivan, M. (2009). *The Arts of China*. University of California Press.
- Thorp, R. L., & Vinograd, R. (2001). *Chinese Art & Culture*. Harry N. Abrams.

**Recommended**

- Emerson, J., Chen, J., & Gardner Gates, M. (2000). *Porcelain Stories. From China to Europe*.
- [catalog]. Seattle.
- Stanley-Baker, J. (2000). *Japanese Art*. Thames & Hudson.
- Treat, P. R., & Soper, A. (1974). *The Art and Architecture of Japan*. The Pelican History of Art.

<b>Course Name</b>	<b>Editorial Cartoons in Political and Social Science</b>			
<b>Course Type</b>	MA-IR: Required optional		<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Daniela Lenčėš Chalániová, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course is a reaction to the increasing importance of editorial cartoons in political and social sciences. The interdisciplinary move of international relations, security studies or European studies opens up room for (yet) unconventional sources of social knowledge such as film, photography, art exhibitions and to a lesser degree also editorial cartoons. Editorial cartoons lie at the intersection of political and social science, arts, international relations, security studies, communication and media, visual studies etc, thus the goal of this course is to bring together knowledge from a range of disciplines and contribute to the interdisciplinary move.</p> <p>Throughout the course political cartoons will be introduced as a complex phenomenon that influences public opinion and actions, but also as an important source of knowledge about the world that stems from and reinforces the ‘common sense’ of a given population. In the course we will theorize the socio-political roles of editorial cartoons, methodological approaches to cartoon analysis. Specific case studies of editorial cartooning will not only be illustrative of cartoon analysis method, but will be positioned within the context of contemporary International Relations theories: especially constructivist theories of identity construction and Security Studies’ theory of securitization.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a solid background in constructivist theory and discourse analysis, metaphor analysis</li> <li>▪ Understand and be prepared to use selected theories and methods of post-positivist approach in practice</li> <li>▪ Identify and criticize the processes employed in construction/exclusion of social communities (nations, ethnic groups, minorities) through images and in visual discourse</li> <li>▪ Deconstruct conceptual metaphors and interpret meanings of editorial cartoons</li> <li>▪ Prepare and execute an image-oriented research design</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The Bigger Picture – Introduction of the Course + The Study of Images in Political and Social Science</p> <p>Week 2 Editorial cartoons – Phenomenon, history, role in the society, freedom of speech, dissemination of opinion, relationship to politics, court decisions</p> <p>Week 3 Editorial cartoons – Theories of Visuals</p> <p>Week 4 Cartoon methodologies – Cognitive metaphor theory, discourse analysis, visual rhetoric, visual communication, iconology</p> <p>Week 5 The Muhammad cartoon crisis</p> <p>Week 6 Charlie Hebdo incident and response</p> <p>Week 7 Cartoons and Identity – The Self and the Other</p> <p>Week 8 Mid-term Exam</p> <p>Week 9 Image and securitization – Images of us and the enemy</p>			

Week 10 9/11 in cartoons and portraying terrorists  
 Week 11 Cartoons and political campaigning – US elections and their Candidates  
 Week 12 Social exclusion and racism – Women, minorities and migrants in cartoons  
 Week 13 Course revision  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Abraham, L. (2009). Effectiveness of cartoons as a uniquely visual medium for orienting social issues. *Journalism and Communication Monographs*, 11(2), 117-165.
- Conners, J. L. (2007). Popular culture in political cartoons: Analyzing cartoonist approaches. *Political Science & Politics*, 40(2), 261-265.
- Conners, J. L. (2005). Visual representations of the 2004 presidential campaign: Political cartoons and popular culture references. *American Behavioral Scientist*, 49(3), 479-487.
- Danjoux, I. (2007). Reconsidering the decline of the editorial cartoon. *Political Science & Politics*, 40(2), 245-248.
- Diamond, M. (2002). No laughing matter: Post-September 11 political cartoons in Arab/Muslim newspapers. *Political Communication*, 19(2), 251-272.
- El Refaie, E. (2003). Understanding visual metaphor: the example of newspaper cartoons. *Visual Communication*, 2(1), 75-95.
- Emad, M. C. (2006). Reading wonder woman's body: Mythologies of gender and nation. *Journal of Popular Culture*, 39(6), 954-984.
- Gombrich, E. H. (1938). The principles of caricature. *British Journal of Medical Psychology*, 17, 319-342.
- Greenberg, J. (2002). Framing and temporality in political cartoons: A critical analysis of visual news discourse. *The Canadian Review of Sociology and Anthropology*, 39(2), 181-198.
- Hansen, L. (2011). The politics of securitization and the Muhammad cartoon crisis: A post-structuralist perspective. *Security Dialogue* 42(4-5), 357-369.
- Hansen, L. (2011). Theorizing the image for security studies: Visual securitization and the Muhammad cartoon crisis. *European Journal of International Relations* 17(1), 51-74.
- Hoffman, D. R., & Howard, A. D. (2007). Representations of 9-11 in editorial cartoons. *Political Science & Politics*, 40(2), 271-274.
- Harkness, S. S. J., Magid, M., Roberts, J., & Richardson, M. (2007). Crossing the line? Freedom of speech and religious sensibilities. *Political Science & Politics*, 40(2), 275-278.
- Kellner, D. (2007). The time of the spectacle. In M. Stocchetti, & J. Sumiala-Sepänen (eds.), *Images and Communities. The Visual Construction of the Social* (pp. 27-51). Helsinki: Gaudeamus Helsinki UP.
- Klausen, J. (2009). 'Introduction' and 'The Editors and the Cartoonists'. In *The Cartoons that Shook the World* (pp. 1-12; 13-34). USA, Yale.
- Medhurst, M. J., & DeSousa, M. A. (1981). Political cartoons as rhetorical form: a taxonomy of graphic discourse. *Communication Monographs*, 48(3), 197-236.
- Müller, M. G., & Özcan, E. (2007). The political iconography of Muhammad cartoons: Understanding cultural conflict and political action. *Political Science & Politics*, 40(2), 287-291.
- Navasky, V. S. (2013). 'Introduction', 'The Cartoon as Content', 'The Cartoon as Image', 'The Cartoon as Stimulus' and 'Caricature'. In *The art of controversy: political cartoons and their enduring power* (xi-51). New York: Alfred A. Knopf.
- Neumann, I. (1996). Self and Other in International Relations. *European Journal of International Relations* 2(2), 139-174.
- Najjar, O. A. (2007). Cartoons as a site for the construction of Palestinian refugee identity: An exploratory study of cartoonist Naji al-Ali. *Journal of Communication and Inquiry*, 31(3), 255-285.
- Ross, S. D., & Lester, P. M. (2011). Introduction. In *Images that Injure. Pictorial Stereotypes in the Media* (pp. 1-4). Santa Barbara, CA, Praeger.
- Steuter, E., & Wills, D. (2011). The dangers of dehumanization: Diminishing humanity in image and deed. *Images that Injure. Pictorial Stereotypes in the Media* (pp. 43-54). Santa Barbara, CA, Praeger.
- Zurbriggen, E. L., & Sherman, A. M. (2010). Race and gender in the 2008 U.S. presidential election: A content analysis of editorial cartoons. *Analyses of Social Issues and Public Policy*, 10(1), 223-247.

#### Recommended

- Apel, D. (2009). Just joking? Chimps, Obama and racial stereotype. *Journal of Visual Culture*, 8(2), 134-142.

- Cagle, D., Farrington, B. (eds.) (2007). The Danish Muhammad cartoons', 'These are the cartoons', 'Cartoonists on the cartoons' and 'A view from Jordan'. *The Best Political Cartoons of the Year, 2007 Edition* (pp. 1-27). QUE.
- Conners, J. L. (2007). Popular culture in political cartoons: Analyzing cartoonist approaches. *Political Science & Politics*, 40(2), 261-265.
- Curticean, A. (2008). Bai Ganio and other men's journeys to Europe: The boundaries of Balkanism in Bulgarian EU-Accession discourses. *Perspectives*, 16(1), 23-56.
- Edwards, J. L. (2007). Drawing politics in pink and blue. *Political Science & Politics*, 40(2), 249-253.
- Hansen, L. (2006). Discourse analysis, identity and foreign policy'. In *Security as Practice. Discourse Analysis and the Bosnian War* (pp. 23-56). London and New York: Routledge.
- Hassner, R. E. (2011). Blasphemy and violence. *International Studies Quarterly*, 55(1), 23-45.
- Morgan, D. (2007). The visual construction of the sacred. In M. Stocchetti, & J. Sumiala-Sepänen (eds.), *Images and Communities. The Visual Construction of the Social* (pp. 53-74). Helsinki: Gaudeamus Helsinki University Press.
- Müller, M. G., Özcan, E., & Seizov, O. (2009). Dangerous depictions: A visual case study of contemporary cartoon controversies. *Popular Communication*, 7(1), 28-39.
- Steuter, E., & Wills, D. (2011). Drawing dehumanization: Exterminating the enemy in editorial cartoons. In *Images that injure: Pictorial stereotypes in the media* (pp. 321-336). Santa Barbara, CA, Praeger.
- Sumiala-Sepänen, J., & Stocchetti, M. (2007). Rethinking the visual dimension of the social. *Images and Communities. The visual construction of the social* (pp. 9-24). Helsinki: Gaudeamus Helsinki UP.
- Worcester, K. (2007). 'Introduction' to special issue of *Political Science & Politics*, 40(2), 223-227.

<b>Course Name</b>	<b>Emergence of the Modern Middle East</b>				
<b>Course Type</b>	BA-PS-CDS: Required optional MA-IR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Middle Eastern Society and State				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ebru Akcasu, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The modern Middle East stands at the forefront of current events as well as the interest of the public at large and the academic world because of what has been coined as “the clash of civilisations.” This course is aimed to provide students a firm grounding in the region’s nineteenth-century past in order to contextualize some of today’s predicaments and alleviate preconceptions and misunderstandings. The course focuses on the history of the Ottoman (including the Balkans and the Arab provinces) and Qajar (Iran) empires through the prism of the ideas and debates of modernity, reform, revolution, colonialism and nationalism</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend key concepts that frame discussions about the Middle East (e.g. modernity).</li> <li>▪ Comprehend Historiographical and paradigmatic developments that have impacted studies of the history of the Middle East.</li> <li>▪ Understand How to critically engage with debates surrounding the nineteenth-century history of the Middle East and to ascertain their relevance to the contemporary world, in verbal and written form.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction to the background of the modern Middle East Week 2 At the dawn of the Nineteenth Century Week 3 A “New Order,” Part I: Ottoman Reform Week 4 A “New Order,” Part II: Qajar Reform Week 5 Absolutism and Constitutionalism, Part I: The Ottoman Case Week 6 Absolutism and Constitutionalism, Part II: The Qajar Case Week 7 The Periphery, Part I: The Arab Provinces Week 8 The Periphery, Part II: The Balkans Week 9 Mid-Term Exam Week 10 Nations and Nationalisms Week 11 Women and Modernity Week 12 Intellectuals without Borders Week 13 World War I and Post-War Realities Week 14 Final Exam</p>				



## Study literature and study aids

### Required

- Amin, M., Fortna, B. C., Frierson, E. B. (eds.). (2007). *The Modern Middle East: A Sourcebook for History*. Oxford: Oxford University Press.
- Brown, Carl L. (ed.). (1996). *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East*. New York: Columbia University Press.
- Hutchinson, J., Smith, A. (eds.). (1994). *Nationalism*. Oxford: Oxford University Press.
- Hourani, A. et al (eds.). (1993). *The Modern Middle East: a Reader*. Berkeley: University of California Press.

### Recommended

- Abrahamian, E. (1979). The Causes of the Constitutional Revolution in Iran. *International Journal of Middle Eastern Studies*, 10(3), 381-414. doi:10.1017/S0020743800000179.
- Abrahamian, E. (1974). Oriental Despotism: the Case of Qajar Iran. *International Journal of Middle Eastern Studies*, 5(1), 3-31. doi:10.1017/S0020743800032761.
- Abu-Manneh, B. (1994). The Islamic Roots of the Gülhane Rescript. *Die Welt des Islams*, 34(2), 173-203.
- Ancombe, F. F. (2014). *State, Faith, and Nation in Ottoman and Post-Ottoman Lands*. Cambridge: Cambridge University Press.
- Avery, P. et al (eds.). (1991). *The Cambridge History of Iran: From Nadir Shah to the Islamic Republic*. Vol. 7. Cambridge: Cambridge University Press.
- Bein, A. (2007). A “Young Turk” Islamic Intellectual: Filibeli Ahmed Hilmi and the Diverse Intellectual Legacies of the Late Ottoman Empire. *International Journal of Middle East Studies*, 39(4), 607-625. doi:10.1017/S0020743807071103.
- Cohen, J. P. (2014). *Becoming Ottomans: Separdi Jews and Imperial Citizenship in the Modern Era*. Oxford: Oxford University Press.
- Cronin, S. (2008). Importing Modernity: European Military Missions to Qajar Iran. *Comparative Studies in Society and History*, 50(1), 197-226.
- Der, M. B. (2014). *Shattered Dreams of Revolution: From Liberty to Violence in the Late Ottoman Empire*. Stanford: Stanford University Press.
- Deringil, S. (1991). Legitimacy Structures in the Ottoman State: the Reign of Abdülhamid II. *International Journal of Middle Eastern Studies*, 23(3), 345-359.
- Gualtieri, S. (2004). Gendering the Chain Migration Thesis: Women and Syrian Transatlantic Migration, 1878-1924. *Comparative Studies of South Asia, Africa and the Middle East* 24(1), 67-78.
- Kushner, D. (ed.). (1986). *Palestine in the late Ottoman period: Political, Social, and Economic Transformation*. Leiden: E.J. Brill.
- Halid, H. (1903). *The Diary of a Young Turk*. London: Adam and Charles Black.
- Hanioglu, Ş. (2008). *A Brief History of the Late Ottoman Empire*. Princeton: Princeton University Press.
- Hanioglu, Ş. (1995). *The Young Turks in Opposition*. New York: Oxford University Press.
- Hanoum, Z. (1913). *A Turkish Woman's European Impressions*. Philadelphia: J.B. Lippincott Co.
- Herzfeld, M. (1986). *Ours Once More: Folklore, Ideology, and the Making of Modern Greece*. New York: Pella Publishing.
- Hourani, A. *A History of the Arab Peoples*. Cambridge: The Belknap Press of Harvard University Press.
- Kasaba, R. (ed.). (2008). *The Cambridge History of Turkey, Turkey in the Modern World*. Cambridge: Cambridge University Press.
- Kayali, H. (1997). *Arabs and the Young Turks: Ottomanism, Arabism, and Islamism in the Ottoman Empire, 1908-1918*. Berkeley: University of California Press.
- Khater, A. F. (1996). “House” to “Goddess of the House”: Gender, Class, and Silk in 19th-Century Mount Lebanon. *International Journal of Middle East Studies*, 28, 325-348.
- Keddie, N. R. (2006). *Modern Iran: Roots and Results of Revolution*. New Haven: Yale University Press.
- Kurzman, Ch. (ed.). (2002). *Modernist Islam: 1840-1940*. Oxford: Oxford University Press.
- Lewis, B. (2002). *The Emergence of Modern Turkey*. New York: Oxford University Press.
- McCarthy, J. (2001). *The Ottoman Peoples and the End of Empire*. New York: Oxford University Press.
- Owen, R. (1976). The Middle East in the Eighteenth Century—An ‘Islamic’ Society in Decline? A Critique of Gibb and Bowen’s Islamic Society in the West. *Bulletin (British Society for Middle Eastern Studies)*, 3(2), 100-117.
- Özdalga, E. (ed.). (2005). *Late Ottoman Society: the Intellectual Legacy*. London: Routledge.
- Rogan, E. (2009). *Arabs: A History*. New York: Basic Books.
- Sadjı, D. (ed.). (2007). *Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century*. London: I.B. Taurus.
- Taglia, S. (2015). *Intellectuals and Reform in the Ottoman Empire: the Young Turks on the Challenges of*



Modernity. London: Routledge.

- Todorova, M. (2009). *Imagining the Balkans*. Oxford: Oxford University Press.
- Zarcone, T.H., & Zarinebaf, F. (eds.). (1993). *Les Iraniens D'istanbul*. Paris: Institut Français de Recherches en Iran et Institut Français d'Études Anatoliennes.

<b>Course Name</b>	<b>Empire: British Imperialism and Colonialism</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: World History I Equivalence BA-HS-AAS: Britain and the World 1930-2016 / Race and Civil Rights in the USA Equivalence BA-PS-PAS: Britain and the World 1930-2016 / History of Racism & Anti-Semitism				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Gerald Power, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Gerald Power, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This seminar-based, student driven course examines some of the major issues in the historiography of the British Empire and British imperialism from the early modern period until the early 20<sup>th</sup> century. The seminars focus on major problematics in the historiography of the British Empire. Two seminars will deal with largely military questions. Two more seminars will explore aspects of the famous thesis of Eric Williams regarding the relationship between slavery and industrialisation and the role of falling colonial profits in spurring the early abolitionist movement. Two seminars explore theoretical issues related to European (and specifically British) imperialism, whilst two other seminars reflect the lecturer’s research interests in Victorian anthropology and race theory.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Possess a solid grounding in the history of British colonialism and imperialism from the early modern period until the end of the 19<sup>th</sup> century.</li> <li>▪ Have a solid grounding in and ability to critically engage with the some of the major historiographical controversies relating to the history of the British Empire, including:</li> <li>▪ Critically evaluate theoretical debates surrounding the nature of early modern, early 19<sup>th</sup> century and “classical” (late 19<sup>th</sup> century) British imperialism. This will include critical evaluations of the classic theories of Fieldhouse, Robinson and Gallagher, Hobson, Lenin and the so-called “Gentlemanly Capitalism” thesis of Cain and Hopkins.</li> <li>▪ Understand the relationship between the development of the disciplines of anthropology/ethnology, the anti-slavery movement and aboriginal-settler relations in Britain’s empire.</li> <li>▪ Critically examine the causes of the fall of Britain’s so-called “First Empire” and the American War of Independence, with a particular focus on the scholarly debate around the so-called “Palmer Thesis.”</li> <li>▪ Grasp the connections between the early modern military revolution and the rise of the British Empire.</li> <li>▪ Critically engage with and evaluate the historiographical debates around the so-called “Eric Williams Thesis” linking the British Industrial Revolution with colonial slavery – and the rise of abolitionism with declining profits from slavery.</li> <li>▪ Critically examine and engage with the moral questions regarding the legacy of the British Empire, especially in relation to its rule of the Indian Subcontinent.</li> <li>▪ Understand the reasons for and the historiographical debate around the decline and fall of the British Empire and the decolonisation process.</li> </ul>				

### Course Outline

- Week 1 Class introduction. Description of the syllabus. Assignment of students into presentation groups.
- Week 2 The Rise of the First British Empire, 1583-1688
- Week 3 The Rise and Fall of British Naval Power, 1649-1715
- Week 4 Revolution, Trade and Empire – 1688-1783
- Week 5 “Whatever happens, we have got; the Maxim gun, and they have not”: The Early Modern Military Revolution and the Rise of the British Empire.
- Week 6 War and Revolution – The Loss of the American Colonies, 1756-1815
- Week 7 Slavery and Empire: The British Empire and the Campaign to Abolish Slavery, 1783-1833
- Week 8 Empire of Free Trade: The Rise and Fall of the Second British Empire, 1783-
- Week 9 Colonial Encounters: Anthropology and Empire in the Age of Emancipation
- Week 10 Ruling Empire – From Liberalism to Imperialism Description
- Week 11 The Scramble for Africa
- Week 12 End of Empire: The Decline and Fall of the British Empire, 1918-195
- Week 13 “What have the Romans ever done for us?”: The Balance Sheet of Empire
- Week 14 Curry: Food and Empire.

### Study literature and study aids

#### Required

- Armitage, D. (2009). *The Ideological Origins of the British Empire*. Cambridge: Cambridge University Press.
- Cain, P. J. & Hopkins, A. G. (2016). *British Imperialism, 1688-2015*. London: Routledge.
- Darwin, J. (2009). *The Empire Project: The Rise and Fall of the British World-System, 1830–1970*. Cambridge: Cambridge University Press.
- Hyam, R. (2007). *Britain’s Declining Empire: The Road to Decolonisation, 1918-1968*. Cambridge: Cambridge University Press.
- James, L. (1995). *The Rise and Fall of the British Empire*. London: Abacus.

#### Recommended

- Warren, B. (1980). *Imperialism: Pioneer of Capitalism*. London: New Left Books.
- Fieldhouse, D. K. (1961). 'Imperialism': An Historiographical Revision. *Economic History Review*, 14(2), 187-209.
- Darwin, J. (1991). *The End of the British Empire: The Historical Debate*. Oxford: Blackwell.
- Cain, P. J., & Hopkins, A. G. (1986). Gentlemanly Capitalism and British Expansion Overseas I. The Old Colonial System, 1688-1850. *Economic History Review*, 39(4), 501-525.
- Cain, P. J., & Hopkins, A. G. (1987). Gentlemanly Capitalism and British Expansion Overseas II: New Imperialism, 1850-1945. *The Economic History Review*, 40 (1), 1-26.
- Cain, P. J., & Hopkins, A. G. (1980). The Political Economy of British Expansion Overseas, 1750-1914. *The Economic History Review*, 33(4), 463-490.
- Gallagher, J., & Robinson, R. (1953). “The Imperialism of Free Trade.” *The Economic History Review, New Series*, 6(1), 1-15.
- Darwin, J. (1997). “Imperialism and the Victorians: The Dynamics of Territorial Expansion.” *The English Historical Review*, June, 614-642.
- Harley, C. K. (2013). *Slavery, the British Atlantic economy and the Industrial Revolution*. Oxford: OUP.
- Pilosof, R. (2010). “Guns don't colonise people ...': the role and use of firearms in pre-colonial and colonial Africa.” *Kronos*, 36(1), 1-12.
- Sharman, J. C. (2017). Myths of military revolution: European expansion and Eurocentrism. *European Journal of International Relations*, 24(3), 491-513.
- Scott, D. (2014). *Leviathan: The Rise of Britain as a World Power*. London: William Collins.
- Lorrimer, D. A. (1978). *Colour, Class and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*. Leicester: University of Leicester Press.
- Owen, R., & Sutcliffe, B. (eds.). (1972). *Studies in the Theory of Imperialism*. London: Longman.
- Brewer, A. (1990). *Marxist Theories of Imperialism: A Critical Survey*. London: Routledge and Kegan Paul.
- Blackburn, R. (1997). *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso.

<b>Course Name</b>	<b>Empires: European Imperialism and Colonialism</b>				
<b>Course Type</b>	BA-IR-GAF: Compulsory BA-IR-SEC: Compulsory BA-PS-SPD: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Bill Eddleston, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Bill Eddleston, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This seminar-based, student driven course examines some of the major issues in the history of European imperialism and colonialism from the late middle ages – the Spanish and Portuguese “Age of Exploration” – to the end of the Cold War. It is thus a unit which spans the early modern and modern eras.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Possess a solid grounding in the history of European colonialism and imperialism from antiquity until the end of the 20<sup>th</sup> century.</li> <li>▪ Understand long-term historical continuities in European ideas of empire and colony.</li> <li>▪ Critically evaluate theoretical debates surrounding the nature of early modern, early 19<sup>th</sup> century and “classical” (late 19<sup>th</sup> century imperialism).</li> <li>▪ Understand concepts of Neo-Colonialism, underdevelopment theory and the Cold War.</li> <li>▪ Grasp the connections between capitalism, colonialism, slavery and industrialisation.</li> <li>▪ Understand the reasons for the success of early modern and later imperialism and colonialism, and between anthropology, colonialism and empire.</li> <li>▪ Have a critical understanding of the theory of “Atlantic Revolutions” and some of the shortcomings of Robert’s original thesis in light of later research.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class introduction. Description of the syllabus. Assignment of students into presentation groups.</p> <p>Week 2 Imperial Rome and the Idea of Empire</p> <p>Week 3 Empires of the Age of Exploration</p> <p>Week 4 The Early Modern Seaborn Empires, c. 1492-1700</p> <p>Week 5 The Rise of the First British Empire, 1583-1688</p> <p>Week 6 Revolution, Trade and Empire – 1688-1783</p> <p>Week 7 The Age of the Atlantic Revolutions, 1760-1804</p> <p>Week 8 The Rise and Rise of the Second British Empire</p> <p>Week 9 Colonial Encounters: Anthropology and Empire in the Age of Emancipation</p> <p>Week 10 Ruling Empire – From Liberalism to Racism</p> <p>Week 11 The Scramble for Africa</p> <p>Week 12 “What have the Romans ever done for us?": The Balance Sheet of Empire</p> <p>Week 13 End of Empire, 1918 -</p> <p>Week 14 “What have the Romans ever done for us?": The Balance Sheet of Empire</p>				

<b>Study literature and study aids</b>	
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**Required**

- Jordan, W. B. (1995). *White over Black: American Attitudes towards the Negro, 1550-1812*. Chapel Hill: The University of North Carolina Press.
- Blackburn, R. (1997). *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso.
- Augstein, H. F. (1999). *James Cowles Prichard's Anthropology: Remaking the Science of Man in Early Nineteenth Century Britain*. Amsterdam: Rodopi.

**Recommended**

- Said, E. (1978). *Orientalism*. Harmondsworth: Penguin Books.
- Pagden, A. (1987). *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge: Cambridge University Press.
- Stocking, G. W. (1991). *Victorian Anthropology*. New York: The Free Press.
- Barta, T. (2005). Mr Darwin's Shooters: On Natural Selection and the Naturalizing of Genocide. *Patterns of Prejudice*, 39(2), 116-137.
- Finzsch, N. (2005). 'It is scarcely possible to conceive that human beings could be so hideous and loathsome': discourses of genocide in eighteenth- and nineteenth-century America and Australia. *Patterns of Prejudice*, 39(2), 97-115.
- Brantlinger, P. (2003). *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930*. Ithica and London: Cornell University Press.
- Stocking, G. W. (1971). What's in a Name? The Origins of the Royal Anthropological Institute (1837-70). *Man* 6(3), 369-390. doi 10.2307/2799027.
- Leopold, J. 1974). British Applications of the Aryan Theory of Race to India 1850-70. *English Historical Review*, 89(352), 578-603.
- Lorimer, D. A. (1990). 'Nature,' Racism and Late Victorian Science. *Canadian Journal of History*, 25(3), 364-385.
- Lorimer, D. A. (1988). Theoretical Racism in Late Victorian Anthropology: 1870-1900. *Victorian Studies*, 31(3), 405-430.
- Ellingson, T. (2001). *The Myth of the Noble Savage*. Berkley & London: The University of California Press.
- Lorrimer, D. A. (1978). *Colour, Class and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*. Leicester: University of Leicester Press.

<b>Course Name</b>	<b>Entrepreneurship</b>				
<b>Course Type</b>	BA-BA-ENT: Compulsory			<b>Recommended Year of Study</b>	2. - 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Gabrielle Meissner, MBA				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Gabrielle Meissner, MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course gives students a comprehensive introduction in how to develop an innovative business idea, how to create a simple compelling business model and how to gain sustainable/transient competitive advantage as innovator. Furthermore, the course will introduce basic methods and tools that are important for getting started. These are creative problem solving methods, strategic management tools, generation of business models and business plans (i.e. Business Model Canvas, Value Proposition Design Canvas, Strategy Canvas etc.).</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and determine what entrepreneurs need to know about the critical driving forces in a new venture success.</li> <li>▪ Identify how successful entrepreneurs and investors create, find and differentiate profitable and durable opportunities from “other good ideas,” and how opportunities evolve over time.</li> <li>▪ Evaluate and determine how successful entrepreneurs and investors create and build value for themselves and key stakeholders (customers, investors, and employees).</li> <li>▪ Identify and determine the necessary financial and non-financial resources available for new ventures, identify the criteria used to screen and evaluate proposals, their attractiveness and risk, and how to obtain start-up and early growth capital.</li> <li>▪ Define the business case and develop the appropriate business model for the new venture.</li> <li>▪ Determine the critical tasks to be accomplished, the hurdles to be overcome during start-up and early growth, and what has to happen to succeed.</li> <li>▪ Apply venture opportunity screening techniques to an actual start-up idea, and subsequently, develop and prepare a business plan suitable for guiding the startup.</li> <li>▪ Identify the future consequences of decisions made by entrepreneurs; options that are precluded or preserved; and the nastier minefields and pitfalls one has to anticipate, prepare for and respond to.</li> <li>▪ Determine decisions that can be made to increase the reward to risk ratio at various stages of the company’s development, and thereby change the odds.</li> <li>▪ Determine the important factors outside the control of the founders, and how critical and sensitive the current context and timing are to all of the above issues.</li> </ul> <p><b>Course Outline</b>  Week 1 Introduction to Entrepreneurship  Week 2 The Business Idea / the business case / Scenario Planning  Week 3 Creativity and Opportunity / Design Thinking / assessment details / install study groups  Week 4 Business Model Generation / Sharing Economy / Circular Economy  Week 5 Blue Ocean Strategy (BOS)</p>				

Week 6 Mid Term Exam  
Week 7 Value Proposition Design  
Week 8 Product and Service Development  
Week 9 Elevator Pitch for Final Project  
Week 10 Sales management / channel management / leadership  
Week 11 Creating the Business and Marketing Plan  
Week 12 Innovation / disruptive technologies  
Week 13 Course Revision  
Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Allen, K. R. (2011). *New venture creation*. Australia: South-Western Cengage Learning.

#### **Recommended**

- Berry, T. (2008). *The Plan-As-You-Go business plan*. Irvine, CA: Entrepreneur Press.
- Bessant, J. R., & Tidd, J. (2011). *Innovation and entrepreneurship*. Hoboken, N.J: John Wiley & Sons.
- Kawasaki, G. (2004). *The art of the start: The time-tested, battle-hardened guide for anyone starting anything*. New York: Portofolio.
- Kawasaki, G. (2011). *Enchantment: How to woo, influence and persuade*. Penguin Books.
- Kawasaki, G. (2014). *Reality check: The irreverent guide to outsmarting, outmanaging, and outmarketing your competition*. New York: Portfolio.
- Osterwalder, A., Peignoir, Y., & Clark, T. (2010). *Business model generation*. Hoboken: Wiley.
- Wade, W., & Wagner, N. (2012). *Scenario planning: A field guide to the future*. Hoboken, N.J: Wiley.

<b>Course Name</b>	<b>Entrepreneurship in Practice I:</b> The Basic Start-up Experience – The Business Idea and the Business Case				
<b>Course Type</b>	BA-BA-ENT: Compulsory			<b>Recommended Year of Study</b>	2. - 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Gabrielle Meissner, MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The class is meant to lead students to founding their entrepreneurial ventures in a workshop/incubator environment. The course provides essential skills successful entrepreneurs must take into consideration and apply these in each class to the actual projects the students are working on. The course will introduce entrepreneur guest lecturers.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Start and develop your own new business at the same time as studying for a BA degree.</li> <li>▪ Make a positive contribution to the strategic development of a family business or other small or medium enterprise.</li> <li>▪ Develop an entrepreneurial or “can do” approach to life to enhance your future career anywhere.</li> </ul> <p><b>Course Outline</b> Week 1 Overview on the course (syllabus) / discussion student expectations and needs Week 2 Design Thinking Method Week 3 The business idea Week 4 Feasibility checks / assumption testings Week 5 Developing the business case Week 6 Basic financial projections Week 7 Digitalization / platform-based business models Week 8 Elevator Pitch (with Business Angel) – discussion and feasibility check Week 9 Project Management Week 10 Scenario Planning Week 11 Value Proposition Design – feasibility check Week 12 Business Law Week 13 Computer science overview Week 14 Final project presentation (with Business Angel)</p>				



**Study literature and study aids**
**Required**

- Faltin, G. (2018). *Brains versus capital. Entrepreneurship for everyone: lean, smart, simple*. New Jersey: World Scientific Pub.
- Kim, W.C., & Mauborgne, R.A. (2014). *Blue ocean strategy, expanded edition: How to create uncontested market space and make the competition irrelevant*. Boston: Harvard Business School.
- Osterwalder, A., & Pigneur, Y., Bernarda, G., Smith, A. (2014). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.

**Recommended**

- Amir, O., & Ariely, D. (2007). Decisions by rules: The case of unwillingness to pay for beneficial delays. *Journal of Marketing Research* 44, 142–152.
- Barthélemy, J. (2006). The experimental roots of revolutionary vision. *MIT Sloan Management Review*, 48, 81–84.
- Cespedes, F.V. (1994). Industrial marketing: Managing new requirements. *MIT Sloan Management Review*, 35, 45.
- Chai, S., & Shih, W. (2017). Why Big Data isn't enough. *MIT Sloan Management Review*, 58, 57–61.
- Chan Kim, W., & Mauborgne, R. (2005). Value innovation: a leap into the blue ocean. *Journal of Business Strategy* 26, 22–28. <https://doi.org/10.1108/02756660510608521>
- Christensen, C. M., Bartman, T., & van Bever, D. (2016). The hard truth about business model innovation. *MIT Sloan Management Review*, 58, 31–40.
- Cuffe, S.S. (2005). Future e-business models and strategies for managers. *Futurics*, 29, 41–46.
- Fontichiaro, K. (2016). Inventing products with design thinking: Balancing structure with open-ended thinking. *Teacher Librarian*, 44, 53-55, 63.
- Gobble, M. M. (2014). Design thinking. *Research Technology Management*, 57, 59–61.
- Gomes, J. F. (2016). Futures business models for an IoT enabled healthcare sector: A causal layered analysis perspective. *Journal of Business Models*, 4, 60–80.
- Hart, S. L., & Christensen, C. M. (2002). The great leap: Driving innovation from the base of the pyramid. *MIT Sloan Management Review*, 44, 51–56.
- Hoang, H., & Rothaermel, F.T. (2016). How to manage alliances strategically. *MIT Sloan Management Review*, 58, 69–76.
- Hoßbach, N., Wiener, M., & Saunders, C.S. (2016). The unfolding of value sources during online business model transformation. *Journal of Business Models*, 4, 22–41.
- Kim, W.C., & Mauborgne, R. (2000). Knowing a winning business idea when you see one. *Harvard Business Review*, 78, 129–138.
- Kim, W.C., & Mauborgne, R. (1997). Value innovation: The strategic logic of high growth. *Harvard Business Review*, 75, 102–112.
- Liedtka, J. (2011). Learning to use design thinking tools for successful innovation. *Strategy & Leadership*, 39, 13–19.
- Liedtka, J. (2008). Strategy making and the search for authenticity. *Journal of Business Ethics*, 80, 237–248.
- Liedtka, J. (2006). Is your strategy a duck? *The Journal of Business Strategy*, 27, 32–37.
- Kalbach, J. (2016). *Mapping experiences: A complete guide to creating value through journeys, blueprints, and diagrams*. Sebastopol, CA: O'Reilly Media.
- Michelini, L., & Fiorentino, D. (2012). New business models for creating shared value. *Social Responsibility Journal*, 8, 561–577.
- Ogilvie, T. (2015). How to thrive in the era of collaborative services entrepreneurship. *Research Technology Management*, 58, 24–33.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
- Osterwalder, A., & Pigneur, Y., Bernarda, G., Smith, A. (2014). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.
- Pitta, D., Pitta, E. (2012). Transforming the nature and scope of new product development. *The Journal of Product and Brand Management* 21, 35–46.
- Prashantham, S., & Yip, G.S. (2017). Engaging with startups in emerging markets. *MIT Sloan Management Review*, 58, 51–56.
- Ramirez, R., Churchhouse, S., Hoffman, J., & Palermo, A. (2017). Using scenario planning to reshape strategy. *MIT Sloan Management Review*, 58, 31–37.
- Ross, J.W., Beath, C.M., & Sebastian, I.M. (2017). How to develop a great digital strategy. *MIT Sloan*

*Management Review*, 58, 7–9.

- Sato, S. (2009). Beyond good: great innovations through design. *The Journal of Business Strategy*, 30, 40–49.
- Schoemaker, P. J., & Tetlock, P.E. (2017). Building a more intelligent enterprise. *MIT Sloan Management Review*, 58, 28–38.
- Sousa, J. C., & deCamargo Dias, P.H.R. (2017). Integração do Planejamento Estratégico ao Pensamento Estratégico [Integration of strategic planning to strategic thinking]. *Revista de Ciências da Administração*, 19, 29–44.
- Svahn, F., Mathiassen, L., Lindgren, R., & Kane, G. C. (2017). Mastering the digital innovation challenge. *MIT Sloan Management Review*, 58, 14–16.
- ter Wengel, J., Ferreira-Villegas, G.B., Pérez-Hernández, G., & Suárez-Cruz, L. M. (2010). Schumpeter and the Blue Ocean Strategy. *Revista de la Maestría en Derecho Económico*, 6, 53–85.
- Tsai, M.-H., Lin, Y.-D., & Su, Y.-H. (2011). A grounded theory study on the business model structure of Google. *International Journal of Electronic Business Management*, 9, 231–242.
- Urban, G. L. (2004). The emerging era of customer advocacy. *MIT Sloan Management Review*, 45, 77–82.
- Werani, T., Freiseisen, B., Martinek-Kuchinka, P., & Schaubberger, A. (2016). How should successful business models be configured? Results from an empirical study in business-to-business markets and implications for the change of business models. *Journal of Business Economics*, 86(6), 579–609.
- <https://doi.org/10.1007/s11573-015-0795-z>
- Zott, C., & Amit, R. (2017). Business model innovation: How to create value in a digital world. *GfK-Marketing Intelligence Review*, 9, 19–23. <https://doi.org/10.1515/gfkmir-2017-0003>

<b>Course Name</b>	<b>Entrepreneurship in Practice II:</b> The practice of running a business			
<b>Course Type</b>	BA-BA-ENT: Compulsory		<b>Recommended Year of Study</b>	2. - 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Gabrielle Meissner, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The class is meant to lead students to founding their entrepreneurial ventures in a workshop/incubator environment. The course provides essential skills successful entrepreneurs must take into consideration and apply these in each class to the actual projects the students are working on. The course will introduce entrepreneur guest lecturers.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Start and develop your own new business at the same time as studying for a BA degree.</li> <li>▪ Make a positive contribution to the strategic development of a family business or other small or medium enterprise.</li> <li>▪ Develop an entrepreneurial or “can do” approach to life to enhance your future career anywhere.</li> </ul> <p><b>Course Outline</b>  Week 1 Strategic Planning  Week 2 Operations Management  Week 3 The Executive Team  Week 4 HRM in entrepreneurial ventures  Week 5 Corporate finance  Week 6 Strategic Marketing Analysis and Planning  Week 7 Brand management  Week 8 Marketing communication  Week 9 Managerial accounting  Week 10 International Marketing  Week 11 Managing innovation  Week 12 Blue Ocean Strategy  Week 13 Disruptive Innovation  Week 14 Final project presentation (with Business Angel)</p>			

**Study literature and study aids**
**Required**

- Faltin, G. (2018). *Brains versus capital. Entrepreneurship for everyone: Lean, smart, simple*. New Jersey: World Scientific Pub.
- Kim, W.C., & Mauborgne, R.A. (2014). *Blue ocean strategy, expanded edition: How to create uncontested market space and make the competition irrelevant*. Boston: Harvard Business School.
- Osterwalder, A., & Pigneur, Y., Bernarda, G., Smith, A. (2014). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.

**Recommended**

- Amir, O., & Ariely, D. (2007). Decisions by rules: The case of unwillingness to pay for beneficial delays. *Journal of Marketing Research* 44, 142–152.
- Barthélemy, J. (2006). The experimental roots of revolutionary vision. *MIT Sloan Management Review*, 48, 81–84.
- Cespedes, F.V. (1994). Industrial marketing: Managing new requirements. *MIT Sloan Management Review*, 35, 45.
- Chai, S., & Shih, W. (2017). Why Big Data isn't enough. *MIT Sloan Management Review*, 58, 57–61.
- Chan Kim, W., & Mauborgne, R. (2005). Value innovation: a leap into the blue ocean. *Journal of Business Strategy* 26, 22–28. <https://doi.org/10.1108/02756660510608521>
- Christensen, C. M., Bartman, T., & van Bever, D. (2016). The hard truth about business model innovation. *MIT Sloan Management Review*, 58, 31–40.
- Cuffe, S.S. (2005). Future e-business models and strategies for managers. *Futurics*, 29, 41–46.
- Fontichiaro, K. (2016). Inventing products with design thinking: Balancing structure with open-ended thinking. *Teacher Librarian*, 44, 53-55, 63.
- Gobble, M. M. (2014). Design thinking. *Research Technology Management*, 57, 59–61.
- Gomes, J. F. (2016). Futures business models for an IoT enabled healthcare sector: A causal layered analysis perspective. *Journal of Business Models*, 4, 60–80.
- Hart, S. L., & Christensen, C. M. (2002). The great leap: Driving innovation from the base of the pyramid. *MIT Sloan Management Review*, 44, 51–56.
- Hoang, H., & Rothaermel, F.T. (2016). How to manage alliances strategically. *MIT Sloan Management Review*, 58, 69–76.
- Hoßbach, N., Wiener, M., & Saunders, C.S. (2016). The unfolding of value sources during online business model transformation. *Journal of Business Models*, 4, 22–41.
- Kim, W.C., & Mauborgne, R. (2000). Knowing a winning business idea when you see one. *Harvard Business Review*, 78, 129–138.
- Kim, W.C., & Mauborgne, R. (1997). Value innovation: The strategic logic of high growth. *Harvard Business Review*, 75, 102–112.
- Liedtka, J. (2011). Learning to use design thinking tools for successful innovation. *Strategy & Leadership*, 39, 13–19.
- Liedtka, J. (2008). Strategy making and the search for authenticity. *Journal of Business Ethics*, 80, 237–248.
- Liedtka, J. (2006). Is your strategy a duck? *The Journal of Business Strategy*, 27, 32–37.
- Kalbach, J. (2016). *Mapping experiences: A complete guide to creating value through journeys, blueprints, and diagrams*. Sebastopol, CA: O'Reilly Media.
- Michelini, L., & Fiorentino, D. (2012). New business models for creating shared value. *Social Responsibility Journal*, 8, 561–577.
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- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
- Osterwalder, A., & Pigneur, Y., Bernarda, G., Smith, A. (2014). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.
- Pitta, D., Pitta, E. (2012). Transforming the nature and scope of new product development. *The Journal of Product and Brand Management* 21, 35–46.
- Prashantham, S., & Yip, G.S. (2017). Engaging with startups in emerging markets. *MIT Sloan Management Review*, 58, 51–56.
- Ramirez, R., Churchhouse, S., Hoffman, J., & Palermo, A. (2017). Using scenario planning to reshape strategy. *MIT Sloan Management Review*, 58, 31–37.
- Ross, J.W., Beath, C.M., & Sebastian, I.M. (2017). How to develop a great digital strategy. *MIT Sloan*

*Management Review*, 58, 7–9.

- Sato, S. (2009). Beyond good: great innovations through design. *The Journal of Business Strategy*, 30, 40–49.
- Schoemaker, P. J., & Tetlock, P.E. (2017). Building a more intelligent enterprise. *MIT Sloan Management Review*, 58, 28–38.
- Sousa, J. C., & deCamargo Dias, P.H.R. (2017). Integração do Planejamento Estratégico ao Pensamento Estratégico [Integration of strategic planning to strategic thinking]. *Revista de Ciências da Administração*, 19, 29–44.
- Svahn, F., Mathiassen, L., Lindgren, R., & Kane, G. C. (2017). Mastering the digital innovation challenge. *MIT Sloan Management Review*, 58, 14–16.
- ter Wengel, J., Ferreira-Villegas, G.B., Pérez-Hernández, G., & Suárez-Cruz, L. M. (2010). Schumpeter and the Blue Ocean Strategy. *Revista de la Maestría en Derecho Económico*, 6, 53–85.
- Tsai, M.-H., Lin, Y.-D., & Su, Y.-H. (2011). A grounded theory study on the business model structure of Google. *International Journal of Electronic Business Management*, 9, 231–242.
- Urban, G. L. (2004). The emerging era of customer advocacy. *MIT Sloan Management Review*, 45, 77–82.
- Werani, T., Freiseisen, B., Martinek-Kuchinka, P., & Schaubberger, A. (2016). How should successful business models be configured? Results from an empirical study in business-to-business markets and implications for the change of business models. *Journal of Business Economics*, 86(6), 579–609.
- <https://doi.org/10.1007/s11573-015-0795-z>
- Zott, C., & Amit, R. (2017). Business model innovation: How to create value in a digital world. *GfK-Marketing Intelligence Review*, 9, 19–23. <https://doi.org/10.1515/gfkmir-2017-0003>

<b>Course Name</b>	<b>Environmental Law and Sustainability</b>				
<b>Course Type</b>	BA-IR-ILA: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Carollann Braum, J.D., LL.M.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Carollann Braum, J.D., LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce students to the challenging field of environmental law, covering areas such as the protection of natural resources, endangered animals, climate change, regulation of emissions and pollutants, and efforts to mitigate harm that already occurred. This class will explore how the issues of development and economic growth intersect with the protection of the environment. Furthermore, the variation in cultural, religious and historical realities, with an emphasis on the approaches of different regions of the world, will be explored and their impacts on negotiations and legal developments will be evaluated. This course will also look at dispute resolution methods currently in use.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the development of environmental law and the international and regional levels, including the historical and cultural contexts;</li> <li>▪ Develop the ability to negotiate environmental legislation from the perspectives of different states and regions;</li> <li>▪ Design sustainable action plans on behalf of states, governmental organizations, and NGOs;</li> <li>▪ Explain the current challenges in regulating environmental law and be able to propose solutions, with the understanding that the legal, economic and social landscapes are continuously developing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 Background and introduction to environmental law and protection efforts (including significant cases from different regions)</p> <p>Week 3 Approaches to environmental law in different regions (emphasis on cultural, historical and religious considerations and how these aspects have impacted the development of the law and regulations)</p> <p>Week 4 Economic growth and the impact on the environment – regional comparison</p> <p>Week 5 Role of businesses in environmental protection and sustainability (including Corporate Social Responsibility)</p> <p>Week 6 Dispute resolution and court systems that govern environmental law</p> <p>Week 7 Midterm Exam</p> <p>Week 8 Laws and regulations protecting the use and destruction of natural resources</p> <p>Week 9 Laws and regulations protecting endangered animals</p> <p>Week 10 Laws and regulations governing climate change &amp; regulation of emissions, pollutants, etc.</p> <p>Week 11 Government regulation and action (emphasis on negotiations and challenges to finding resolutions, particularly considering variances in cultural and historical approaches)</p> <p>Week 12 Looking forward – anticipated legal developments, necessary changes.</p>				

Week 13 Revision  
Week 14 Final exam

### Study literature and study aids

#### **Required**

- Sands, P., Peel, J., Fabra, A., MacKenzie, R. (2018). *Principles of International Environmental Law*. Cambridge: Cambridge University Press.
- Sze, J. (ed). (2018). *Sustainability: Approaches to Environmental Justice and Social Power*. New York: NYU Press.
- Richardson, B. J., & Wood, S. (2006). *Environmental law for sustainability: A reader*. Oxford: Hart.

#### **Recommended**

- May, J.R., & Daly, E. (eds.). (2019). *Human Rights and the Environment*. Edward Elgar Publishing.
- Special issue (2010/11). *Environmental Laws and Sustainability, Sustainability*, 2(6-8).  
[https://www.mdpi.com/journal/sustainability/special\\_issues/env-laws#info](https://www.mdpi.com/journal/sustainability/special_issues/env-laws#info)



<b>Course Name</b>	<b>EU Law</b>				
<b>Course Type</b>	BA-IR-EUS: Compulsory BA-IR-ILA: Required optional BA-PS-CPL: Required optional BA-PS-EUS: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, case study, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Charlie Lamento, J.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will provide a basic working knowledge of European Union Law; the course will move to provide an in-depth overview into those major EU policies with a strong impact on economics and business. At the end of the course, students are expected to be familiar with the legal basis of those EU policies dealt with, to understand their impact on business and economics, to apply the notions acquired in their professional life and to develop a critical awareness of the topics studied. The lecturer will test these skills.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of the course, students will be able to identify and apply substantive and procedural European Union law to real-life fact patterns, including, but not limited to the following subjects: private remedies in a national court setting and before the ECJ, Position of private persons within the EU law and their possibilities to use this law in defense of their rights and legitimate interest, EU judiciary, its structures, powers and procedures, EU law enforcement in practice, Leading principles and cases of EU law of Single Market of the EU, Basics of selected EU policies, EU law enforcement in practices (case solutions), Practical importance of the law of the EU Single Market for companies.</p> <p><b>Course Outline</b></p> <p>Week 1 Sources of EU Law &amp; EU Courts  Week 2 Enforcement of EU law  Week 3 Additional Grounds for Enforcement  Week 4 Fundamental Rights I  Week 5 Midterm Exam  Week 6 Fundamental Rights II  Week 7 National Remedies &amp; Enforcement of EU Law  Week 8 Free movement of goods I – Tax Barriers  Week 9 Free movement of goods II – Quantitative Barriers  Week 10 Free movement of workers I  Week 11 Free movement of workers II  Week 12 Right to establishment &amp; provision of trans-border services II  Week 13 Final Examination</p>				



**Study literature and study aids****Required**

- Bermann, G. A., Goebel, R. J., Davey W. J. & Fox, E. M. (2011). 2011 selected documents supplement to Cases and materials on European Union law, third edition. West Publishing.
- Foster, N. (2015). *EU law*. Oxford: Oxford University Press.

**Recommended**

- Weatherhill, S. (2012). *Cases & Materials on EU Law*. Oxford Univ. Press.

**Online resources**

- Official Europa web-site: [http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)
- European Court of Justice (ECJ): <http://curia.europa.eu/>
- Eurlex for EC legislation: [http://europa.eu/legislation\\_summaries/index\\_en.htm](http://europa.eu/legislation_summaries/index_en.htm).
- Treaties: <http://eur-lex.europa.eu/en/treaties/index.htm>
- Recent ECJ case law is available at <http://curia.eu.int>
- <http://euobserver.com>
- <http://www.euractiv.com/en>
- <http://www.economist.com/blogs/charlemagne>.
- Legal terminology- interactive language- website:  
<http://iate.europa.eu/iatediff/SearchByQueryLoad.do?method=load>
- Dictionary & Encyclopedia technical/legal words: <http://www.wordiq.com/>

<b>Course Name</b>	<b>EU Market and Business Policies</b>				
<b>Course Type</b>	BA-BA-IBL: Compulsory BA-BA-ENT: Compulsory BA-IR-EUS: Compulsory BA-PS-EUS: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course describes the European Union (EU) market in the global context, provides introduction into the tools of the market structure analysis and explains how firms compete in the EU market through their strategies. In addition, this course offers a solid understanding of the EU economic policies. Relevant theoretical concepts are considered in simplified versions but retaining the basic economic intuition and economics arguments with examples and illustrations. Moreover, the course will familiarize students with the EU institutions related to the enforcement of the economic policies focusing on the EU trade policy, competition policy and market regulation. Towards the end of the course, current issues of the governance in the euro area and reform proposals will be explained and discussed. The subjects will be highlighted not only from the firms' position, but also from the position of the EU and the course is therefore designed not only for students of management, finances or international business but it also meets the needs of students with interests in law, politics or international relations.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the theories and concepts behind the European economic integration</li> <li>▪ Asses the competitiveness of the market or industry</li> <li>▪ Understand most important aspects and indicators of the business environment</li> <li>▪ Understand more in detail selected firm's strategies such as mergers</li> <li>▪ Develop intuition for pricing and non-pricing policies by firms based on market structure analysis</li> <li>▪ Develop familiarity with the most important EU market related policies</li> <li>▪ Describe policies implemented within the EU Market</li> <li>▪ Discuss monetary and fiscal policies in the EU and identify current difficulties of Eurozone</li> <li>▪ Ability to carry out research in literature and find relevant statistics</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 EU Market, Market Structures, Business Policies and Strategies</p> <p>Week 3 Firms and Markets, Barriers to Enter the EU Market</p> <p>Week 4 EU Market Business Environment</p> <p>Week 5 International Business, Multinational Companies, Foreign Direct Investment</p> <p>Week 6 EU Competition Laws and Competition Policy</p> <p>Week 7 Mergers and Acquisitions (M&amp;A) in the EU Market</p> <p>Week 8 Midterm Exam</p>				

Week 9 Industrial Policy and State Aid Ban, Financial state aid  
Week 10 Crisis in Eurozone  
Week 11 Regulation of Financial Markets  
Week 12 European Economic Governance  
Week 13 Student Presentations  
Week 14 Final Exam

**Study literature and study aids****Required**

- Baldwin, R., & Wyplosz, C. (2015). *The Economics of European Integration*. McGraw-Hill Education.
- Cabral, L., (2017). *Introduction to Industrial Organization*. The MIT Press.
- Pelkmans, J. (2013). The Economics of Single Market Regulation. In A. Verdun, & A.Tovias (eds.), *Mapping European Economic Integration*. Palgrave Macmillan, London. pp 79-104.
- Delivorias A. (2015). *European economic governance, State of play and reform Proposals*. European Union, PE 571.319, ISBN 978-92-823-8360-5.

**Recommended**

- Lapavitsas C., et al. (2012). *Crisis in the Eurozone*. London, New York: Verso.
- Juncker, J.-C., Tusk, D., Dijsselbloem, J., Draghi, M. & Schulz, M. (2015). *Completing Europe's Economic and Monetary Union*. European Commission. [https://ec.europa.eu/commission/sites/beta-political/files/5-presidents-report\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/5-presidents-report_en.pdf)

<b>Course Name</b>	<b>Europe after the Cold War</b>				
<b>Course Type</b>	BA-IR-CEE: Required optional BA-PS-EUS: Compulsory		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Mgr. George Hays II, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Mgr. George Hays II, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course aims to explore and to help students understand Europe in the post-Cold War world. The Cold War dictated the shape, actions, and identities of European states for generations, and Europe continues to be affected by this legacy as well as the changes experienced since 1989. Of particular importance are the changes experienced regarding security, economics, and national identity. These areas in particular will be concentrated on in the course.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend transformation of Central and Eastern European countries</li> <li>▪ Describe the enlargement of relevant international institutions in the wake of the Cold War's end (EU, NATO)</li> <li>▪ Compare countries in Central Europe in terms of their accession and integration process</li> </ul> <p><b>Course Outline</b> Week 1 Introduction to Course Week 2 The Cold War and Its End Week 3 Current Threats and Challenges to European Security Week 4 European Approaches to Security Week 5 Post-Cold War European Alliances Week 6 Europe and World Order Week 7 The Economics of the EU Week 8 Energy Security Week 9 European Identity: Theory Week 10 European Identity: Praxis Week 11 European Identity and State Identity Week 12 Immigration Week 13 Conclusion and Review Week 14 Final Exam</p>				

**Study literature and study aids****Required**

- Checkel, J. T., & Katzenstein, P. (2009). *European Identity*. Cambridge: Cambridge University Press.
- Keating, M. (1999). *The Politics of Modern Europe: The State and Political Authority in the Major Democracies*. Cheltenham: Edward Elgar.
- Schimmelfennig, F. (2003). *The EU, NATO and the Integration of Europe: Rules and Rhetoric*. Cambridge: Cambridge University Press.

**Recommended**

- Campbell, K. M., & Price, J. (2008). *The Global Politics of Energy*. Washington, DC: Aspen Institute.
- De Grauwe, P. (2007). *Economics of Monetary Union*. New York: Oxford University Press.
- Council of the European Union. (2009). *European Security Strategy: A secure Europe in a better world*. Luxembourg: Publications Office.
- Council of the European Union. (2008). *Report on the Implementation of the European Security Strategy: Providing Security in a Changing World*. Luxembourg: Publications Office.
- Franchino, F. (2009). Perspectives on European Immigration Policies. *European Union Politics*, 10(3), 403-420.
- Henderson, K. (2005). *The Area of Freedom, Security and Justice in the Enlarged Europe*. Basingstoke: Palgrave Macmillan.
- Leonard, M., & Gowan, R. (2006). *Global Europe: Implementing the European Security Strategy*. London: Foreign Policy Center.
- Moore, R. R. (2007). *NATO's New Mission: Projecting Stability in a Post-Cold War World*. Westport: Praeger Security International.
- President of the Council of the European Union. (2010). *Internal Security Strategy for the European Union: "Towards a European Security Model."* Brussels: Council of the European Union.
- Thies, W. J. (2009). *Why NATO Endures*. Cambridge: Cambridge University Press.

<b>Course Name</b>	<b>European History I</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Compulsory BA-IR: Required optional BA-JM: Required optional BA-PS: Required optional BA-VA: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA: Equivalence: World History I / World History II / European History II				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mark Andrew Brandon, M.A. – 100 % prof. PhDr. Milada Polišíenská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is an interdisciplinary survey of the development of Europe from Late Antiquity to the end of the Middle Ages. In this course, we will look at the political, religious, economic, and cultural developments that together formed the civilization of medieval Europe. Consideration will be given to how the legacy of these developments subsequently defined the ‘construction of Europe’ to the present day. Lectures will be based mainly on primary source texts in English translation, as well as examples from art, architecture, music and literature.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of the important events and personalities that shaped the emergence of Europe from the Late Roman world through the Middle Ages</li> <li>• Discuss the development and organization of the political, economic, religious and cultural institutions of medieval society.</li> <li>• Distinguish between primary and secondary sources, and be able to use these materials to discuss historical events and issues.</li> <li>• Discuss the legacy of the Middle Ages in the modern construction of Europe</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: Deconstruction and reconstruction  Week 2 Late Antiquity: Rome’s political, economic &amp; cultural legacy  Week 3 The Christianization of Roman society  Week 4 Germanic society, and the Post-Roman World  Week 5 The Early Middle Ages, the Post-Roman development of Western Christendom  Week 6 Byzantium and Islam  Week 7 Merovingians to Carolingians  Week 8 The Breakdown of the Carolingian World  Week 9 The Central Middle Ages: the structure of medieval society  Week 10 Recovery: Cluny, The ‘Peace of God’ movement, Gregorian reform, pilgrimage and Crusades  Week 11 Centralizing kingdoms: England and France  Week 12 The “12<sup>th</sup>-Century Renaissance” and the revival towns</p>				

Week 13 The Late Middle Ages: The ‘Hundred Years War’, the Black Death, heresy and the beginnings of the Reformation  
Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Bennett, J., & Hollister, W. (2006). *Medieval Europe: A short history*. MacGraw Hill.
- le Goff, J. (2005). *The Birth of Europe*. Blackwell: Malden, 2005.

#### **Recommended**

- Bartlett, R. (1993). *The making of Europe*. London: Penguin.
- Bloch, M. (1961). *Feudal society*. Vol. 1. London: Routledge.
- Davies, N. (1997). *Europe: A history*. London: Pimlico.
- Duby, G. (1981). *The age of cathedrals*. Chicago: University of Chicago Press.
- Huizinga, J. (2001). *The autumn of the Middle Ages*. London: Penguin (first publ. 1924)
- Southern, R. W. (1970). *Western society and the church in the Middle Ages*. London: Penguin.

<b>Course Name</b>	<b>European History II</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Compulsory BA-IR: Required optional BA-JM: Required optional BA-PS: Required optional BA-VA: Required optional			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA: Equivalence: World History I / World History II / European History I				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	prof. PhDr. Milada Polišínská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišínská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course offers an introduction to the important themes and developments in European political, religious and social history from the Renaissance to the end of the twentieth century.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of some of the major themes and ideas– from the varieties of Christian doctrine through to fascism and communism –that underpinned society and inspired change, and how these notions and ideas altered over time.</li> <li>▪ Understand and analyse the decisive political, economic, social and political forces which have shaped modern Europe.</li> <li>▪ Place in context and lend perspective to the major religious, intellectual and political doctrines which have formed modern Europe.</li> <li>▪ Understand basic questions of historical methodology.</li> <li>▪ Demonstrate an awareness of common trends and distinctive patterns in the development of European regions and states.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction and Course Requirements Week 2 The Late Medieval World and the Renaissance Week 3 The Reformation and Counter-Reformation Week 4 Wars of Religion: Spain, The Thirty Years War and the Crisis of the 17th Century. Week 5 Absolutism and Enlightenment. Week 6 The Industrial Revolution Week 7 The French Revolution and Revolutionary Europe Week 8 Progress and Reaction in 19th Century Europe: Nationalism, Socialism and Industrialisation. Week 9 The First World War. Week 10 Fascism and the Radical Right in the Inter-War Period, 1919-39. Week 11 The Soviet Experiment, 1917-1939. Week 12 The Second World War, 1939-1945. Week 13 Cold War Europe, 1945-1989: From Division to Unity. Week 14 Final Exam</p>				



**Study literature and study aids**
**Required**

- Merriman, J. (2010). *A history of modern Europe: From the Renaissance to the Present*. New York & London: W. W. Norton.

**Recommended**

- Beaudoin, S. M. (ed.). (2003). *The Industrial Revolution: Problems in European civilisation*. New York: Houghton & Mifflin.
- Carr, E. H. (2010). *What is history? With a new introduction by Richard J. Evans*. London: Macmillan.
- Daniels, R. V. (ed.). (1990). *The Stalin revolution*. New York: Houghton & Mifflin.
- Elton, G. R. (2002). *The practice of history*. Oxford: Blackwell Publishing.
- Evans, R. J. (2000). *In defence of history. New Edition*. London: Granta Books.
- Hoffman, D. L. (ed.). (2000). *Stalinism: The Essential Readings*. Oxford: Blackwell Publishing.
- Hutchinson, J. & Smith, A. D. (eds.). (1995). *Nationalism*. Oxford: Oxford University Press.
- Janz, D. R. (ed.). (2008). *A Reformation reader: Primary texts with introductions*. 2<sup>nd</sup> Ed. Minneapolis: Fortress Press.
- Leffler, M. P., & Westad, O. A. (eds.). (2010). *The Cambridge history of the Cold War III – Endings*. Cambridge: Cambridge University Press.
- Overy, R. (2006). *Why the Allies won*. London: Pimlico.
- Rogers, C. J. (ed.). (1995). *The military revolution debate: Readings on the military transformation of early modern Europe*. Boulder: Westview Press.
- Wilson, P. H. (2009). *Europe's tragedy: A new history of the Thirty Years' War*. London: Penguin Books.

**Documentaries**

- *Civilisation: A Personal View* (BBC, 1969) – Part 4: Man the Measure of All Things.
- *Why the Industrial Revolution Happened Here* (BBC: Charles Colville, 2013).
- *The French Revolution* (History Channel, 2005).
- *The Necessary War* (BBC, 2014).
- *The Final Solution, Part 2* (ITV, 1978).

<b>Course Name</b>	<b>European Internal Security and Foreign Affairs</b>				
<b>Course Type</b>	BA-IR-EUS: Compulsory BA-PS-EUS: Compulsory		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D. – 100 % PhDr. Tereza Smejkalová, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to provide students an advanced knowledge of the European Internal Security and Foreign Affairs. It will focus on the Area of Freedom, Security and Justice, its opportunities and challenges, in particular on Schengen area, Police and Justice Cooperation, common asylum policy, the fight against organized crime, corruption, illegal migration and Union's role in the global context. The course will cover the procedures, instruments, actions and existing partnerships in these policy areas as well as provide an overall assessment of these policies within the general European integration framework.</p> <p>Throughout the course, students will be asked to read, analyze and critically reflect on various questions related to the EU's Internal and External Policy, its geographic scope; the values it declares and supports; its efficiency and areas for improvement.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the dynamics behind the EU's Internal Security and External Policies, its role as a global actor, including the EU's internal procedures and legal basis of its internal and external security policy.</li> <li>▪ Place in context and lend perspective to relevant EU actors and their areas of competence.</li> <li>▪ Apply theoretical perspectives of International Relations/European Studies to the EU's role and actions.</li> <li>▪ Understand and analyze the EU's role vis-à-vis its strategic partners as well as other actors in global politics.</li> <li>▪ Critically examine concrete areas of the EU's Internal Security particularly: the Schengen Area, Common Asylum Policy, Police and Justice cooperation, etc.</li> <li>▪ Critically examine specific cases of the EU's Foreign Policy, particularly in its neighbourhood, in the Middle East, in Asia etc.</li> <li>▪ Evaluate the efficiency of Europe's approach and action in global politics and suggest a way forward by using, among other sources, core readings and class debates.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction – European Union's internal and external policies, intergovernmentalism  Week 2 The Schengen Area and Area of Freedom Security and Justice  Week 3 International Crime and EU agencies  Week 4 Migration and Asylum Policies I  Week 5 Migration Crisis 2015-today  Week 6 European Foreign and Security Policy – Evolution and Institutions including EEAS  Week 7 Midterm Exam  Week 8 European Neighbourhood Policy</p>				

Week 9 EU Development and Aid  
 Week 10 Common Security and Defence Policy (and cooperation with NATO)  
 Week 11 EU, Member States and Citizen's Rights  
 Week 12 EU as an International Relations (and Security) Actor  
 Week 13 Student Presentations  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Keukeleire, S., & Delreux, T. (2014). *The Foreign Policy of the European Union*. Palgrave Macmillan
- Kaunert, C., Sarah, L., & Pawlak, P. (eds). (2012). *European Homeland Security: A European Strategy?* Routledge.

#### Recommended

- *EU Global Strategy*. (2016). Brussels: European Union.  
[https://eeas.europa.eu/archives/docs/top\\_stories/pdf/eugs\\_review\\_web.pdf](https://eeas.europa.eu/archives/docs/top_stories/pdf/eugs_review_web.pdf)
- Council of Europe. (2015). *Draft Council Conclusions on the Renewed European Union Internal Security Strategy 2015 – 2020*. Brussels: <http://data.consilium.europa.eu/doc/document/ST-9798-2015-INIT/en/pdf>
- Bindi, F. (eds). *The Foreign Policy of the European Union: Assessing Europe's Role in the World*. Washington D.C.: Brookings Institution Press.
- Bossong, R., Rhinard, M. (eds). (2016). *Theorizing Internal Security in the European Union*. Oxford University Press.
- Kaunert, C., & Zwolski, K. (2013). *The EU as a Global Security Actor: A Comprehensive Analysis beyond CFSP and JHA*. Palgrave.

<b>Course Name</b>	<b>European Literature I</b>		
<b>Course Type</b>	BA-HS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: British Literature / American Literature / European Literature II		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course introduces students to a wide range of European prose, poetry and drama from the medieval period through the 18<sup>th</sup> century. Emphasis is on close reading of texts and their placement in the context of the development of early modern European culture. All texts are in English (Chaucer will be read in Middle English) or translated into English</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of important movements, periods and authors across the range of European literature from 1200-1800.</li> <li>▪ Understand and analyze literature via close reading of texts, attuning themselves to nuances of meaning.</li> <li>▪ Place in context the great works of literature from cultures other than their own, enriching their own perspectives.</li> </ul> <p><b>Course Outline</b> Week 1 The Birth of European Vernacular Literature Week 2 The Birth of English Literature Week 3 Courtly Love Poetry Week 4 Renaissance Comedy Week 5 Renaissance Drama Week 6 Renaissance Epic Week 7 The 17<sup>th</sup> Century I Week 8 The 17<sup>th</sup> Century II Week 9 The 17<sup>th</sup> Century III Week 10 The 17<sup>th</sup> Century IV Week 11 The 18<sup>th</sup> Century: Birth of the Novel Week 12 The 18<sup>th</sup> Century: Satire Week 13 The 18<sup>th</sup> Century: Biography, Diary and Autobiography Week 14 The 18<sup>th</sup> Century: Drama</p>		

**Study literature and study aids**
**Required**

- Puchner, M. (ed.). (2014). *The Norton Anthology of Western Literature, Vol. 1*. New York: W.W. Norton (selections): Dante Alighieri, *Inferno* (excerpts)
- Francesco Petrarca. *Il Canzoniere*.  
<https://www.poetryintranslation.com/PITBR/Italian/Petrarchhome.php>
- Machiavelli, N., Shawn, W., & Machiavelli, N. (2000). *The mandrake*. New York: Dramatists Play Service.
- McCaughrean, G., & Marlowe, C. (2006). *Doctor Faustus*. Oxford: Oxford University Press.
- Camões, L. & Aubertin, J. J. (1978). *The Lusiads of Camoes*. London: Kegan Paul.
- Cervantes, S. M. (2012). *Adventures of Don Quixote de la Mancha*. Memphis: General Books.
- Milton. (1973). *Paradise Lost*. Macmillan. (Books 1, 9 and 12).
- Molière, & Racine, J. (1990). *The school for wives*. Chicago: Encyclopædia Britannica.
- Defoe, D. (1991). *Moll Flanders*. New York: Knopf.
- Voltaire. (2011). *Candide*. Gardners Books.
- Rousseau, J.-J. (2016). *Confessions*. Max Bollinger.
- von Goethe, J. W. (2004). *Faust*. London: Penguin.

**Recommended**

- Bloom, H. (1994). *The Western Canon*. New York: Harcourt Brace.
- Boswell, J., & Shewan, R. (1968). *The life of Samuel Johnson*. London: The Folio Society.
- Boswell, J., & Wain, J. (1993). *The journals of James Boswell: 1762-1795*. London: Mandarin Paperbacks.
- Curtius, E. R. (2014). *European Literature and the Latin Middle Ages*. Princeton, N.J.: Princeton University Press.
- Eliot, T.S. (1921). The Metaphysical Poets. *Times Literary Supplement*, Oct. 20.
- Hunt, P. (ed.) (2012). *The Inferno, by Dante. Critical Insights Series*. Pasadena: Salem Press.
- Puchner, M. (ed.) (2014). *The Norton Anthology of Western Literature, Vol. 1*. NY: W.W. Norton (selections): selected medieval Spanish ballads; selected Provençal troubadours; selected German Minnesingers.
- Wyatt, T., & Oswald, A. (2008). *Sir Thomas Wyatt: Poems*. London: Faber and Faber.

<b>Course Name</b>	<b>European Literature II</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: British Literature / American Literature / European Literature I				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course introduces students to a wide range of 19<sup>th</sup> and 20<sup>th</sup> century European prose, poetry and drama. Emphasis is on close reading of texts and their placement in the context of European cultural, societal and political trends since the Industrial Revolution. All texts are in English or translated into English.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of key periods in literary history across various European cultures and historical periods.</li> <li>▪ Understand and analyze literature via close reading of texts, attuning themselves to nuances of meaning.</li> <li>▪ Place in context the great works of literature from other cultures, enriching their own perspectives.</li> </ul> <p><b>Course Outline</b> Week 1 Romanticism I: Poetry Week 2 Romanticism II: Prose Week 3 Romanticism III: Folklore and Magic Week 4 From Romanticism to Realism Week 5 19<sup>th</sup> Century Realism I Week 6 19<sup>th</sup> Century Realism II Week 7 Symbolists, Decadents, Pre-Raphaelites and Pre-Moderns Week 8 Naturalism Week 9 Modernist and Surrealist Poetry Week 10 Modernist Prose I Week 11 Modernist Prose II Week 12 Postwar Poetry Week 13 Postwar Fiction Week 14 Postwar Drama</p>				

**Study literature and study aids**
**Required**

- Shelley, Mary. *Frankenstein, or the Modern Prometheus* (2014; 1831, 1818). Adelaide: University of Adelaide E-Books.
- De Vigny, A. (1973). *Poèmes Antique et Modernes, Les Destinées (Fr/Eng)*. Paris: Gallimard.
- Grimm, J., & Grimm, W. (2018). *Grimm's fairy tales*. New York: Sterling.
- Balzac, H. (2013). *The Red Inn*. Adelaide: The University of Adelaide Library.
- Ibsen, H. (2002). *Hedda Gabler*. New York, NY: Dramatists Play Service.
- Baudelaire, C. (1966). *Flowers of evil (Les fleurs du mal): Poems*. Philadelphia: Dufour.
- Strindberg, A. (2018). *Miss Julie*. Hern Books, Limited, Nick.
- Apollinaire, G., & Sorrell, M. (2015). *Selected poems*. New York, NY: Oxford University Press.
- Rilke, R. M. (1922). *Sonnets To Orpheus*. Temple, Robert (tr.) *Rainer Maria Rilke: The Sonnets To Orpheus*. Selected sonnets. URL: [https://www.sonnetstoorpheus.com/rainer\\_maria\\_rilke.html](https://www.sonnetstoorpheus.com/rainer_maria_rilke.html).
- Joyce, J., & Norris, M. (2006). *Dubliners: Authoritative text, contexts, criticism*. NY: W.W. Norton.
- Mann, T. (1922). *Stories of Three Decades*. London: Martin Secker & Warburg Ltd. "Felix Krull," 340-378.
- Brecht, B. (1964). *To posterity*. North Vancouver: Grouse Mountain Press.
- Calvino, I. (1993). *If On A Winter's Night A Traveler*. London: David Campbell.
- Beckett, S. (2019). *Waiting for Godot*. London: Faber & Faber.
- Havel, V. (1990). *Three Vaněk plays: Audience; Protest; Unveiling*. London: Faber and Faber.

**Recommended**

- Abrams, M. H. (2000). *The mirror and the lamp: Romantic theory and the critical tradition*. London: Oxford University Press.
- Puchner, M. (ed.). (2014). *The Norton Anthology of Western Literature, Vol. 1*. NY: W.W. Norton.
- Bloom, H. (1994). *The Western Canon*. New York: Harcourt Brace.
- Čapek, K. *R.U.R.* (2004 [1920]). London: Penguin Books.

<b>Course Name</b>	<b>European Music History &amp; Appreciation</b>			
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Midterm exam, presentation, active participation, forum discussion, concert report, attendance, final exam			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mgr. Kateřina Vanová – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce students to the world of music through listening and analysis, discussions, history context and watching of live performances. After a brief introduction of basic music elements, forms and instruments, it will provide an overview of major historical periods in Europe (Medieval, Renaissance, Baroque, Classical, Romantic and the 20<sup>th</sup> Century), and their main composers and compositions. In-class listening and virtual performances visits (unless real performances can be visited again) will improve students' critical thinking as well as understanding and appreciation of music.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Become familiar with music and society of main historical periods.</li> <li>▪ Understand the role and purpose of music in each period and recognize its major composers and compositions.</li> <li>▪ Learn concert etiquette (will be explained based on watching the live performances) and basic music terminology.</li> <li>▪ Frequent in-class listening will increase their music comprehension and appreciation.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Middle Ages – Christianity, Hussites</p> <p>Week 2 Renaissance</p> <p>Week 3 Baroque – Polish baroque, Czech and Slovak baroque, German music giants Bach and Händel</p> <p>Week 4 Classical – Czech emigration wave (political, social and historical context), Vienna with Haydn, Mozart and Beethoven</p> <p>Week 5 Romanticism – nationalism in music (Chopin etc.); Liszt; dance and folklore, operetta, Johann Strauss' family as a representative of Viennese culture</p> <p>Week 6 Czech national revival – historical background, music, theater groups, National Theatre</p> <p>Week 7 Bedřich Smetana – a founder of Czech national music</p> <p>Week 8 Antonín Dvořák – Smetana's successor and representative of Czech national music</p> <p>Week 9 Josef Suk, Zdeněk Fibich</p> <p>Week 10 Moravia – Leoš Janáček, roots of Gustav Mahler</p> <p>Week 11 Slovakia – fight for Slovak national music</p> <p>Week 12 Bohuslav Martinů – music during the first Czechoslovak Republic</p> <p>Week 13 20th Century influences – Alois Hába, Béla Bartók, etc.</p> <p>Week 14 Terezín school, Liberated Theatre, music during communist dictatorship</p>			



<b>Study literature and study aids</b>	
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**Required**

- Kamien, R., & Kamien, A. (2018). *Music: An appreciation*. New York: McGraw-Hill Education.
- Kittnarová, O. (2007). *A history of music in outlines*. Praha: Karolinum.

**Recommended**

- Bernstein, L. (2007). *The Infinite Variety of Music*. New York: Amadeus Press.
- Walsh, T. J. (1981). *Second Empire Opera: The Théâtre Lyrique Paris 1851 – 1870*. London: John Calder, New York: Riverrun Press
- Legány, D. (1997). *Ferenc Liszt and his country: 1869-1873*. Vinkeveen: Franz Liszt Kring.
- Landon, H. C. R. (1990). *Mozart's last year: 1791*. London: Flamingo.
- Dvořák, O., & Polansky, P. J. (1993). *Antonín Dvořák, my father*. Spillville, Iowa: Czech Historical Research Center.
- Beckerman, M. B. (1993). *Dvořák and his world*. Princeton, N.J: Princeton University Press.
- Beckerman, M. (2012). *Janacek and His World*. Princeton University Press.
- Holzknacht, V., & Jiříček, E. (1977). *Antonín Dvořák*. Prague: Orbis.
- Tyrrell, J. (1988). *Czech opera*. Cambridge: Cambridge University Press.
- Locke, B. S. (2012). *Opera and Ideology in Prague: Polemics and Practice at the National Theater, 1900-1938*. Cambridge: Cambridge University Press.

<b>Course Name</b>	<b>European Political Order</b>				
<b>Course Type</b>	BA-IR-EUS: Required optional BA-PS-EUS: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-EUS: Equivalence: Germany in the Modern World BA-PS-EUS: Equivalence: Germany in the Modern World				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to look at the European Union (EU) as a sui generis political order that goes beyond traditional international organization set-up but still falls short of the usual liberal democratic political order of nation states as we know them.</p> <p>This course builds on introductory courses on European integration seeking to deepen the already acquired knowledge and Throughout the course we will explore the complexities of EU’s decision- making processes across policy fields and its unique institutional structures; relationships between member states and the EU; relationships between citizens and the EU including European identity and public spheres; the nature of political organization across policy fields covering concepts from multilevel governance to multispeed Europe. All of the concepts will be illustrated on real-life cases and covered by research studies supplementing theoretical explanations and understandings of European integration including recent critical theory approaches.</p> <p>Last but not least, this course seeks to address the problems related to and stemming from European integration such as democratic deficit of the current European political order, legitimacy of decisions and policies, normative foundations of and justice in European Union.</p> <p>The whole course seeks to intertwine and connect the covered topics to offer a complex image of political aspects of European integration from multiple perspectives.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand European integration in its complexity – connect the knowledge across policies, across institutions into one meaningful whole</li> <li>▪ understand the institutional architecture of the European Union and institutional competences across policy areas</li> <li>▪ approach integration processes from at least two theoretical perspectives – practice critical thinking</li> <li>▪ understand and explain the pitfalls of European political order including its democratic legitimacy and citizens’ role</li> <li>▪ conduct their own research inquiries in European integration topics – research and communication skills</li> <li>▪ understand normative aspect of European integration</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and course preparation</p> <p>Week 2 Government, governance, polity, order, institutions (institutionalism) and power</p> <p>Week 3 European Citizenship and public sphere</p> <p>Week 4 European identity</p> <p>Week 5 Democracy and democratic deficit</p>				

Week 6 Legitimacy / Accountability  
 Week 7 Justice and rule of law (treaties, ECJ decisions)  
 Week 8 Midterm exam  
 Week 9 Normative foundations of political order  
 Week 10 Social and societal aspects of European integration (solidarity etc.)  
 Week 11 EU institutions and agencies – division of power executive, legislative, judicial Relationship between MS and EU (sovereignty)  
 Week 12 Political Order – multispeed Europe, multilevel governance, regionalism, two-speed Europe, supranational, intergovernmental, medieval Europe, cosmopolitanism, global democracy  
 Week 13 Organizational theories (functionalism, liberalism, critical approaches)  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Bellamy, R., & Lacey, J. (eds.). (2017). *Political Theory and the European Union*. Routledge.
- Nugent, N. (2017). *Government and Politics of the European Union*. Palgrave Macmillan.
- Olsen, J. P. (2017). *Democratic Accountability, Political Order, and Change. Exploring Accountability Processes in an Era of European Transformation*. Oxford University Press.

#### Recommended

- Olsen, J. P. (2007). *Europe in Search of Political Order. An institutional perspective on unity/diversity, citizens/their helpers, democratic design/historical drift and the co-existence of orders*. Oxford University Press.
- Eriksen, E. O., Joerges, C., & Rödl, F. (eds.). (2008). *Law, Democracy and Solidarity in a Post-national Union. The unsettled political order of Europe*. Routledge.
- Héritier, A., & Rhodes, M. (eds.). (2011). *New Modes of Governance in Europe. Governing in the Shadow of Hierarchy*. Palgrave Macmillan.
- Jones, E., Anand, M., & Weatherill, S. (eds.). (2012). *The Oxford Handbook of the European Union*. Oxford University Press.
- Jorgensen, E. O., Pollack, M., & Rosamond, B. J. (2007). *The SAGE Handbook of European Union Politics*. Sage Publications.

<b>Course Name</b>	<b>European Union Policies</b>				
<b>Course Type</b>	BA-IR-EUS: Compulsory BA-PS-EUS: Compulsory		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Zuzana Fellegi, LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the course is to provide a solid understanding of the EU institutions, decision-making and key policies in the light of main theories used in the EU studies. The course builds upon the EU integration history course and it is divided into two parts. First – introductory part reviews milestones and logic of the EU integration; examines main integration theories and explores the EU institutions and formal as well as informal decision-making process and its shortcomings. Second part is devoted to the key EU policies including trade, agriculture, monetary policy, foreign policy and defense.</p> <p>All individual topics will be supplemented with concrete case studies analyzing major current problems and trends such as Eurocrisis, Brexit, migration crisis, Euroscepticism and extremism, energy security, etc.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ assess the process of the EU integration in the light of main theories used in EU studies</li> <li>▪ understand the EU institutional processes and their impact on European, as well as non-European states and citizens</li> <li>▪ critically analyze the EU’s key policies and their internal and external impact</li> <li>▪ understand main political processes and major trends in the EU</li> <li>▪ provide possible solutions of present problems concerning the EU</li> <li>▪ contribute effectively to the larger public conversation about the role and future development of the EU</li> <li>▪ demonstrate effective writing and presentation skills</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 History and logic of the EU integration  Week 2 EU institutional architecture &amp; democratic deficit  Week 3 EU decision-making: Supranationalism vs Intergovernmentalism  Week 4 EU theoretical approaches  Week 5 EU single market; European citizenship and identity  Week 6 Trade as a core policy  Week 7 Midterm exam  Week 8 Agricultural policy and regional development  Week 9 European monetary union  Week 10 EU energy policy  Week 11 Foreign policy and defense</p>				

Week 12 EU migration policy and area of freedom, security & justice (AFSJ)

Week 13 EU Neighbourhood policy(ENP); further EU enlargement and exits

Week 14 Final exam

### Study literature and study aids

#### **Required**

- Bomberg, E. E., & Stubb, A. C.-G. (2003). *The European Union-- how does it work?* Oxford: Oxford University Press.
- Cini, M., & Perez-Solorzano Borragan, N. (2013). *European Union Politics*. Oxford University Press.
- Dinan, D. (2014). *Origins and evolution of the EU*. Oxford: Oxford University Press.
- Hix, S., & Hoyland, B. (2011). *The political system of the European Union*. Basingstoke: Palgrave Macmillan.
- Wallace, H., Pollack, M., & Young, A. (2010). *Policy-Making in the European Union*. Oxford University Press.

#### **Recommended**

- Bache, I., & Bulmer, S. (2015). *Politics in the European Union*. Oxford: Oxford University Press.
- Bickerton, C., Hodson, D., & Puetter, U. (2015). *The New Intergovernmentalism: States and Supranational Actors in the Post-Maastricht Era*. Oxford: Oxford University Press.
- Craig, P. (2013). *The Lisbon Treaty: law, politics, and treaty reform*. Oxford: Oxford University Press.
- Foster, N. (2015). *EU law*. Oxford: Oxford University Press.
- Habermas, J. (2012). *The crisis of the European Union: a response*. Polity Press.
- Keukeleire, S. (2014). *The foreign policy of the European Union*. Basingstoke: Palgrave Macmillan.
- Knud, E., & Aarstad, A. (2015). *The SAGE handbook of European foreign policy*. Vol.1. Los Angeles: SAGE.
- Lagadec, E. (2013). *Transatlantic relations in the 21st century: Europe, America and the rise of the rest*. London; New York: Routledge.

<b>Course Name</b>	<b>Fashion Law and Business</b>				
<b>Course Type</b>	BA-BA-IBL: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Charles Lamento, J.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The international expansion of luxury and fashion products demands that fashion professionals gain knowledge of the essential laws/legal procedures involved in operating a fashion business, as the creation, production, sales and promotion of the fashion product takes place in many jurisdictions around the world, where the laws are as diverse as the countries themselves.</p> <p>The course will be taught through the use of practical based lectures and workshops, participants will analyze the essential laws/legal procedures that affect the fashion business, including, but not limited to, commercial and company law, intellectual property law, trademark law, employment and labor law, licensing, merchandising, import and export law, distribution agreements, safety, sustainability and consumer protection issues.</p> <p>Participants will also gain knowledge of the technical and theoretical concepts they need to advise and develop a fashion company strategy, including the development of the fashion business supply chain and sale of the fashion product, evaluated from a US and European perspective. It will also be likely that some participants in the course, who are currently working in the fashion industry, will bring their real-life experiences to the course that will enrich their own performance within a fashion business; newly acquired knowledge from the world of fashion will inform their skills in the field. Including the knowledge to inform startups in the fashion industry, while contributing to the overall improvement of fashion law.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Critically analyze fashion-specific legal advice to meet the challenges of issues facing fashion companies in international contexts;</li> <li>▪ Understand the concept of luxury in the global luxury goods market and critically analyze the different luxury business models and growth strategies suitable for mature and/or emerging luxury goods markets;</li> <li>▪ Appraise the concept of creativity applied to fashion and luxury products and evaluate how companies manage product design, manufacturing processes, commercialization and promotion options in a sustainable way;</li> <li>▪ Research and evaluate case studies where the development of an ethical approach to the market has increased brand value;</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Survey of Fashion Law I: key issues –trends –terminology Fashion Entrepreneurship: Starting &amp; Developing the Business Intellectual Property</p> <p>Week 2 Survey of Fashion Law II: key issues –trends –terminology Fashion Entrepreneurship: Starting &amp; Developing the Business Intellectual Property</p> <p>Week 3 Trademark &amp; Trade Dress, Copy Rights, Design, Utility Patents and Trade Secrets I</p> <p>Week 4 Trademark &amp; Trade Dress, Copy Rights, Design, Utility Patents and Trade Secrets II</p>				

Week 5 Fashion Design and Manufacturing Process, Design Piracy, Counterfeiting and Litigation Strategies I  
 Week 6 Midterm Examination  
 Week 7 Fashion Design and Manufacturing Process, Design Piracy, Counterfeiting and Litigation Strategies II  
 Week 8 Marketing, Advertising, Promotion, False Advertising, Retail Sales & Commercial Leasing for Fashion, Real-estate and E-Commerce I  
 Week 9 Marketing, Advertising, Promotion, False Advertising, Retail Sales & Commercial Leasing for Fashion, Real-estate and E-Commerce II  
 Week 10 Global Sourcing & Intl. Trade, Import & Customs, Intl. Development of Fashion Business II  
 Week 11 Intl. Fashion Law: Brand Protection regarding China, Italy, Germany, United Kingdom, France I  
 Week 12 Intl. Fashion Law: Brand Protection regarding China, Italy, Germany, United Kingdom, France II  
 Week 13 Examination Review and Questions about a career in Fashion  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Jimenez, G. C. (2010). *Fashion law: A guide for designers, fashion executives and attorneys*. New York: Fairchild.
- Herzeca, L. F., & Hogan, H. S. (2013). *Fashion law and business: Brands & retailers*. New York: Practising Law Institute.
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#### Recommended

- Colman, C. (2015). *Law of Fashion*. <http://lawoffashion.com>
- *Cardozo Arts & Entertainment Law Journal*. NY: Yeshiva University Benjamin N. Cardozo School of Law. 1982-. ISSN 0736-7694. <http://www.cardozoelj.com>
- Carvalho Abreu, L. (ed). (2018). *Fashion Law: When fashion meets fundamental right*. <http://www.fashionmeetsrights.com>
- *Czech Fashion Designers*. (n.d.). <http://en.svoboda-williams.com/lifestyle/category/83-fashionand-accessories/88-czech-fashion-designers/>
- European Commission. (2018). *Textiles, Fashion and Creative Industries*. [http://ec.europa.eu/growth/sectors/fashion\\_en](http://ec.europa.eu/growth/sectors/fashion_en)
- *Fashionista* [blog]. (2018). <http://fashionista.com>
- *Fashion Incubator: Lessons from the Sustainable Factory Floor* [blog]. <http://fashion-incubator.com>
- Fox Rothschild. (2018). *Fashion Law*. <https://www.foxrothschild.com/fashion-law/>
- Jimenez, G. C. (ed.). (2010). *Fashion Law Center: Companion Blog for "Fashion Law: A Guide for Designers, Fashion Executives and Attorneys" (Fairchild, 2010)* [blog]. <http://afterwords.typepad.com/fashionlaw>
- Nizer, P. (2014). *Fashion Industry Law Blog: Apparel, Accessories, Textiles + More. Legal + Business Commentary*. <http://fashionindustrylaw.com/resources/>
- Scafidi, S. (2005). *Counterfeiting chic* [blog]. <http://counterfeitichic.com>

#### Online resources

- Asociace textilního-oděvního-kožedělného průmyslu. (2005). <http://www.atok.cz>
- British Fashion Council. (n.d.). <http://www.britishfashioncouncil.com>
- Council of Fashion Designers of America. (2016). <http://cfda.com/about>
- Fashion Group International. (2018). <http://www.fgi.org>
- Vyšší odborná škola oděvního návrhářství a Střední průmyslová škola oděvní [The College of Fashion Design and Secondary School of Fashion]. (2009). <http://www.vosonspso.cz/en/voson/>
- Fox Williams. (n.d.). *Useful Links*. [http://www.fashionlaw.co.uk/site/useful\\_links/](http://www.fashionlaw.co.uk/site/useful_links/)
- International Association of Clothing Designers and Executives. (2016). <http://iacde.net>
- Vysoká škola uměleckoprůmyslová v Praze [Academy of Arts, Architecture, Design in Prague]. (2018). <https://www.umprum.cz/web/en/umprum/applied-arts>



<b>Course Name</b>	<b>Feature &amp; Beat Reporting</b>				
<b>Course Type</b>	BA-JM-JRN: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Michael Kahn, M.S. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course continues the basic reporting and writing skills taught in Reporting 1 and 2, focusing on beat reporting and feature writing, two cornerstones of journalism. Student reporters will work with <i>Lennon Wall</i> editors and the Instructors and their involvement in teaching to provide stories to <i>Lennon Wall</i>, resulting in publications („clips“) that students can use to get internships and jobs in the future. The lab is run like a newspaper where students have beats they cover and produce content for print and the web version of <i>LW</i>. Students should pursue both spot news and feature stories.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ cover a professional news beat (an area of coverage) with diligence and accuracy.</li> <li>▪ write multiple stories on deadline.</li> <li>▪ work closely with an editor to produce a finished product.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: What is a beat?  Week 2 Reporting and Research  Week 3 Reporting and Research  Week 4 Identifying sources  Week 5 Conducting Effective Interviews  Week 6 Proper use of quotes  Week 7 Story Structure  Week 8 Developing Sources  Week 9 Enterprise Reporting  Week 10 Enterprise reporting 2  Week 11 Finding Features in Your Beat  Week 12 Finding Features in Your Beat 2  Week 13 Finding Features in Your Beat 3  Week 14 Conclusion</p>				



**Study literature and study aids****Required**

- Brooks, B. S., Kennedy, G., Moen, D. R., Ranly, D., & Missouri Group (2017). *News reporting and writing*. Boston: Bedford/St. Martin's
- Rich, C. (2015). *Workbook for writing and reporting news: A coaching method*. Cengage Learning.
- Rich, C. (2016). *Writing and reporting news: A coaching method*. Cengage Learning.

**Recommended sources:**

- *Lennon Wall*
- *The New York Times*
- *The Economist*
- *Prague Daily Monitor*
- *Transitions Online*
- [globalvoicesonline.org](http://globalvoicesonline.org)
- [euobserver.com](http://euobserver.com),
- [voxeurop.eu](http://voxeurop.eu)

<b>Course Name</b>	<b>Film Studio Research Projects—Directed Study</b>				
<b>Course Type</b>	BA-VA-FIL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Seminars
<b>Assessment methods and other requirements</b>	Term project, presentations, active participation, attendance				
<b>Course Guarantor</b>	prof. MgA. Marek Jícha				
<b>Involvement of the Course Guarantor in teaching</b>	50 %				
<b>Instructors and their involvement in teaching</b>	prof. MgA. Marek Jícha – 50 % MgA. Veronika Bromová – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is meant to prepare those students choosing a film/video art concentration to develop and present a final project in the form of a film/video project, with the second semester devoted to the complete realization of the project.</p> <p>The course can take the form of workshops by the coordinator and guest artists working in film/video. Besides this, time is set aside for one-on-one mentoring with an individual student at regular weekly sessions; or the course can take the form of a small group wherein all members follow each other's progress and eventually help each other on projects as crew members.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the steps involved in developing a short film/video project</li> <li>▪ Complete a thorough treatment in preparation for the film/video project</li> <li>▪ Imagine different forms that the treatment and the realisation of the project could take</li> <li>▪ Understand the steps involved in preparing for its realisation</li> <li>▪ Understand the steps involved in realizing the production,</li> <li>▪ Pitch a developed art film/video project in order to gain interest/support in its making</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Understanding the task at hand, assessing the students' resources in terms of past experience with filmmaking and her level of prior investigation/fieldwork into the proposed topic</p> <p>Week 2 Finding one's subject/Exploring possibilities (Workshop 1)</p> <p>Week 3 Finding one's subject/Exploring possibilities (Workshop 2) Discussion of the form/mode in which to explore the subject/present the material (participatory, expository, poetic, observational, reflexive</p> <p>Week 4 Finalizing the subject/ Discussion of particular mode in which to explore it (participatory, expository, poetic/impressionistic, observational, reflexive). (Workshop 3).</p> <p>Week 5 Finalizing the subject/ Discussion of particular mode in which to explore it (participatory, expository, poetic/impressionistic, observational, reflexive) Further discussion of styles in which to develop the topic, preliminary outline for a treatment</p> <p>Week 6 Discussion of styles in which to develop the subject, preliminary outline for a treatment, consideration of production variables and alternative styles and plans; consideration of ethical issues related to the film. (Workshop 4)</p> <p>Week 7 Developing the treatment, for silent or narration/ laying out a possible sequence in which the subject is explored</p> <p>Week 8 Developing the treatment, researching practical matters (available subjects, locations). (Workshop 5)</p>				

Finalizing the treatment, considering narrative and practical needs (equipment, crew, access to people and locations)

Week 9 Finalizing the treatment, considering practical needs (equipment, crew, access to people and locations)

*For advanced students:*

*Preparing to pitch / consider the possibility to film one short take or capture one aspect of the issue or location in which to gain interest in the project/ possible funding*

Week 10 Finalizing the treatment, considering practical needs (equipment, crew, access to people and locations)

*For advanced students:*

*Preparing to pitch / consider the possibility to film one take or capture one aspect of the issue or location.*

Week 11 Presentation of treatment with optimal production conditions

*For advanced students:*

*Possibly filming one interview or capturing one aspect of the issue or location*

Week 12 Presentation of alternate version of treatment (imagining alternative production conditions or different style)

*For advanced students:*

*Possibly filming one interview or capturing one aspect of the issue or location*

Week 13 Preparing an outline from which to pitch the treatment

*For advanced students:*

*Possibly filming one interview or capturing one aspect of the issue or location*

Pitching the treatment including screening one shot or interview segment within projected film project

Week 14 Evaluation of project with artist/mentor

#### **Study literature and study aids**

##### ***Required***

- Schenk, A., & Long, B. (2020). *The Digital Filmmaking Handbook* (6th ed.). Charles River Media.

##### ***Recommended***

- Proferes, N. T. (2018). *Film directing fundamentals: From script to screen.* (4 ed.). Routledge.

##### ***Recommended movies by***

- Jean Cocteau
- Andy Warhol
- David Lynch
- Salvador Dali
- Julian Schnabel ad.

<b>Course Name</b>	<b>Film &amp; Video Art Final Project</b>				
<b>Course Type</b>	BA-VA-FIL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	prof. MgA. Marek Jícha				
<b>Involvement of the Course Guarantor in teaching</b>	50 %				
<b>Instructors and their involvement in teaching</b>	prof. MgA. Marek Jícha – 50 % MgA. Veronika Bromová – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is meant to prepare those students choosing a film concentration in Visual Art Studies to develop and present a final project in the form of a film or video art for exhibition/projection at the end of studies. The course can take the form of one-on-one mentoring with an individual student at regular weekly sessions; or the course can take the form of a small group wherein all members follow each other's progress and eventually help each other on projects as crew members.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the steps involved in developing a short film/video art project,</li> <li>▪ Understand the steps involved in preparing for its realisation</li> <li>▪ Understand the steps involved in realizing the production</li> <li>▪ Realize one segment (introductory) or all (advanced) of the film/video art project</li> <li>▪ Exhibition or projection of the film/video art project for audience at the final exhibition of studies</li> </ul> <p>Advanced students: Depending on the previous skills of the student, and the feasibility of realizing the project within budget and time restraints, the student will also be able to:</p> <ul style="list-style-type: none"> <li>▪ Prepare for the execution of a film/video project by acquiring a budget, equipment, subject, location and crew</li> <li>▪ Shoot material related to the subject in the chosen style</li> <li>▪ Post-produce the footage into sequences which develop the documentary with quality sound and a consistent style of editing</li> <li>▪ Upload the material</li> </ul> <p><b>Course Outline</b></p> <p><b>Course Outline for students at an <u>Introductory level</u> of filmmaking – course is designed to prepare students to develop a short film/video art project with a developed treatment, with accompanying shots related to the film project</b></p> <p>Week 1 Understanding the task at hand, assessing the students' resources in terms of past experience with filmmaking and her level of prior investigation/fieldwork into the proposed topic</p> <p>Week 2 Treatment is assessed with possible variations</p> <p>Week 3 Preparation to shoot one scene or content related to issue</p> <p>Week 4 Shooting</p>				

- Week 5 Exploring resources for the execution of the project (funding, equipment, locations, crew etc.)
- Week 6 Developing a pre-production plan with proposed shot list (considering access to equipment, location, people)
- Week 7 Shooting
- Week 9 Shooting
- Week 10 Post-production of material shot
- Week 11 Post-production of material shot
- Week 12 Consultation with artist/mentor for exhibition of the work in the context of final art studies exhibition
- Week 13 Consultation with curatorial expertise for the placement/location of the final projection
- Week 14 Evaluation of the project

***Course Outline for Students at Advanced level of experience: course is designed to prepare student to complete a short documentary of approximately 20 minutes in length***

- Week 1 Understanding the task at hand, assessing the students' resources
- Week 2 Exploring resources for the execution of the project (funding, equipment, locations, crew etc.)
- Week 3 Developing a pre-production plan with proposed shot list (considering access to equipment, location, people)
- Week 4 Developing a pre-production plan with proposed shot list (considering access to equipment, location, people)
- Week 5 Presenting/Finalizing the shooting plan (wd include sequences to shoot, questions to explore, interview material/collaboration with the subject, crew list)
- Week 6 Shooting
- Week 7 Shooting
- Week 8 Shooting
- Week 9 Shooting
- Week 10 Post-production – consultation with mentor on editing and sound
- Week 11 Post-production – consultation with mentor on editing and sound
- Week 12 Post-production – consultation with mentor on editing and sound
- Week 13 Post-production – consultation with mentor on editing and sound / Discussion on means of distribution
- Week 14 Presentation of final film project / Eventual distribution

**Study literature and study aids**

***Required***

- Schenk, A., & Long, B. (2020). *The Digital Filmmaking Handbook* (6th ed.). Charles River Media.

***Recommended***

- Proferes, N. T. (2018). *Film directing fundamentals: From script to screen*. (4 ed.). Routledge.

***Recommended movies by***

- Jean Cocteau
- Andy Warhol
- David Lynch
- Salvador Dali
- Julian Schnabel ad.

***Study aids***

- Student's own digital camera

<b>Course Name</b>	<b>Final Film Project I</b>				
<b>Course Type</b>	BA-JM-FSV: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Film Language				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mary Angiolillo, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is meant to prepare those students choosing a film concentration to develop and present a final project in the form of a documentary treatment, with the second semester devoted to the partial or complete realization of the documentary. The course can take the form of one-on-one mentoring with an individual student at regular weekly sessions; or the course can take the form of a small group wherein all members follow each other's progress and eventually help each other on projects as crew members.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the steps involved in developing a documentary film project</li> <li>▪ Complete a thorough treatment in preparation for the documentary</li> <li>▪ Imagine different forms that the treatment and the realisation of the documentary could take</li> <li>▪ Understand the steps involved in preparing for its realisation</li> <li>▪ Understand the steps involved in realizing the production,</li> <li>▪ Pitch a developed documentary project in order to gain interest/support in its making</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Understanding the task at hand, assessing the students' resources in terms of past experience with filmmaking and her level of prior investigation/fieldwork into the proposed topic</p> <p>Week 2 Finding one's topic/Exploring possibilities (Portrait of person/group/place? Investigation or Reportage of an issue? (Current or historical?)</p> <p>Week 3 Finding one's topic/Exploring possibilities (Portrait of person/group/place? Investigation or Reportage of an issue? (Current or historical?) Discussion of the form/mode in which to explore the topic/present the material (participatory, expository, poetic, observational, reflexive / Discussion ethical issues related to topics</p> <p>Week 4 Finalizing the topic/ Discussion of particular mode in which to explore it (participatory, expository, poetic/impressionistic, observational, reflexive)</p> <p>Week 5 Finalizing the topic/ Discussion of particular mode in which to explore it (participatory, expository, poetic/impressionistic, observational, reflexive) Further discussion of styles in which to develop the topic, preliminary outline for a treatment.</p> <p>Week 6 Further discussion of styles in which to develop the topic, preliminary outline for a treatment, consideration of production variables and possible alternative styles and plans; consideration of ethical issues related to the film</p> <p>Week 7 Developing the treatment, emphasis on narration/ laying out a possible sequence in which the subject is explored</p>				

- Week 8 Developing the treatment, researching practical matters (available subjects, locations) Finalizing the treatment, considering narrative and practical needs (equipment, crew, access to people and locations)
- Week 9 Finalizing the treatment, considering narrative and practical needs (equipment, crew, access to people and locations) For advanced students: Preparing to pitch / consider the possibility to film one interview or capture one aspect of the issue or location in which to gain interest in the project/ possible funding
- Week 10 Finalizing the treatment, considering narrative and practical needs (equipment, crew, access to people and locations) For advanced students: Preparing to pitch / consider the possibility to film one interview or capture one aspect of the issue or location in which to gain interest in the project/ possible funding
- Week 11 Presentation of treatment with optimal production conditions. For advanced students: Possibly filming one interview or capturing one aspect of the issue or location
- Week 12 Presentation of alternate version of treatment (imagining alternative production conditions or different style, different. For advanced students: Possibly filming one interview or capturing one aspect of the issue or location
- Week 13 Preparing an outline from which to pitch the treatment. For advanced students: Possibly filming one interview or capturing one aspect of the issue or location. Pitching the treatment including screening one shot or interview segment within projected film project.
- Week 14 Evaluation of project with mentor

Note: Advanced students move to actual pitching in week 13 with mock or real forum of documentary filmmakers, while introductory students have completed treatment with variations. Advanced students have moved through material quicker in order to include shooting one interview or capturing one aspect of the issue or location within the course of the semester.

<b>Study literature and study aids</b>	
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**Required**

- Barbash, I., & Taylor, L. (2004). *Cross-cultural filmmaking: A handbook for making documentary and ethnographic films and videos*. Berkeley: Univ. of California Press.

<b>Course Name</b>	<b>Final Film Project II</b>			
<b>Course Type</b>	BA-JM-FSV: Compulsory		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Final Film Project I			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>	prof. MgA. Marek Jícha			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. MgA. Marek Jícha – 50 % Mary Angiolillo, Ph.D. – 50 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is meant to prepare those students choosing a film concentration to develop and present a final project in the form of a documentary treatment and the partial or complete realization of the documentary. The course can take the form of one-on-one mentoring with an individual student at regular weekly sessions; or the course can take the form of a small group wherein all members follow each other's progress and eventually help each other on projects as crew members.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the steps involved in developing a documentary film project,</li> <li>▪ Understand the steps involved in preparing for its realisation</li> <li>▪ Understand the steps involved in realizing the production</li> <li>▪ Realize one segment (introductory) or all (advanced) of the documentary film project</li> <li>▪ (Introductory) Pitch a developed documentary project in order to gain interest/support in its making</li> </ul> <p>Advanced students: Depending on the previous skills of the student, and the feasibility of realizing the project within budget and time restraints, the student will also be able to:</p> <ul style="list-style-type: none"> <li>▪ Prepare for the execution of the documentary film project by acquiring a budget, equipment, subject, location and crew</li> <li>▪ Shoot material related to the subject in the chosen style</li> <li>▪ Post-produce the footage into sequences which develop the documentary with quality sound and a consistent style of editing</li> </ul> <p><b>Course Outline</b></p> <p><i>Course outline for students at an <u>Introductory level</u> of filmmaking – course is designed to prepare student to pitch a highly developed treatment, with accompanying shots related to proposed documentary</i></p> <p>Week 1 Understanding the task at hand, assessing the students' resources in terms of past experience with filmmaking and her level of prior investigation/fieldwork into the proposed topic</p> <p>Week 2 Treatment is assessed with possible variations</p> <p>Week 3 Preparation to shoot one interview or content related to issue</p> <p>Week 4 Preparation to shoot one interview or content related to issue</p>			



- Week 5 Exploring resources for the execution of the project (funding, equipment, locations, crew etc.)
- Week 6 Developing a pre-production plan with proposed shot list (considering access to equipment, location, people)
- Week 7 Shooting
- Week 9 Shooting
- Week 10 Post-production of material shot
- Week 11 Post-production of material shot
- Week 12 Preparation for pitch
- Week 13 Pitch before mock or real panel
- Week 14 Evaluation of the project

*Course Outline for Students at Advanced level of experience: course is designed to prepare student to complete a short documentary of approximately 20 minutes in length*

- Week 1 Understanding the task at hand, assessing the students' resources
- Week 2 Exploring resources for the execution of the project (funding, equipment, locations, crew etc.)
- Week 3 Developing a pre-production plan with proposed shot list (considering access to equipment, location, people)
- Week 4 Developing a pre-production plan with proposed shot list (considering access to equipment, location, people)
- Week 5 Presenting/Finalizing the shooting plan (wd include sequences to shoot, questions to explore, interview material/collaboration with the subject, crew list)
- Week 6 Shooting
- Week 7 Shooting
- Week 8 Shooting
- Week 9 Shooting
- Week 10 Post-production – consultation with mentor on editing and sound
- Week 11 Post-production – consultation with mentor on editing and sound
- Week 12 Post-production – consultation with mentor on editing and sound
- Week 13 Post-production – consultation with mentor on editing and sound / Discussion on means of distribution
- Week 14 Presentation of final film project / Eventual distribution

<b>Study literature and study aids</b>	
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**Required**

- Barbash, I., & Taylor, L. (2004). *Cross-cultural filmmaking: A handbook for making documentary and ethnographic films and videos*. Berkeley: Univ. of California Press.

<b>Course Name</b>	<b>Financial Accounting</b>				
<b>Course Type</b>	BA-BA: Compulsory			<b>doporučený ročník</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Larisa Svobodová, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The objective of this course is to acquaint students with the development and analysis of financial statements. Accounting concepts and terminology will be stressed. This course concentrates on the application of accounting theory, standards, principles, and procedures to accounting problems.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define, describe and interpret financial accounting Concepts, principles and theory</li> <li>▪ Demonstrate the above concepts in application to accounting transactions and Financial Statements</li> <li>▪ Perform the entire Accounting Cycle from accounting entries to the preparation of complete set of Financial Statements (Income Statement, Balance Sheet, Statement of Retained Earnings, and Cash Flow Statement)</li> <li>▪ Analyze Financial Statements</li> <li>▪ Interpret Financial Analysis</li> </ul> <p><b>Course Outline</b> Week 1 Accountants and Accounting Information Overview Week 2 Recording Business Activity Week 3 Journal Entries Week 4 Accruals and accounting concepts Week 5 Adjusting the trial balance Week 6 Midterm exam Week 7 The income statement Week 8 The balance sheet Week 9 Analysing and Reporting Owner's Equity Week 10 Projects Week 11 Projects Week 12 Financial Statement Analysis Week 13 Final exam review session Week 14 Final Exam</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Alexander, D., &amp; Nobes, C. (2004). <i>Financial accounting: an international introduction</i>. Pearson Education.</li> <li>▪ Weygandt, J. J., Kimmel, P. D., &amp; Kieso, D. E. (2011). <i>Financial accounting</i>. Hoboken, NJ : Wiley.</li> </ul>				

***Recommended***

- ACCA. (2013). *Paper F3 Int/UK: Financial accounting (FA)*. Wokingham, UK: Kaplan.
- Gowthorpe, C. (2005). *Financial accounting for non-specialists*. Australia; United Kingdom : Thomson.
- *IFRS and US GAAP: Similarities and differences*. (2015). PWC. Retrieved form: <http://www.pwc.com/us/en/cfodirect/assets/pdf/accounting-guides/pwc-ifs-us-gaap-similarities-and-differences-2015.pdf>
- Jeter, D. C., & Chaney, P. K. (2012). *Advanced accounting*. Hoboken, N.J. : Wiley.

<b>Course Name</b>	<b>Financial Reporting and Analysis</b>				
<b>Course Type</b>	BA-BA-ACF: Compulsory BA-BA-ECF: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Pietro Andrea Podda, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pietro Andrea Podda, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>An introductory course with practical applications on financial statements reporting and analysis. The course draws on the CFA Institute curriculum and is designed to provide the students with the necessary concepts and tools to analyze publicly-listed companies, from assessing past financial performance to projecting future performance and to undertake comparative analysis. The course will also cover CFA code of ethics and standards of practice relevant for financial analysts.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the CFA Institute standards of practice for financial analysts</li> <li>▪ Undertake top-down and bottom up company analysis</li> <li>▪ Demonstrate understanding of the various financial standards</li> <li>▪ Evaluate quality of financial reporting</li> <li>▪ Evaluate the historical financial performance of publicly-listed companies</li> <li>▪ Project future financial performance of a company based on financial statements analysis</li> <li>▪ Align and compare financial statements of multiple companies</li> <li>▪ Demonstrate the application of financial ratios calculations</li> <li>▪ Make recommendations based on the analysis output.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course overview; Introduction to Financial Analysis  Week 2 Ethics and Standards of Professional Conduct  Week 3 Financial reporting standards  Week 4 Understanding income statements  Week 5 Understanding balance sheets  Week 6 Understanding cash-flow statements  Week 7 Mid-term exam  Week 8 Financial analysis techniques  Week 9 Inventories  Week 10 Long-lived assets  Week 11 Long-term liabilities  Week 12 Income Taxes  Week 13 Evaluation of financial reporting quality  Week 14 Final exam</p>				

**Study literature and study aids****Required**

- CFA Institute. (2014). *Standards of practice handbook: Eleventh edition*. **New York**: CFA Institute.
- Robinson, T.R., Henry, E., Pirie, W.L., Broihahn, M.A. (2015). *International financial statement analysis*. New Jersey: Wiley Publishing.

**Recommended**

- Pinto, J. E., Henry, E., Robinson, T.R., Stowe, J. D., Miller, P.F. (2015). *Equity asset valuation*. Hoboken, NJ : Wiley.
- CFA Program textbooks, all levels.
- Case studies, articles and other handouts will also be used and posted on course web site.

<b>Course Name</b>	<b>Folklore and Mythology</b>				
<b>Course Type</b>	BA-HS: Required optional BA-JM: Required optional BA-VA: Required optional MA-HU: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: Advanced Seminar in Shakespeare				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Folklore — the oral traditions of a people — informs the arts, politics, and many other areas of human endeavor. Its study is truly interdisciplinary, involving anthropology, history, literature, music, sociology, and the arts. This course will introduce students to a wide range of oral, customary and material folklore genres, and to folkloristics, the study of folklore.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the definitions, categories and subcategories of folklore.</li> <li>▪ Identify and classify an example of folklore using the terminology and classifications of folklore study (also called “folkloristics”).</li> <li>▪ Use the various indices and scholarly journals in the field of folklore study.</li> <li>▪ Critically examine popular conceptions regarding folklore and folklore study’s own assumptions during its long history.</li> <li>▪ Engage in focused discussion of folklore and folklore scholarship.</li> <li>▪ Make connections between folklore and other fields, including ethnic and nationalism studies.</li> <li>▪ Use a variety of scholarly research sources, including primary materials collected by folklorists, to formulate a thesis and support it in a folklore research paper.</li> </ul> <p><b>Course Outline</b> Week 1 Introducing Folklore: Collection, Classification, Analysis Week 2 Ancient Near Eastern Myths: The Babylonian <i>Enuma Elish</i>, <i>Gilgamesh</i>, and the Hebrew <i>Genesis</i>. Week 3 Ancient Greek and Myth: Titanic Clashes, Horny Deities, Hapless Humans. Week 4 Roman and Christian Myth and Empire Week 5 Norse and Other Pagan European Myth Week 6 Aztec Myth: The Indebted Ones Week 7 Northwest Native American Myths Week 8 Mid-term Exam Week 9 Folktales: Narratives of Magic and Cunning I Week 10 Folktales: Narratives of Magic and Cunning II Week 11 Legends I: Magical and Ghostly Places, Outlaws and Heroes Week 12 Legends II: Urban and Internet legends Week 13 Ballads 1</p>				

**Study literature and study aids**

**Required**

- Pritchard, J. B. (ed.). (1955). *Ancient near Eastern texts relating to the Old testament*. Princeton: Princeton University Press. [Excerpts from *Enuma Elish*].
- Mechon Mamre (2017). *A Hebrew-English Bible According to the Masoretic Text*. Available at <http://www.mechon-mamre.org/p/pt/pt0.htm>. [*Genesis*, Books 1-3 and 6-9].
- *Perseus Collection Greek and Roman Materials*. Available at <https://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>
- Hesiod, & West, M. L. (1997). *Theogony*. Oxford: Clarendon Press.
- Ovidius, N. P., Melville, A. D., & Kenney, E. J. (1987). *Metamorphoses*. Oxford: OUP.
- León-Portilla, M. (1996). *Pre-columbian literatures of Mexico*. Norman: University of Oklahoma Press.
- Erdoes, R., Ortiz, A., & Momaday, J. (1992). *American Indian myths and legends*. Santa Fe, NM: Sunset Productions.
- Ashliman, D. L. (2019). Folklore and Mythology Electronic Texts [online]. Available at <https://www.pitt.edu/~dash/folktexts.html>. [“Hansel and Gretel”, “Rumpelstiltskin”, “Cinderella” (multiple versions); also selected European place legends].

**Recommended**

- Abrahams, R. D. (1999). *African American folktales: Stories from Black traditions in the New World*. New York, NY: Pantheon Books. [“The Race Between Toad and Donkey”].
- Brunvand, J. H. (1998). *The Study of American Folklore: An Introduction*. New York: Norton.
- Dorson, R. M. (1991). *Buying the wind: Regional folklore in the United States*. Chicago: The Univ. of Chicago Press. [“The Crying Stair Well”]
- Dundes, A, & Bronner, S. J. (2007). *The meaning of folklore: The Analytical Essays of Alan Dundes*. “Madness in Method Plus a Plea for Projective Inversion in Myth,” 343-51. Logan: Utah State UP.
- Evinity Publishing (2011). *Internet Sacred Text Archive*. Available at <http://www.sacred-texts.com/>. [*The Poetic Edda*, Vol. 1; Voluspá, *The Prose Edda of Snorri Sturlson*; “*Gylfaginning*”].
- Lüthi, M. (1982). *The European Folktale: Form and Nature*. Philadelphia: Institute for Study of Human Issues.
- Morford, M. P.O., Lenardon , R.J.,& Sham, M. (2013). *Classical Mythology*. Oxford University Press USA. <http://global.oup.com/us/companion.websites/9780195397703/student/materials/>
- *Snopes.com* [formerly Urban Legends Reference Pages]. (2019). Available at <https://www.snopes.com/>.
- Zipes, J. (1993). Spinning with Fate: Rumpelstiltskin and the Decline of Female Productivity. *Western Folklore* 52(1), 43-60.

<b>Course Name</b>	<b>Foundations of Law</b>				
<b>Course Type</b>	BA-BA-IBL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Carollann Braum, J.D., LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides an introduction to the concept of Law and an overview of the key traditions that have shaped modern Law on the European and American continents. As such, it naturally presents a useful background and ideological context for the study of Law; however, it also offers a sweeping overview of Law as it relates to, inter alia, business, economics, sociology, and world order.</p> <p>Students are expected to gain a deep understanding of the Foundation of Law, of the original idea of implementation of IUSTITIA (Justice), of those values and logic underpinning the organisation and functioning of the various legal systems in Europe as well as in the US. After gaining an in-depth knowledge into these issues, students will be better capable to appreciate the various concepts, ideas and logic transmitted to them during the study of those various subjects which compose their course of study.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Understand the very basics underpinning the creation of legal systems</li> <li>▪ Posses an appropriate level of critical awareness</li> <li>▪ Learning how to identify a topic</li> <li>▪ Review legal literature</li> <li>▪ Understand the link between Law, Business and Society</li> <li>▪ Present a topic in class</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 Definition of Law, Purpose of Law</p> <p>Week 3 Law and Morality</p> <p>Week 4 Legal Traditions 1</p> <p>Week 5 Legal Traditions 2</p> <p>Week 6 The modern concept of Law</p> <p>Week 7 Mid term exam</p> <p>Week 8 Review of the mid-term exam. In class discussions</p> <p>Week 9 Law and Business 1</p> <p>Week 10 Law and Business 2</p> <p>Week 11 Law and Society</p> <p>Week 12 Students defending a case</p> <p>Week 13 Review of the program</p> <p>Week 14 Final exam</p>				



**Study literature and study aids*****Required***

- Slapper, G. L. U. (2016). *How the law works*. Taylor & Francis.

***Recommended***

- James, N., & Field, R. (2013). *The new lawyer*. Milton, Qld: John Wiley and Sons Australia.

<b>Course Name</b>	<b>Foundations of Leadership</b>			
<b>Course Type</b>	BA-BA-ENT: Required optional BA-BA-PML: Required optional	<b>Recommended Year of Study</b>	2. - 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-PML: Equivalence: Leadership			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Joshua Hayden, Ed.D. – 100 % Stephen Ray Smith, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>After examining the history of leadership, from the “great man” theory to modern beliefs about leadership, this course focuses on teaching leadership as a series of skills, behaviors, and attitudes that can be learned, all of which are based on Kouzes and Posner’s “Five Practices of Exemplary Leadership” (i.e. “Model the Way”, “Inspire a Shared Vision”, “Challenge the Process”, “Enable Others to Act”, and “Encourage the Heart”). In addition, this course emphasizes the development of students’ leadership potential through self-assessment, values exploration, reflection, case analysis, and experiential exercises. It also examines several approaches to leadership (e.g., “Path-Goal Theory” and “Transformational Leadership”) and their application in various situations for more effective leadership.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Upon completion of this course, students will be able to:</li> <li>▪ Understand the importance of having a vision that appeals to others;</li> <li>▪ Understand the differences between a manager and a leader;</li> <li>▪ Describe their learning preferences, strengths, and weaknesses, values, attitudes, and beliefs and how they affect their ability to lead others and leadership philosophy;</li> <li>▪ Describe their personal approach to leadership;</li> <li>▪ Describe the modern day meaning of leadership vs. the traditional sense of leadership;</li> <li>▪ Evaluate leadership effectiveness within a given context;</li> <li>▪ Appreciate the importance of teamwork and utilize the skills of building effective teams in various situations;</li> <li>▪ Explain various motivating factors that affect follower participation;</li> <li>▪ Describe how teams develop;</li> <li>▪ Describe the basics of group roles and group decision-making in order to function constructively in group settings.</li> <li>▪ Describe various approaches to leadership;</li> <li>▪ Use a leadership theory to take actions to improve a situation;</li> <li>▪ Explain the importance of communication skills in leading others and how to use those skills to influence others;</li> <li>▪ Understand what future actions they need to take to improve their ability to lead;</li> <li>▪ Solve a problem utilizing a problem-solving technique.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introducing Leadership and the Course</p> <p>Week 2 Understanding the History of Modern Leadership and Power</p>			

Week 3 Understanding Credibility/Developing Your Vision  
Week 4 Enlisting Others/Understanding the Path-Goal Theory of Leadership  
Week 5 Midterm Exam 1/Understanding Others  
Week 6 Working as a Team/Understanding the Team Leadership Approach  
Week 7 Understanding Yourself/Understanding Gender  
Week 8 Ropes Course Challenge/Review  
Week 9 Midterm Exam 2/Evaluating Your Situation  
Week 10 Understanding Transformational Leadership and Motivation  
Week 11 Understanding Behavioral Leadership and Situational Leadership  
Week 12 Managing Conflict/Solving Problems Creatively  
Week 13 Presentations /Bringing It All Together  
Week 14 Final Exam

#### **Study literature and study aids**

##### ***Required***

- Burchard, B. (2003). *The student leadership guide*. Missoula, MO: Center for Leadership Development, University of Montana.
- Northouse, P. G. (2016). *Leadership: Theory and practice*. Los Angeles: Sage.

##### ***Recommended***

- Komives, S. R., Nance, L., & McMahon, T. R. (1998). *Exploring leadership: For college students who want to make a difference*. San Francisco: Jossey-Bass.

<b>Course Name</b>	<b>From Gothic to Modern: Selected Chapters from the History of Art in Bohemia</b>		
<b>Course Type</b>	BA-VA-HIS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	PhDr. Tomáš Hříbek, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will survey the visual arts and architecture in the Czech Lands since the Middle Ages to the present, with an emphasis on the last century. The highlights will include the impact of the Gothic on the Czech Decadence; the Bohemian Baroque tradition and its influence on the Czech Cubism; varieties of the Czech abstract and Surrealist art; the local roots of modernist architecture; and the fate of modern art under Communism. A lot of the artifacts that we shall discuss are located in Prague, so we shall see them for ourselves during several class trips. We shall cover not only the Czech artists, but also other nationals—French, German, or Italian—who were active in the region since the Middle Ages. We shall also situate the development of the local art scene within the context of the Western art in general. And finally, we shall pay attention to connections between art and intellectual and social history, seeing, in particular, how nationalism, religion and ideology influenced the development of Czech art and architecture.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a good understanding of the history of art and architecture in the Czech Lands, within a wider context of social and intellectual history.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 Glorious Visions: The Bohemian Gothic in Context</p> <p>Week 3 Class Trip – The National Gallery, The St. Agnes Monastery</p> <p>Week 4 Paint It Black: The Echoes of Gothic in the Czech Decadence, <i>Kunst and the Kunstammer: Art at the Court of Rudolf II</i></p> <p>Week 5 The Glory of Baroque Bohemia; The Prism and the Pyramid: Cubist Design</p> <p>Week 6 What is Modern Art? The Western Narrative; What is Modern Art? The Eastern Narrative</p> <p>Week 7 Art Nouveau, Avant-Garde and Nationalism; Class Trip –The National Gallery, The Schwarzenberg Palace</p> <p>Week 8 Mid-term exam; Cubism, Expressionism, Cubo-Expressionism</p> <p>Week 9 After the Demise of Naturalism: Abstract Art in Central Europe and Beyond; Architecture in the Service of Revolution: Constructivism, Functionalism, International Style</p> <p>Week 10 The Language of Construction: Geometrical Abstraction between Berlin and Moscow; The Last Offshoot of Romanticism: Surrealism of the 1930s</p> <p>Week 11 Socialist Realism amidst Other Realisms; Avant-Garde in the Underground: the Cold War</p> <p>Week 12 New Art Forms of the 1960s and Beyond</p> <p>Week 13 Class Trip – The National Gallery, The Fair Trade Palace</p>		

Week 14 Final paper due, final exam

**Study literature and study aids**

**Required**

- Becker, E., Prah, R., & Wittlich, P. (eds.). (2000). *Prague 1900: Poetry and Ecstasy*. Reaktion Books.
- Benson, T., & Nadas, P. (ed.). (2002). *Central European Avant-Gardes: Exchange and Transformation 1910-1930*. The MIT Press.
- Boehm, B. D., & Fajt, J. (eds.). (2005). *Prague, the Crown of Bohemia, 1347-1437*. Metropolitan Museum of Art.
- Fowkes, M. (2020). *Central and Eastern European Art Since 1950*. Thames & Hudson.
- Groys, B. (1992). *The Total Art of Stalinism*. Verso.
- Howard, J. (2006). *East European Art, 1650-1950*. Oxford University Press.
- Kaufmann, T. D. (1995). *Court, Cloister, and City: The Art and Culture of Central Europe 1450-1800*. The University of Chicago Press.
- Mansbach, S. A. (2001). *Modern Art in Eastern Europe: From the Baltic to the Balkans, ca.1890-1939*. Cambridge University Press.
- Piotrowski, P. (2011). *In the Shadow of Yalta: Art and the Avant-Garde in Eastern Europe, 1945-1989*. Reaktion Books.
- Sayer, D. (2013). *Prague, the Capital of the Twentieth Century: A Surrealist History*. Princeton University Press.

**Recommended**

- Anděl, J., & Kosinski, D. (1994). *Painting the Universe*. Hatje Cantz.
- Benson, T., & Forgács, E. (eds.). (2002). *Between Worlds: A Sourcebook of Central European Avant-Gardes, 1910-1930*. The MIT Press.
- Brettell, R. (1999). *Modern Art 1851-1929: Capitalism and Representation*. Oxford University Press.
- Camille, M. (1996). *Gothic Art: Glorious Visions*. Prentice Hall.
- Clegg, E. (2006). *Art, Design and Architecture in Central Europe 1890-1920*. Yale University Press.
- Colomina, B. (1994). *Privacy and Publicity*. The MIT Press.
- Eco, U., & Bredin, H. (2002). *Art and Beauty in the Middle Ages*. Yale University Press.
- Harbison, R. (2000). *Reflections on Baroque*. The University of Chicago Press.
- Hoptman, L., & Pospiszyl, T. (eds.). (2002). *Primary Documents: A Sourcebook for Eastern and Central European Art since the 1950s*. The MIT Press.
- Wittkovsky, M. S. (2007). *Foto: Modernity in Central Europe, 1918-1945*. Thames and Hudson.

<b>Course Name</b>	<b>Gender Equality and Politics</b>			
<b>Course Type</b>	BA-IR-HMR: Required optional BA-PS-CPL: Required optional BA-PS-HMR: Required optional BA-PS-SPD: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-HMR: Equivalence: Women in Foreign Service and Diplomacy BA-PS-HMR: Equivalence: Women in Foreign Service and Diplomacy BA-PS-SPD: Equivalence: Gender Perspective on Middle Eastern Politics			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mgr. Zuzana Fellegi, LL.M. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to strengthen awareness and understanding of gender politics in an increasingly globalized world with growing number of influential stakeholders including states, international organizations, NGOs and different forms of social movements. It provides an introduction to the concepts, international framework and methods for working toward gender equality and female empowerment. In single classes the gender issues will be assessed and compared based on different geographical and thematic levels. First classes will analyze existing international framework as it is regulated by the UN through its legal and policy work. Next modules will discuss and compare western approach with the situation in developing world. Second half of the course will be devoted to the most problematic specific issues including violence against women and women in conflicts, reproductive and family rights and gender equality in education, work and politics. The course is intended to be an open discussion forum for an exchange of experience and ideas. The students will be invited to discuss some of the most pertinent and burning issues including right to life vs right to choice; positive actions supporting women vs right to equal treatment and non-discrimination; formal universal approach to gender equality vs existing factual regional and religious differences. Since no gender equality is attainable without cooperation of both genders, the male students and their contributions are mostly welcome. Individual course topics will be supplemented with concrete case studies prepared by the lecturer and students.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand problematics of gender politics across different contexts;</li> <li>▪ understand how culture, norms and traditions impact gender equality;</li> <li>▪ understand international legal and policy context of gender equality;</li> <li>▪ apply concepts and theories of women's and gender studies in different countries and sector levels;</li> <li>▪ know how multilateral organizations promote gender equality in global agendas;</li> <li>▪ understand interaction between different international players in the field of gender politics;</li> <li>▪ think critically and to provide possible solutions of present problems concerning gender issues;</li> <li>▪ contribute effectively to the larger public conversation about the role of gender in society;</li> <li>▪ demonstrate effective presentation skills.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course; History of gender equality Week 2 Gender equality, gender stereotype and sexism</p>			

Week 3 Gender and politics: concepts and methods  
 Week 4 Gender regulations at international level – UN Women, CEDAW  
 Week 5 Gender equality approach by the European Court of Human Rights  
 Week 6 Midterm Exam  
 Week 7 Gendering the European Union  
 Week 8 Gender equality in developing world  
 Week 9 States, organizations and civil society as gender equality policy makers  
 Week 10 Violence against women and femicide  
 Week 11 Reproductive rights and family issues (marriage; property; child custody)  
 Week 12 Gender equality in education, work and politics  
 Week 13 Gender, peace and security issues  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Waylen, G., Celis, K., Kantola, J., & Weldon, L. (2016). *The Oxford Handbook of Gender and Politics*. New York: Oxford University Press.
- Verloo, M. (2018). *Varieties of Opposition to Gender Equality in Europe*. London: Routledge.

#### Recommended

- Brynson, V. (1999). *Feminist debates: issues of theory and political practice*. London: Macmillan
- Bego, I. (2015). *Gender Equality Policy in the European Union: A Fast Track to Parity for the New Member States (Gender and Politics)*. New York: Palgrave Macmillan
- Butler, J. (2008). *Gender trouble: feminism and the subversion of identity*. New York & Oxon: Routledge.
- Franceschet, S., Krook, M. L., & Piscopo, J. (2012). *The Impact of Gender Quotas*. New York: Oxford University Press.
- Funk, N., Mueller, M. (1992). *Gender Politics and Post-Communism: Reflections from Eastern Europe and the Former Soviet Union*. London: Routledge
- Hooks, B. (2000). *Feminist theory: from margin to center*. London: Pluto Press.
- Htun, M., & Weldon, L. (2018). *The Logics of Gender Justice: State Action on Women's Rights Around the World*. Cambridge: Cambridge University Press.
- Kantola, J. (2010). *Gender and the European Union*. New York: Palgrave Macmillan.
- Kimmel, M. S. (2004). *The gendered society*. New York: Oxford University Press.
- Krook, M. L., & Zetterberg, P. (2015). *Gender Quotas and Women's Representation: New Directions in Research*. London: Routledge.
- Morgan, S. (2006). *The feminist history reader*. London: Routledge.
- Ore, T. (2011). *The social construction of difference and inequality: race, class, gender, and sexuality*. New York: McGraw-Hill.
- Radacic, I. (2008). Gender Equality Jurisprudence of the European Court of Human Rights. *European Journal of International Law*, 19(4), 841-857. Available at: <http://www.ejil.org/pdfs/19/4/1663.pdf>
- Redfern, C. (2010). *Reclaiming the F word: the new feminist movement*. London: Zed.
- Sumer, S. (2016). *European Gender Regimes and Policies: Comparative Perspectives*. Routledge.
- Saxonberg, S. (2014). *Gendering family policies in post-communist Europe: a historical-institutional analysis*. Basingstoke: Palgrave Macmillan.
- Schiek, D., & Chege, V. (2009). *European Union Non-Discrimination Law: Comparative Perspectives on Multidimensional Equality Law*. Routledge-Cavendish.
- Velluti, S., & Beveridge, F. (2016). *Gender and the Open Method of Coordination: Perspectives on Law, Governance and Equality in the EU*. London: Routledge.



<b>Course Name</b>	<b>Gender, Minority &amp; Culture</b>		
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b> 2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: Subcultures: Lifestyles, Literature & Music Equivalence BA-HS-PAS: People and Institutions in Society / Social Anthropology Equivalence BA-HS-SPL: Philosophy & Society		
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b> Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Pavla Jonssonová, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Students analyze how gender, ethnicity, race, class and sexual orientation are shaped by cultural and societal influences. The focus is on the comparisons of East-Central European and US gender regimes and diversity differences, interpretation and evaluation of social actions by religious, gender, ethnic, racial, class, sexual orientation groups affecting equality and social justice in Europe and the U.S. Discussions within this framework include Communist concepts of gender equality, post-socialist transformation and globalization as well as of current cultural gender representations, beauty myth, advertising, etc. Documentaries, other visual materials, visit to FORUM 2000 and the queer film festival field trips and a guest speaker lecture on critical examination of gender and minority related issues in a cross-cultural perspective are a part of this course.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the complexities of gender as they relate to a spectrum of other identity determinants, such as race, class, ethnicity, and sexuality.</li> <li>▪ Analyze gender-related mechanisms of interpersonal and institutional power and privilege.</li> <li>▪ Place contemporary issues about women and gender within a larger historical framework and use that perspective to anticipate the future.</li> <li>▪ Formulate and evaluate various strategies for social change.</li> <li>▪ Articulate the relation of the study of women and gender to your own life and chosen discipline.</li> </ul> <p><b>Course Outline</b> Week 1 Introductions. Gender as a category of analysis Week 2 Communist concepts of gender equality. Diversity in the USSR and Soviet bloc countries compared to the US. Representation of women and men in SORELA art (socialist realism). Week 3 Czech Gender, Globalization, Post-Socialist Transformation Week 4 Gender and advertising EU versus the US. Sexually Explicit Billboards. Beer commercials Week 5 The Beauty Myth in diverse cultures Week 6 Gender and Minority Week 7 Midterm test Week 8 Gender and Art, possibly a visit to DOX gallery or a vernisage Week 9 Queer Theory Week 10 LGBTQA Week 11 Rock Music as a platform for women’s rebellion. Week 12 Living on the Edge Week 13 Final Projects Presentation</p>		



**Study literature and study aids**

**Required**

- Navailh, F. (1994). The Soviet Model. In F. Thébaud (ed.), *A History of Women in the West. Toward a Cultural Identity in the Twentieth Century*. London: The Belknap Press of Harvard UP.
- Drakulic, S. (2016). *How we Survived Communism and Even Laughed*. New York: HarperPerennial.
- Havelkova, H., & Oates-Indruchova, L. (2014). Expropriated Voice: Transformation of Gender Culture under State Socialism; Czech Society, 1948-1989. In H. Havelkova, L. Oates-Indruchova (eds.), *The Politics of Gender Culture under State Socialism*. Pp. 3–27. Abingdon, New York: Routledge.
- True, J. (2003). Gendering State Socialism. In J. True, *Gender, Globalization, and Postsocialism*. Columbia UP, New York.
- Oates-Indruchová, L. (2002). Discourses of Femininity and Masculinity in Transition: Billboards in the Czech Republic. In L. Oates-Indruchová, *Discourses of Gender in Pre- and Post-1989 Czech Culture*. pp. 167-202. Pardubice: Univerzita Pardubice.
- Strate, L. (1998). Beer Commercials: A Manual on Masculinity. In S. Craig (ed.), *Men, Masculinity, and the Media*. 78-93. London: Sage.
- Wolf, N. (1991). *The Beauty Myth*. 86-130. New York: Doubleday.
- Bordo, Susan. (1997). *Twilight zones: the hidden life of cultural images from Plato to O.J.* Berkeley: University of California Press.
- Brave Bird, M., & Erdoes, R. (1990). Civilize Them with a Stick. In M. Brave Bird & R. Erdoes, *Lakota woman*. New York: Grove Weidenfeld.
- Sullivan, N. (2014). Preface & Same Sex. In N. Sullivan, & J. R. Cadwallader, *A critical introduction to queer theory*. Edinburgh: Edingburgh University Press.
- Sullivan, N. (2014). Transgender. In N. Sullivan, & J. R. Cadwallader, *A critical introduction to queer theory*. Edinburgh: Edingburgh University Press.
- Sullivan, N. (2014). Pop Culture and Queer. In N. Sullivan, & J. R. Cadwallader, *A critical introduction to queer theory*. Edinburgh: Edingburgh University Press.
- Sokolova, V. (2014). State Approaches to Homosexuality and Non-Heterosexual Lives in Czechoslovakia during State Socialism. In H. Havelkova, L. Oates-Indruchova (eds.), *The Politics of Gender Culture under State Socialism*. 82-108. Abingdon, New York: Routledge.
- Reynolds, S., & Press, J. (1996). *The Sex revolts: Gender, rebellion, and rock'n'roll*. Cambridge, Mass: Harvard University Press.
- Powers, A. (2005). *Angry Women*. Spin magazine. <https://www.spin.com/>.
- Nochlin, L. (2010). Why There Have Not Been Any Great Women Artists. In A. Jones (ed.), *The Feminism and Visual Culture Reader*. London: Routledge.
- Klienhamplova, B., & Stejskalova, T. (2015). *Who Is an Artist?* Praha: Academy of Fine Arts.

**Recommended**

- Goffman, E. (1979). *Gender Advertisements*. Cambridge: Harvard UP.
- Terry, J. (1999). Modernity and the Vexing Presence of Homosexuals. In J. Terry, *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*. 27-39. Chicago, London: The University of Chicago Press.
- Sisters of Resistance (2011). Why We Need A Feminism Movement Now? *Interface: a journal for and about social movements*, 3(2): 213.
- Louie, M.C.Y. (2001). Holding up Half the Sky: Chinese Immigrant Women Workers. In Louie, M.C.Y., *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. 19-61. Cambridge: South End Press.

<b>Course Name</b>	<b>Gender Perspective on Middle Eastern Politics</b>				
<b>Course Type</b>	BA-PS-SPD: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Gender Equality and Politics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Gabriela Ōzel Volfov – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course aims to help students develop a more gendered understanding of politics in the Middle East. It introduces them to gender analysis and feminist theoretical approaches to the major political conflicts in the region. Questions to tackle during the course will include, among others, what is a gendered approach in understanding conflicts such as civil wars, Arab spring revolts, regime change. How do ideas about masculinity and femininity affect Middle East policy, political economy, war, etc? The course will focus on concepts such as state, security, violence, war and the pursuit of peace, but will also consider other issues such as international law, LGBTQ advocacy and (international) political economy.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a gendered understanding of Middle eastern politics.</li> <li>▪ Knowledgeably compare and contrast feminist approaches to the political conflicts in the Middle east.</li> <li>▪ Critically analyze the behavior of political actors toward the Middle East from gender-based perspectives.</li> <li>▪ Develop and present persuasive oral and written arguments on the assigned readings.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course  Week 2 Gender stereotype and sexism in the Middle East  Week 3 Power structures and gender in the Middle East  Week 4 Women’s movements and struggles  Week 5 Transgender identity in the Middle East  Week 6 Midterm Exam  Week 7 Gender equality in Egypt, Turkey and Tunisia  Week 8 Gender and conflict transformation in the Arab-Israeli dispute  Week 9 States and women’s organization  Week 10 Violence against women and femicide  Week 11 Arab Spring and the Role of Women  Week 12 Gender, masculinity and civil wars  Week 13 Gendered approach to security and peacebuilding  Week 14 Final Exam</p>				

<b>Study literature and study aids</b>	
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**Required**

- Ghanim, D. (2009). *Gender and violence in the Middle East*. London: Praeger.
- Meriwether, M. L., & Tucker, J.E. (2018). *A social history of women and gender in the modern Middle East*. London: Routledge.
- Joseph, S. (2000). *Gender and citizenship in the Middle East*. Syracuse: Syracuse University Press.
- Roded, R. (2008). *Women in Islam and the Middle East: A Reader*. New York: I.B. Tauris

**Recommended**

- Ahmed, L. (1993) *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven: Yale University Press.
- Ghannam, F. (2013) *Live and Die Like a Man: Gender Dynamics in Urban Egypt*. Stanford, CA: Stanford University Press.
- Coleman, I. (2011) *On the Front Line of Change: Women in the Arab Uprisings*. POMED Policy Brief.
- Sjoberg, L. and Whooley, J. (2015). The Arab Spring for Women? Representations of Women in Middle East Politics in 2011. *Journal of Women, Politics and Policy* 36 (3): 261-284
- Tessler, M. and Marinner, I. (1997). "Gender, feminism, and attitudes toward international conflict: Exploring relationships with survey data from the Middle East" *World Politics* 49 (2): 250-281.
- Mace, E. (2018). "From Patriarchy to Composite Gender Arrangements? Theorizing the Historicity of Social Relations of Gender" *Social Politics: International Studies in Gender, State & Society* 25 (3): 317–336.

<b>Course Name</b>	<b>Germany in the Modern World</b>				
<b>Course Type</b>	BA-HS: Required optional BA-IR-CEE: Required optional BA-IR-EUS: Required optional BA-PS-EUS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-CES: Habsburg Empire: A Political and Cultural History Equivalence BA-HS-JEW: Central European History BA-IR-CEE: Equivalence: Habsburg Empire: A Political and Cultural History (1526-1918) BA-IR-EUS: Equivalence: European Political Order BA-PS-EUS: Equivalence: European Political Order				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Gaëlle Vassogne, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This class is conceived as a general introduction to German history. It will replace the evolution of Germany in the context of European history and will give the students the instruments for understanding the origins and foundations of Germany's position in the world. It will also offer an analysis of German contemporary society and present the characteristics that influence Germany's foreign policy and economy.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ have a clear understanding of German history and of Germany's role and position in today's Europe, from a political and economic point of view</li> <li>▪ analyze major diplomatic, economic and constitutional texts regarding Germany</li> <li>▪ use the historical material studied in class to shed light on a specific political, economic, and cultural aspect of contemporary Germany</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction – From the birth of the Holy Roman Empire to the Congress of Vienna.  Week 2 The Austro-Prussian rivalry and the unification of Germany  Week 3 German Foreign Policy from 1871 to 1918  Week 4 The Weimar Republic  Week 5 Totalitarian Germany  Week 6 National Socialist Foreign Policy and World War II  Week 7 Mid-term exam  Week 8 Germany 1945-1949  Week 9 Foundations of the Federal Republic of Germany  Week 10 Germany from 1949 to 1989 – Foreign policy  Week 11 The German reunification process  Week 12 German Foreign Policy since the reunification  Week 13 Contemporary German Society – A Few Characteristics  Week 14 Return of the research paper – Discussion</p>				

**Study literature and study aids**
**Required**

- Fitzgibbon, C. (1972). *A Concise History of Germany*. New York: Viking Press.
- Fulbrook, M. (1991). *The Divided Nation, 1918-1990*. London: Fontana.
- Judt, T. (2007). *Postwar. A History of Europe since 1945*. London: Pimlico.
- Orlow, D. (2017). *A History of Modern Germany, 1871 to Present*. Routledge.

**Recommended**

- Ardagh, J. (1991). *Germany and the Germans*. London: Penguin.
- Breuilly, J. (1998). German National Identity. In E. Kolinsky (ed.), *Modern German Culture*. pp. 44–66. Cambridge: Cambridge University Press.
- Craig, G. A. (1981). *Germany 1866–1945*. Oxford: Oxford University Press.
- Detwiler, D. S. (1977). *Germany: A Short History*. London: Feffer & Simons.
- Garton Ash, T. (1998). *The File: A Personal History*. NY: Vintage Books.
- Garton Ash, T. (1993). *In Europe's Name. Germany and the Divided Continent*. London: Jonathan Cape.
- Handl, V., Hon, J., & Pick, O. (1999). *Germany and the East Central Europe since 1990*. Prague: Institute of International Relations.
- Hoffmeister, G., & Tubach, F. C. (1992). *Germany: 2000 Years*. New York: Continuum.
- Hyde-Price, A. (2000). *Germany and European order: Enlarging NATO and the EU*. Manchester: Manchester University Press.
- Jarausch, K. H. (1994). *The rush to German Unity*. New York: Oxford University Press.
- Passant, E. J. (1962). *A Short History of Germany 1915-1945*. London: Cambridge University Press.
- Schulze, H. (1998). *Germany: A New History*. Cambridge: Harvard University Press.
- Taylor, A. J. P. (1966). *From Sarajevo to Potsdam*. London: Thames and Hudson.
- Turner, H. A. Jr. (1992). *Germany from Partition to Reunification*. New Haven: Yale University Press.
- Zelikow, P., & Rice, C. (1997). *Germany Unified and Europe Transformed: A Study in Statecraft*. Cambridge: Harvard University Press.

<b>Course Name</b>	<b>Germany in the 20<sup>th</sup> Century</b>				
<b>Course Type</b>	MA-IR: Required optional			<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly class time</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Gaëlle Vassogne, Ph.D. - 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This class is conceived as a general introduction to German history. It will replace the evolution of Germany in the context of European history and will give the students the instruments for understanding the origins and foundations of Germany's position in the world. It will also offer an analysis of German contemporary society and present the characteristics that influence Germany's foreign policy and economy.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ have a clear understanding of German history and of Germany's role and position in today's Europe, from a political and economic point of view</li> <li>▪ analyze major diplomatic, economic and constitutional texts regarding Germany</li> <li>▪ use the historical material studied in class to shed light on a specific political, economic, and cultural aspect of contemporary Germany</li> </ul> <p><b>Course Outline</b> Week 1 Introduction – From the birth of the Holy Roman Empire to the Congress of Vienna. Week 2 The Austro-Prussian rivalry and the unification of Germany Week 3 German Foreign Policy from 1871 to 1918 Week 4 The Weimar Republic Week 5 Totalitarian Germany Week 6 National Socialist Foreign Policy and World War II Week 7 Mid-term exam Week 8 Germany 1945-1949 Week 9 Foundations of the Federal Republic of Germany Week 10 Germany from 1949 to 1989 – Foreign policy Week 11 The German reunification process Week 12 German Foreign Policy since the reunification Week 13 Contemporary German Society – A Few Characteristics Week 14 Return of the research paper - Discussion</p>				
<b>Study literature and study aids</b>					

**Required**

- Fitzgibbon, C. (1972). *A concise history of Germany*. New York: Viking Press.
- Fulbrook, M. (1991). *The divided nation, 1918-1990*. London: Fontana.
- Judt, T. (2007). *Postwar. A history of Europe since 1945*. London: Pimlico.
- Orlow, D. (2017). *A history of modern Germany, 1871 to Present*. Routledge.

**Recommended**

- Ardagh, J. (1991). *Germany and the Germans*. London: Penguin.
- Breuilly, J. (1998). German National Identity. In E. Kolinsky (ed.), *Modern German culture* (pp. 44–66). Cambridge: Cambridge University Press.
- Craig, G. A. (1981). *Germany 1866–1945*. Oxford: Oxford University Press.
- Detwiler, D. S. (1977). *Germany: A short history*. London: Feffer & Simons.
- Garton A. T. (1998). *The file: A personal history*. NY: Vintage Books.
- Garton A. T. (1993). *In Europe's name. Germany and the divided continent*. London: Jonathan Cape.
- Handl, V., Hon, J., & Pick, O. (1999). *Germany and the East Central Europe since 1990*. Prague: Institute of International Relations.
- Hoffmeister, G., & Tubach, F. C. (1992). *Germany: 2000 Years*. New York: Continuum.
- Hyde-Price, A. (2000). *Germany and European order: Enlarging NATO and the EU*. Manchester: Manchester University Press.
- Jarausch, K. H. (1994). *The rush to German unity*. New York: Oxford University Press.
- Passant, E. J. (1962). *A short history of Germany 1915-1945*. London: Cambridge University Press.
- Schulze, H. (1998). *Germany: A new history*. Cambridge: Harvard University Press.
- Taylor, A. J. P. (1966). *From Sarajevo to Potsdam*. London: Thames and Hudson.
- Turner, H. A. Jr. (1992). *Germany from partition to reunification*. New Haven: Yale University Press.
- Zelikow, P., & Rice, C. (1997). *Germany unified and Europe transformed: A Study in statecraft*. Cambridge: Harvard University Press.



<b>Course Name</b>	<b>Global Governance and International Institutions</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Global Governance and International Institutions				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ekaterina Ananyeva, M.A.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course Global Governance and International Organizations examines global governance as an analytical/theoretical concept and as a functional/issue-oriented/dynamic practice in world affairs. This design enables to capture changing nature of the issue and its conceptual aspects through its day-to-day application in the real world. The course aims to provide students with a clear understanding of current global affairs and means of governance taking place on a global scale.</p> <p>We will start by examining what drives the current demand for a global governance structure. We will then identify and explore what the main theories of international relations have to say about global governance. Then students will investigate how the perception of global governance changed over time, what were the main evolutionary waves, and what scholars suggest to expect from it in the future. One session will be devoted to the UN, its role and main criticism. The course will then turn to the so-called global governance architecture. An appreciation of global life reinforces regional movements and motivates nation-states to form alternative centers of integration. This power diffusion will be considered, and more criticism of current global order will be offered.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>▪ have comprehensive knowledge about global world order and role of international institutions in it</li> <li>▪ have overall knowledge about theoretical explanations of global governance and be able to apply them to case studies</li> <li>▪ be able to assess claims and evidence about international institutions in a critical manner</li> <li>▪ be able to engage critically with the literature by exposing and discussing contradictions and problematic issues</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Birth of Global Governance  Week 2 the era of globalization and new goals of global governance  Week 3 Theoretical visions of global governance  Week 4 Realist criticisms of global governance  Week 5 Bodies of global governance  Week 6 Norms in global governance  Week 7 Agenda-setting in global governance  Week 8 Midterm exam  Week 9 Multilateralism – current characteristic feature of global governance  Week 10 The United Nations as the main body of today’s global governance</p>				



Week 11 Regional organizations  
 Week 12 Non-state actors and NGOs  
 Week 13 Sovereignty and states in global governance  
 Week 14 Future of global governance

### Study literature and study aids

#### Required

- Rosenau, J. N., & Czempiel, E.-O. (eds.). (1992). *Governance Without Government: Order and Change in World Politics*. Cambridge: Cambridge University Press
- Kennedy, P. M., Kumar, A., & Messner, D. (2011). *Power shifts and global governance: challenges from south and north*. Anthem Press: London, New York.
- Held, D., & McGrew, A. (2005). *Governing Globalization: Power, Authority and Global Governance*. Polity.

#### Recommended

- Abbott, K. W., & Snidal, D. (1998). Why States Act Through Formal International Organizations. *Journal of Conflict Resolution*, 48(1), 3-32.
- Bolton, J. R. (2000). Should We Take Global Governance Seriously? *Chicago Journal of International Law*, 1(2), Article 2.
- Castells, M. (2008). The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance. *The ANNALS of the American Academy of Political and Social Science*, 616, 78 - 93.
- Checkel, J. T. (2001). Why Comply? Social Learning and European Identity Change. *International Organization*, 55(3), 553-588.
- Dahan-Dalmedico, A. (2008). Climate Expertise: Between Scientific Credibility and Geopolitical Imperatives. *Interdisciplinary Science Reviews*, 33(1), 71-81.
- Finnemore, M. (1996). Norms, Culture, and World Politics: Insights from Sociology's Institutionalism. *International Organization*, 50 (2), 325-347.
- Finnemore, M., & Sikkink, K. (1998). International Norm Dynamics and Political Change. *International Organization*, 52 (4), 887-917.
- Haas, P. (2004). Addressing the Global Governance Deficit. *Global Environmental Politics*, 4(4), 1-15.
- Hettne, B., & Söderbaum, F. (2006). The UN and Regional Organizations in Global Security: Competing or Complementary Logic? *Global Governance*, 12, 227- 232.
- Hurrell, A. (2007). One world? Many worlds? The place of regions in the study of international society. *International Affairs*, 83(1), 127-146.
- Hyde, S. (2011). Catch Us If You Can: Election Monitoring and International Norm Diffusion. *American Journal of Political Science*, 55 (2), 356-369.
- Johnstone, I. (2003). The Role of the UN Secretary-General: The Power of Persuasion Based on Law. *Global Governance*, 9, 441-458.
- Karns, M. P., Mingst, K. A., & Stiles, K. W. (2015). *International Organizations: The Politics and Processes of Global Governance*. Boulder: Lynne Rienner.
- Martin, L. M. (1992). Interests, Power, and Multilateralism. *International Organization*, 46(4), 765-792.
- Koremenos, B., Lipson, Ch., & Snidal, D. (2001). The Rational Design of International Institutions. *International Organization*, 55(4), 761-799.
- Mearsheimer, J. J. (1994). The False Promise of International Institutions. *International Security*, 19(3), 5-49.
- Moravcsik, A. (2000). The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe. *International Organization*, 54(2), 217-252.
- Jager, H.-M. (2007). "Global Civil Society" and the Political Depoliticization of Global Governance. *International Political Sociology*, 1, 257-277.
- Morse, J. C., & Keohane, R. (2014). Contested Multilateralism. *The Review of International Organizations*, 9(4), 385-412.
- Murphy, C. N. (2000). Global governance: poorly done and poorly understood. *International Affairs*, 76(4), 789-803.
- Nossal, K. R. (2001). Global Governance and National Interests: Regulating Transnational Security Corporations in the Post-Cold War Era. *Melbourne Journal of International Law*, 2(2), 459-475.
- Ruggie, J. G. (1992). Multilateralism: The Anatomy of an Institution. *International Organization*, 46(2), 561-598.
- Sengupta, S. (2014, July 24). Why the UN Can't Solve the World's Problems. *New York Times*.
- Shirky, C. (2011). *The Political Power of Social Media: Technology, the Public Shpere, and Political*

*Change. Foreign Affairs*. <https://www.foreignaffairs.com/articles/2010-12-20/political-power-social-media>

- Thompson, A. (2006). Coercion through IOs: The Security Council and the Logic of Information Transmission. *International Organization*, 60(1), 1-34.
- Wade, R. H. (2011). Emerging World Order? From Multipolarity to Multilateralism in the G20, the World Bank, and the IMF. *Politics and Society*, 39 (3), 347-378.
- Weiss, T., & Wilkinson, R. (2014). Rethinking Global Governance? Complexity, Authority, Power Change. *International Studies Quarterly*, 58, 207–215.
- Weiss, T. G. (2009). What happened to the idea of world government? *International Studies Quarterly* 53, 253-271.
- Wendt, A. (1987). The Agent-Structure Problem in International Relations Theory. *International Organization*, 41(3), 335-370.

<b>Course Name</b>	<b>Global Migration</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-SEC: Required optional BA-PS-SPD: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Political Economy BA-IR-SEC: Evivalence: Islam and the West				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Antonin Mikes, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>In this course, we will focus on three aspects: geography and history of migration; migration and integration policies; theories on migration. We will describe main migration processes since late 18 th century up until today with emphasis on postwar period. In terms of geography, our course will aim at world macro regions (Africa, Middle East, South-Eastern Asia etc.). Particular attention will be paid to Northern America, Europe, and also the Czech Republic. The course will present some specific cases such as Jewish and Roma migration too. Presentation of migration and integration policies will be focused on Europe (EU) and the USA. Theoretical part will deal with concepts explaining migration as well as some related issues. Among the most topical today are identity, gender and development. We will apply approaches from both political science and sociology.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Clearly distinguish between the various forms of migration which exist in modern societies.</li> <li>▪ Understand and distinguish between the major (and minor) theoretical approaches commonly applied to the study of human mobility and identify weaknesses of the use of only one theoretical approach to explain mixed migratory flows.</li> <li>▪ Build on and demonstrate existing academic writing skills in the production of a quality academic research paper, which incorporates textual content from various sources and employs proper citation format.</li> <li>▪ Engage actively in lively class debate or round table discussions (within a structured environment).</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Definitions  Week 2 Migrants in History  Week 3 Migrants in History.  Week 4 European Historical Flows  Week 5 Historical Flows Continued- Australia / Canada  Week 6 Circular Migration as a Historical Reality. Introduction to Migration Theory  Week 7 Integration?  Week 8 Border control  Week 9 EU External Policy  Week 10 Migrant Rights. Do they have any?  Week 11 Integration and Minority Rights.  Week 12 Integration and Minority Rights  Week 13 Migration and Development.  Week 14 Exam</p>				

## Study literature and study aids

### Required

- Fassmann, H., & Munz, R. (eds.). (1994). *European migration in the late twentieth century. Historical patterns actual trends and social implications*. Aldershot: Edward Elgar.
- Joppke, Ch. (1999). *Immigration and the Nation-State: The United States, Germany, and Great Britain*. Oxford University Press.
- Legrain, P. (2014). *Immigrants: Your Country Needs Them*. Princeton University Press.

### Recommended

- Abu-laban, Y., & Garber, J. A. (2005). The construction of the geography of immigration as a policy problem: The United States and Canada compared. *Urban Affairs Review*, 40(4), 520-561.
- UNHCR. (1951). Convention and Protocol: Relating to the Status of Refugees. <https://www.unhcr.org/3b66c2aa10>
- Arango, J. (2000). Explaining Migration: A Critical View. *International Social Science Journal*, 52(165), 283-296.
- Bigo, D. (2002). Security and Immigration: Toward a Critique of the Governmentality of Unease. *Alternatives: Global, Local, Political*, 27, 63-92.
- Birch, A. (1989). *Nationalism and National Integration*. London: Unwin Hyman Ltd.
- Castles, S., & Miller, M. J. (1993). *The age of migration: international population movements in the modern world*. NY: Guilford Press.
- Clark, P. (1979). Migration in England during the late seventeenth and early eighteenth centuries. *Past and Present*, 83, 57-90.
- Skleparis, D. (2011). Studying the migration-security nexus in Europe Towards which end of the 'nexus'. *New Frontiers in European Studies*, 30 June – 1 July. <https://www.uaces.org/documents/papers/1140/skleparis.pdf>
- Faist, T. (2000). A Review of Dominant Theories of International Migration. In T. Faist, *The Volume and Dynamics of International Migration and Transnational Social Spaces*. Oxford University Press.
- Habermas, J. (1994). Citizenship and National Identity. In B. van Steenbergen (ed.), *The Condition of Citizenship*. NY: Sage.
- Perruchoud, R., & International Organization for Migration. (2004). *International migration law: Glossary on migration*. Geneva: International Organization for Migration.
- Cohen, J. H., & Sirkeci, I. (2014). *Cultures of Migration: The Global Nature of Contemporary Mobility*. Austin: University of Texas Press.
- Kubal, A. (2013). Conceptualizing Semi-Legality in Migration Research. *Law & Society Review*, 47(3), 555-587.
- Kymlicka, W. (2015). Multiculturalism and Minority Rights: West and East. *Journal of Ethnopolitical and Minority Issues in Europe*, 14(4), 4-25.
- Lowell, B. L., & Findlay, A. M. (2011). *Migration of Highly Skilled Persons from Developing Countries: Impact and Policy Responses: Synthesis Report*. Geneva: ILO.
- Lopez-Ekra, S., Aghazarm, Ch., Kötter, H., & Mollard, B. (2011). The impact of remittances on gender roles and opportunities for children in recipient families: research from the International Organization for Migration. *Gender & Development*, 19(1), 69-80.
- Meyers, E. (2000). Theories of International Immigration Policy-A Comparative Analysis. *International Migration Review*, 34(4), 1245-1282.
- Pécoud, A. & de Guchteneire, P. (2005). *Migration without borders: an investigation into the free movement of people*. Geneva: Global Commission on International Migration.
- Pooley, C. G., & Whyte, I. D. (1991). *Migrants, emigrants and immigrants: a social history of migration*. New York: Routledge.
- Adams, Jr., R. H. (2008). *The Demographic, Economic and Financial Determinants of International Remittances in Developing Countries*. Washington, DC.: The World Bank.
- Salt, J. (2001). *Current Trends in International Migration in Europe*. Council of Europe.
- Richards, E. (2009). *Destination Australia: migration to Australia since 1901*. Manchester University Press.
- Tanner, A. (2005). *Brain drain and beyond: returns and remittances of highly skilled migrants*. Geneva: Global Commission on International Migration.
- United Nations Secretariat. (2002). *International Migration from Countries with Economies in Transition: 1980-1999*. Population Division Department of Economic and Social Affairs: ESA/P/WP.176.

<b>Course Name</b>	<b>Global Security</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-SEC: Required optional		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Global Governance and International Institutions				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, research paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	doc. PhDr. RNDr. Nikola Hynek, Ph.D. – 100 % Jaroslav Weinfurter, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The objectives of this course are twofold: Firstly, it establishes knowledge pool enabling basic understanding of global security. Secondly, the course aims to develop students' critical thinking and transferable skills so they can independently reflect on the gained knowledge.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of different security concepts and perspectives</li> <li>▪ Create methodologically sound research designs</li> <li>▪ Criticize and evaluate key concepts of security studies</li> <li>▪ Present and explain the methods and concepts they use to their peers</li> <li>▪ Build and defend original research projects</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction            Week 2 Global Security: What to Study, and How and Where to Study It?            Week 3 Development of the Field            Week 4 War, International Anarchy, and the Balance of Power            Week 5 Peace, International Cooperation, and Collective Security            Week 6 Is the World Doomed? Analyzing Spectres of Danger            Week 7 Conflict Management I.            Week 8 Conflict Management II.            Week 9 Humanitarian Intervention            Week 10 Human Security            Week 11 Seminar I            Week 12 Seminar II            Week 13 Seminar III            Week 14 Final Exam</p>				

### Study literature and study aids

#### Required

- Booth, K. (ed.). (2005). *Critical Security Studies and World Politics*. Boulder, CO: Lynne Rienner.
- Der Derian, J. (1995). Review: Great Men, Monumental History, and Not-So-Grand Theory: A Meta-Review of Henry Kissinger's Diplomacy. *Mershon International Studies Review*, 39(1), 173-180.
- Josselin, D., & Wallace, W. (eds). *Non-State Actors in World Politics*. Basingstoke: Palgrave.
- Keohane, R. O. (2002). *Power and Governance in a Partially Globalized World*. London and New York: Routledge. pp. 1-24.

#### Recommended

- Brenner, N. (1999). Beyond State-Centrism? Space, Territoriality, and Geographical Scale in Globalization Studies. *Theory and Society* 28(1), 39-78.
- Josselin, D. , & Wallace, W. (2001). Non-State Actors in World Politics: A Framework", pp. 1-20. In D. Josselin, & W. Wallace (eds), *Non-State Actors in World Politics*. Basingstoke: Palgrave.
- Krahman, E. (2003). Conceptualizing Security Governance. *Cooperation and Conflict*, 38(1), 5-26.
- Smith, S. (2005). The Contested Concept of Security. 27-62. In K. Booth (ed.), *Critical Security Studies and World Politics*. Boulder, CO: Lynne Rienner Publishers.
- Wolfers, A. (1951). The Pole of Power and the Pole of Indifference. *World Politics*, 4(1), 39-63.
- Bull, H. (2002). *The Anarchical Society: A Study of Order in World Politics*. Houndmills: Palgrave.
- Kaplan, R. D. (1994). The Coming Anarchy. *Atlantic Monthly* (Summer 1994), 44-76.
- Dalby, S. (2002). *Environmental Security*. Minneapolis: University of Minnesota Press.
- Paris, R. (2001). Human Security – Paradigm Shift or Hot Air? *International Security* 26, 87-102.
- Ramsbotham, O., Woodhouse, T., & Miall, H. (2007). *Contemporary Conflict Resolution*. Cambridge: Polity.
- Hynek, N. (2011). EU Crisis Management after the Lisbon Treaty: Civil-Military Coordination and the Future of the EU Operational Headquarters. *European Security*, 20(1), 81-102.
- Welsh, J. (ed.). (2004). *Humanitarian Intervention and International Relations*. Oxford: Oxford University Press.
- Hynek, N., & Bosold, D. (2009). A History and Genealogy of the Freedom-from-Fear Doctrine. *International Journal*, 64(3), 143-158.
- Hynek, N. (2012). Domopolitics of Japanese Human Security. *Security Dialogue*, 43(2), 119-137.



<b>Course Name</b>	<b>Habsburg Empire: A Political and Cultural History</b>		
<b>Course Type</b>	BA-HS: Compulsory BA-IR-CEE: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours <b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: European History II Equivalence BA-HS-CES: Germany and the Modern World BA-IR-CEE: Equivalence: Germany and the Modern World		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Gaëlle Vassogne, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course will provide students with a complete insight into the history of the Habsburg Empire. Through a chronological study of the political and diplomatic history of Austria-Hungary from the emergence of the Habsburg dynasty to the dissolution of the empire, the course will focus on several interdisciplinary questions aiming at bringing to the fore the uniqueness of the culture developed in the empire and of the political stakes faced by the monarchy.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will have a clear understanding of the history of the Habsburg Empire and of its role as a great power in a European context. Through the study of the Habsburg empire, they will be able to analyze the major trends in European history from a Central European perspective. Finally, the course will enable the students to better appreciate the history and culture of Prague, as it was strongly influenced by centuries of Habsburg domination.</p> <p><b>Course Outline</b> Week 1: Introduction – The Beginnings of Habsburg Austria; Austria from the Romans to the Babenbergs; The capture of the Imperial Crown by the Habsburgs Week 2: Tu, Felix Austria, Nube; Maximilian I and the Emergence of a European Power Week 3: Threats from outside, threats from within; The Protestant Reformation; Hungary and the Turkish Wars; The Spanish Habsburgs Week 4: An Empire Divided; Reformation and Counter Reformation; The Thirty Years War Week 5: The Assertion of the Great Power position; Resumption of the Turkish Wars; Consolidation of the Habsburg Power over Hungary and Transylvania; Struggle in the West: Austria and France; Domestic Policy in the 16<sup>th</sup> and 17<sup>th</sup> century Week 6: Enlightened Absolutism: from Maria Theresa to Leopold II; The Pragmatic Sanction and its Consequences: Securing the Imperial Crown; Foreign Policy: the Diplomatic Revolution and the beginning of the rivalry with Prussia; Maria-Theresa, Joseph II: reform and modernization of the Habsburg Empire; Hungary during the Reform Era Week 7: Baroque Prague; A field trip in the streets of Prague will emphasize how the struggle between Reformation and Counter-Reformation gave Prague its unique architectural character. Week 8: Mid-term Exam Week 9: Revolution: the French Threat; The Wars of the French Revolution and the Napoleonic Wars; The Congress of Vienna; The end of Enlightenment Week 10: Reaction, Evolution, Revolution: the Springtime of Nations; The re-establishment of the old order under Metternich; The rise of nationalism and the Habsburg reaction; The Revolution of 1848 Week 11: Domestic Policy: Reaction and Modernization; Neo-Absolutism; Transition to Constitutional</p>		

Government; The creation of the Dual Monarchy; The end of the liberal era

Week 12: Foreign Policy: Primus inter Pares?; The end of the Great European Power; The Austro-Prussian struggle for German supremacy and the birth of Germany.

Week 13: The beginning of the End; The resurgence of National conflicts; The (imagined?) Serbian threat; The fateful German alliance.

Week 14: Conclusion: Austria Delenda Est; World War I and the end of the Habsburg Empire; Was the dissolution of the Empire inevitable?

### Study literature and study aids

#### Required

- Crankshaw, E. (1971). *The Habsburgs*. London: Transworld Publ.
- Kann, R. A. (2010). *A history of the Habsburg Empire, 1526-1918*. Berkeley: University of California Press.
- Taylor, A. J. P. (1990). *The Habsburg monarchy, 1809-1918: A history of the Austrian Empire and Austria-Hungary*. London: Penguin Books in association with H. Hamilton.
- Wandycz, P. (2017). *The Price of Freedom. A history of East Central Europe from the Middle Ages to the present*. London: Routledge.

#### Recommended

- Cohen, G. B., & Szabo, F. A. (2008). *Embodiments of power: Building Baroque Cities in Europe*. New York: Berghahn.
- Crankshaw, E. (1995). *The Fall of the House of Habsburg*. London: Cardinal.
- Fejtő, F. (2014). *Requiem pour un empire défunt. Histoire de la destruction de l'Autriche-Hongrie*. Paris: Seuil.
- Gainham, S. (1979). *The Habsburg Twilight. Tales from Vienna*. New York: Atheneum.
- Holmes, D., & Silverman, L. (2013). *Interwar Vienna. Culture Between Tradition and Modernity*. New York: Camden House.
- Jaszi, O. (2013). *The Dissolution of Habsburg Monarchy*. Chicago: University of Chicago Press.
- Johnson, L. (2014). *Introducing Austria*. Riverside: Ariadne Press
- Kann, R. A., & David, Z. V. (1984). *The Peoples of the Eastern Habsburg Lands, 1526-1918*. Seattle: University of Washington Press.
- Magris, C. (1991). *Le mythe et l'empire: Dans la littérature autrichienne moderne*. Paris: Gallimard.
- McCagg, William O. Jr. (1992). *A History of the Habsburg Jews 1670-1918*. Bloomington: Indiana University Press.
- Rickett, R. (1998). *A Brief Survey of Austrian History*. Vienna: Georg Prachner.
- Schorske, C. E. (2004). *Vienna fin de siècle*. Milano: Bompiani.
- Tapié, V.-L. (1971). *The Rise and Fall of the Habsburg Monarchy*. New York: Praeger.



<b>Course Name</b>	<b>Historiography and its Methods</b>		
<b>Course Type</b>	BA-IR-CEE: Compulsory	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance		
<b>Course Guarantor</b>	prof. PhDr. Milada Poliřenská, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	Instructors and their involvement in teaching the subject		
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Poliřenská, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>In the beginning of the course, the students will be introduced to the most important achievements of ancient Greek, Roman and medieval historiography and historiography of Renaissance, Humanism and Baroque periods. The main focus of this course will be on the historiography from the period of Enlightenment to the present. We will examine the development of history as a scholarly discipline, main personalities of historical science and their academic contribution, and will analyze the work with historical sources within the political, social and cultural context. Attention will also be paid to the main societal discussions in which the historians participated and participate and to the relationship between interpretation of history and responsibility of historians in the sphere of historical consciousness, national identity and concepts and conducts of policy and politics.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the key developmental phases of historical research from the ancient times to the present;</li> <li>▪ Understand historical development of historiography as an academic discipline including theories and methodologies of historical writing;</li> <li>▪ Know the selected outstanding personalities, works and trends in historiography;</li> <li>▪ Understand the responsibility of a historian in formation of national identity and use and misuse of historiography for political programs.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to methodology of historical research and writing.</p> <p>Week 2 Historical sources and their critical assessment in past and present. Historical disciplines.</p> <p>Week 3 Ancient Greek and Roman historiography: Herodotus, Thucydides, Caesar, Flavius, Tacitus.</p> <p>Week 4 Medieval historiography, monasteries, scriptoria, chronicles, annales, heroic epics. Gregory of Tours, Bede Venerabilis, Cosmas, Einhard, Gallus Anonymus, Geoffroi de Villehardouin, Jean de Joinville, Jean Froissart, Vita Caroli.</p> <p>Week 5 Historiography of Renaissance, Humanism and Baroque periods.</p> <p>Week 6 Jean Mabillon, Bella Diplomatica and beginning of critical methods. Enlightenment and reason in historiography</p> <p>Week 7 Historiography, formation of modern political nations, national identity. Romanticism in historiography. Search for meaning of history</p> <p>Week 8 Leading German, English, French historiographers, historiography in the Habsburg Empire. Michelet, Ranke, editions of sources, Monumenta Germaniae Historica. Frantiřek Palacký, Anton Gindely.</p>		

Week 9 School Annales, Marc Bloch, Lucien Febvre and Fernand Braudel.

Week 10 Historiography as a tool of support political programs, purges, misinterpretations of history. Nationalism.

Week 11 Historiography as a tool of support political programs, purges, misinterpretations of history. Marxist historiography.

Week 12 Main historiographical trends and schools from World War II till 1970s

Week 13 Main historiographical trends and schools from 1970s till the present.

Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Iggers, G. G. (2005). *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Wesleyan University Press.
- Polišenská, M. (2007). Antonín Gindely and the European dimension of his work [Antonín Gindely a evropská dimenze jeho díla, překl. autorka]. *Studie národohospodářského ústavu Josefa Hlávky*, 4.
- Tucker, A. (2004). *Our Knowledge of the Past: A Philosophy of Historiography*. Cambridge University Press.

#### **Recommended**

- Bentley, M. (2004). *Companion to Historiography*. Routledge.
- Štaif, J. (2003). The Image of the Other in the Nineteenth Century: Historical Scholarship in the the Czech Lands. In N. M. Wingfield (ed.), *Creating the Other. Ethnic Conflict and nationalism in the Habsburg Central Europe*. 81-102. New York, Oxford: Berghahn Books.

<b>Course Name</b>	<b>Historiography in the 20th Century</b>				
<b>Course Type</b>	BA-IR-CEE: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	William Eddleston, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course begins by examining broad trends in 20th century historiography. Weeks 2 and 3 look at two classic controversies in British historiography: the twin assault on the “Whig” conception of history launched by Herbert Butterfield and Lewis Namier, and the questions of free will and determinism in history arising from Isaiah Berlin’s critique of E. H. Carr, and the further controversy over the purpose and utility of historical study between Carr and Geoffrey Elton. Week 4 looks at the more recent dispute occasioned by Richard Evans’ moderate defence of empirical history against the challenge of postmodernism.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>▪ Be familiar with four of the most important methodological debates in English- speaking historiography in the 20th century: the debate inspired by Herbert Butterfield's Whig Interpretation of History; the famous Carr-Elton-Berlin controversy of the 1960s; the arguments over Richard J. Evans' moderate critique of postmodernism, and the early 1960s controversy surrounding A. J. P. Taylor's iconoclastic Origins of the Second World War.</li> <li>▪ Have examined three of the most significant approaches to the study of social history of the 20th Century: the French Annales School; the Cliometric movement and (British) Marxism.</li> <li>▪ Explored the most significant Cliometric historiographical dispute of the past 50 years: the controversy over Fogel and Engerman’s economic and social study of American slavery, Time on the Cross.</li> <li>▪ Looked at the work of two cultural historians: Jan Huizinga and his pathbreaking Autumn of the Middle Ages; and George L. Mosse’s re-reading of fascism as a form of cultural revolution.</li> <li>▪ Studied a major controversy in the field of diplomatic history – the so-called “Taylor Controversy.”</li> <li>▪ Understand something of the concept of collective memory through its application to the study of the American Civil War and Reconstruction.</li> <li>▪ Studied the major historiographical controversy over the meaning of the 18th century Enlightenment.</li> <li>▪ Have examined the application of many of the above-mentioned theories in the study of the Near East (Orientalism); the problem of the so-called “Witch Craze” of the early modern period, and the rise of the so-called penal society and its relation to the later Soviet Gulag.</li> <li>▪ Read and discussed at least one of the more famous works of microhistory: The Cheese and the Worms; The Return of Martin Guerre; Montaignou or The Great Cat Massacre.</li> </ul>				

### **Course Outline**

Week 1 Introduction – Key Questions in 20th Century Historiography.  
 Week 2 The Whig Idea of History: Herbert Butterfield, Lewis Namier and Liberal England’s National Myth.  
 Week 3 Determinism, Morality and Progress: E. H. Carr’s What is History and its Critics.  
 Week 4 Postmodernism and its Discontents: Richard Evans vs. Keith Jenkins and Friends.  
 Week 5 La Longue Durée: The Annales School. Time on the Cross: Cliometrics and American Slavery.  
 Week 6 Class Struggle or Economic Determinism?: E. P. Thompson, Eric Hobsbawm and the British Marxist Historians.  
 Week 7 Does History Need a Methodology?: A. J. P. Taylor and his Origins of the Second World War.  
 Week 8 Cultural History: Jan Huizinga and George L. Mosse on the 15th Century and on Fascism as Cultural Revolution.  
 Week 9 Confederates in the Attic: The American Civil War and Reconstruction in Collective Memory.  
 Week 10 Enough Said?: Orientalism, Post-Colonialism and their Discontents.  
 Week 11 Witches, Anthropologists and Feminists: The Problem of the Early Modern Witch Craze in Historiography.  
 Week 12 Should we put the “Enlightenment” in Inverted Commas?: The Idea of Progress and its Postmodern Critics.  
 Week 13 Poststructuralism and the Gulag: The Uses of Michel Foucault's Discipline and Punish.  
 Week 14 Reading Microhistories: Book Report Session on Microhistories.

### **Study literature and study aids**

#### **Required**

- Bloch, M. (1992). *The Historian’s Craft*. Manchester University Press.
- Carr, E. H. (2008). *What Is History?* London: Penguin.
- Evans, R. J. (2001). *In Defence of History*. London: Granta Books.
- Fischer, D. H. (1970). *Historians’ Fallacies : Toward a Logic of Historical Thought*. New York: Harper & Row.
- Iggers, G. G. (2005). *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, CT: Wesleyan.
- Jenkins, K. (1997). *The Postmodern History Reader*. Psychology Press.

#### **Recommended**

- Butterfield, H. (1965). *The Whig Interpretation of History*. Norton.
- Foucault, M., & Rabinow, P. (1984). *The Foucault Reader*. New York: Pantheon.
- Martel, G. (1999). *The Origins of the Second World War Reconsidered: A.J.P. Taylor and the Historians*. Routledge.
- Novick, P. (2001). *The Holocaust and Collective Memory*. London: Bloomsbury.
- Olick, J. K. (2011). *The Collective Memory Reader*. New York: Oxford University Press.
- Said, E. W., & Rubin, A. (2000). *The Edward Said Reader*. New York: Vintage.

<b>Course Name</b>	<b>History of Architecture (from Ancient to Contemporary)</b>			
<b>Course Type</b>	BA-VA-HIS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: History of Photography			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Filip Šenk, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will focus on main characteristics of important architectural styles and thus also give a general overview of western architecture. Although the course will focus on architecture since early medieval period introduction to Ancient Greek and Roman architecture will start the course for better understanding of terms and fundamental forms of western architecture. Chosen pieces of architecture will be also considered from the perspective of style, political representation, cultural meaning and function. Crucial point in understanding architecture is to grasp the space it creates. Thus the different notions of space, spatial quality and place will be a key concepts for understanding architecture of different periods and styles. The aim is to give students an understanding of architecture as a complex product of its own age. The classroom lectures will be combined with regular excursions throughout the city.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify major art-historical periods and styles of architecture from the Romanesque to the present; define their main characteristics using key terminology</li> <li>▪ Identify important architecture examples found in Prague and classify them according to architectural style</li> <li>▪ Discuss themes of representative examples of architecture in Prague and contextualize them with main socio-cultural, historical, and political influences</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course structure              Introduction to the Ancient Greek and Roman Architecture              Architectural terms</p> <p>Week 2 Romanesque Prague              Carolingian Renaissance, German Romanesque Architecture              Oldest structures in Prague and the Czech Republic              Excursion: Rotundas and St. George’s Basilica</p> <p>Week 3 Gothic architecture I              French Gothic              Excursion: Old Town Square, St. Agnes Convent</p> <p>Week 4 Gothic art and architecture II              Charles IV and Petr Parléř              Excursion: St. Vitus Cathedral, Prague Castle</p> <p>Week 5 Renaissance Prague              Italian Renaissance; Renaissance Villa</p>			

	Excursion: Prague Castle Royal Gardens, Queen Ann's Summer Palace, Ball Game Hall
Week 6	Baroque art and architecture I Baroque in Rome: Domenico Fontana, Carlo Maderno, Pietro Berrettini da Cortona, Gianlorenzo Bernini, Italian architects in Prague Excursion: Wallenstein Palace Gardens, St. Nicholas Church in Mala Strana
Week 7	Baroque art and architecture II Francesco Borromini, Guarino Guarini, Dientzenhofer Family, Jan Blažej Santini-Aichel Excursion: Nerudova and Hradčany, Castle Troja
Week 8	19th Century architecture Historicism versus modernity Excursion: National Theatre, National Museum, Josefov
Week 9	Art Nouveau Excursion: Municipal House, Prague main railway station, Villa Bilek
Week 10	Introduction to the 20th Century Architecture Luis Sullivan, Frank Lloyd Wright, Jože Plečnik and Jan Kotěra, Adolf Loos Excursion: villa Kotěra, Church of the Most Sacred Heart of Our Lord
Week 11	Prague between the Two World Wars Cubist Architecture, Functionalism, Ludwig Mies van der Rohe, Le Corbusier, Alvar Aalto Excursion: House of the Black Madonna, Baba
Week 12	Post-War art Sorela, Brutalism, Postmodernism Excursion: Hotel Jalta, Kotva
Week 13	Contemporary architecture Architecture since 1989: Gehry, Nouvel and Czech Architects Excursion: Dancing House, Anděl, Jelení příkop
Week 14	Final Exam

<b>Study literature and study aids</b>	
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**Required**

- Frampton, K., & Frampton, K. (1992). *Modern architecture: A critical history with 362 illustrations*. Thames & Hudson.
- Giedion, S. (1982). *Space, time and architecture*. Harvard University Press.
- Cohen, J.-L. (2017). *The future of architecture, since 1889: A worldwide history*. Phaidon.
- Pevsner, N. (2009). *An outline of European architecture*. Thames & Hudson.
- *Ten centuries of architecture*. (2001). Prague Castel Administration. (1-6)
- Švácha, R., Frampton, K., Dluhosch, E., Büchler, A., & Malý, J. (1999). *The architecture of new Prague 1895-1945*. MIT Press.

**Recommended**

- Janson, H. W., Janson, A. F., & Janson, H. W. (2006). *A short history of art*. Pearson Education/ Prentice Hall.

<b>Course Name</b>	<b>History of Art I</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Required optional BA-IR: Required optional BA-VA: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is a survey of art and architecture in the Western tradition from prehistoric times until the Middle Ages (ca. 40,000 B.C.E. – 1300 C.E.). The goal of the course is to familiarize students with the main developments in visual culture during this period, as well as to introduce students to the basic methodology of art-historical studies.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify major art-historical periods and styles of art and architecture from the Prehistoric period to the Middle Ages; define and describe their main characteristics using key terminology</li> <li>▪ Identify important art, artists, and architecture examples, and apply knowledge and terminology of artistic/architectural styles to these examples</li> <li>▪ Discuss themes of representative examples of art and architecture and contextualize them within the main socio-cultural, and historical influences of their time.</li> <li>▪ Analyze works art and architecture using the basic methodologies of art history: form, content and context.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class overview and expectations; Introduction to art history  Week 2 Prehistoric Art  Week 3 Art of the Ancient Near-East  Week 4 Art of Ancient Egypt  Week 5 Art of Ancient Greece I, The Aegean Civilizations  Week 6 Art of Ancient Greece II, Classical Era  Week 7 Art of the Roman World I: Republican Rome  Week 8 Art of the Roman World II: Imperial Rome  Week 9 Early Christian and Byzantine Art  Week 10 The Early Middle Ages: Germanic and Hiberno-Saxon art  Week 11 Romanesque Art  Week 12 Gothic Art I: Iconography and Interpretation  Week 13 Gothic Art II: Cathedrals  Week 14 Final Exam</p>				

<b>Study literature and study aids</b>	
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***Required***

- Schneider Adams, L. (1988). *Art Across Time: Volume 1*. Boston: McGraw-Hill College.

***Recommended***

- Janson, H. W., Janson, A. F., & Janson, H. W. (2006). *A short history of art*. Upper Saddle River, N.J: Pearson Education/Prentice Hall.



<b>Course Name</b>	<b>History of Art II</b>				
<b>Course Type</b>	BA-BA: Required optional BA-IR: Required optional BA-VA: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 % Christopher Montoni, M.A. – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course presents an overview of the history of Western art and architecture from the end of the Middle Ages in the 14<sup>th</sup> century to the beginning of Modernism in the 19<sup>th</sup> century. We will study the art styles of the successive periods of art history beginning with Gothic and Late Gothic art and architecture, followed by the Renaissance, Mannerism, Baroque, and Rococo, and concluding with Neoclassicism and Romanticism and the beginning of Modernity. We will discuss the most important artists and art works that have formed and exemplified the art styles of their time. The classroom lectures will be combined with excursions to museums, art galleries, and historical sites relevant to the topics covered in the class.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Have an understanding of artistic and architectural developments from the 13<sup>th</sup> to the 19<sup>th</sup> century in Western art and architecture</li> <li>▪ Identify major art historical periods and styles of art and architecture and recognize their defining characteristics</li> <li>▪ Recognize works of important artists and architects and understand them in their historical context</li> <li>▪ Prepare and present research on a chosen topic.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction. Overview of the course.  Week 2 Gothic Art and Architecture – Nature Redeemed  Week 3 “Spiritualized Matter &amp; Materialized Spirituality” – Prague as the Capital of Holy Roman Empire under Charles IV.  Week 4 Late Gothic Art and Architecture – Middle Ages Dissolved  Week 5 Early Renaissance  Week 6 High Renaissance  Week 7 Renaissance in Northern Europe  Week 8 Midterm exam  Week 9 Late Renaissance and Mannerism  Week 10 Baroque I  Week 11 Baroque II  Week 12 Late Baroque and Rococo  Week 13 Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries  Week 14 Final Exam and Final Paper Due</p>				

**Study literature and study aids*****Required***

- Gombrich, E. H. (2015). *The Story of Art*. Phaidon.
- Schneider Adams, L. (2011). *Art Across Time: The Fourteenth Century to the Present*. Vol. 2. McGraw-Hill College.

***Recommended***

- Janson, H. W., Janson, A. F., & Janson, H. W. (2006). *A short history of art*. Pearson Education/ Prentice Hall.

<b>Course Name</b>	<b>History of Art III</b>				
<b>Course Type</b>	BA-VA: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Karen Grunow-Hårsta, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course traces the beginning of Modernism to Realism of the second half of the 19th century, and presents the hi/story of Modern art to the post World War II point, when New York replaced Paris as the world’s art center – the point when the modernist agenda of re-thinking all traditional values and radically redefining and extending their meanings was fulfilled literally, and had thus reached its own limit. We will study and discuss painting, sculpture, and architecture and gain understanding of major twentieth-century stylistic movements, situating them within the historical, philosophical, social, and political contexts in which they arose. The classroom lectures will be combined with excursions to museums, art galleries, and historical sites relevant to the topics covered in the class.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term “modernism,” and explain what makes particular works of art “modernist.”</li> <li>▪ Describe the general characteristics of the most important modern art movements.</li> <li>▪ Associate works of modern art with specific modern art movements based on the style and subject of the works.</li> <li>▪ Know the principal artists from each movement, and be able identify their most important works.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Origins of Modern Art: Reality Stripped of Conventions</p> <p>Week 2 Impressionism: Visual Truth Only</p> <p>Week 3 Post-Impressionism: In the Search of Expression</p> <p>Week 4 Symbolism and the Fin-de-siècle: Fantasy Set Free</p> <p>Week 5 Birth of Modern Sculpture: August Rodin – Human Figure in the Raw</p> <p>Week 6 Art Nouveau: “To Every Age its Art/ To Art its Freedom”</p> <p>Week 7 Expressionism: Artist’s Way of Seeing</p> <p>Week 8 Cubism: Representation Re-formed</p> <p>Week 9 Abstract Art: Finding the Essence of Things</p> <p>Week 10 Modern Architecture: New Way of Living</p> <p>Week 11 Dada and Surrealism: Dream Realer than Reality</p> <p>Week 12 The Interwar Avant-Garde: Art in the Age of Mechanical Reproduction</p> <p>Week 13 The Interwar Avant-Garde: Art in the Age of Mechanical Reproduction</p> <p>Week 14 Final Exam and Final Paper Due</p>				

**Study literature and study aids****Required**

- Schneider Adams, L. (2011). *Art across time: The fourteenth century to the present*. McGraw-Hill.
- Arnason, H. H., & Mansfield, E. (2013). *History of modern art: Painting, sculpture, architecture, photography*. Pearson.
- Foster, H., Krauss, R. E., Bois, Y.-A., Buchloh, B. H. D., & Joselit, D. (2016). *Art since 1900: Modernism, antimodernism, postmodernism*. Thames & Hudson.

**Recommended**

- Janson, H. W., Janson, A. F., & Janson, H. W. (2006). *A short history of art*. Pearson Education/ Prentice Hall.

<b>Course Name</b>	<b>History of Art IV</b>				
<b>Course Type</b>	BA-VA: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	50 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 50 % Karina Kottová, Ph.D. – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The History of Art IV course will present the tendencies and developments in modern and contemporary art from a wider perspective. The course begins with lectures on the state of contemporary art world. Afterwards, the particular artists or movements will be placed within broader contexts and issues ranging from modes of perceiving art, aesthetics and the question of beauty, Freudian psychology and its impact on art or other psychological, sociological, philosophical and political contexts. The outcome of this course therefore is not only to present the chronological history of 20<sup>th</sup> century art, but to address major topics, which this art dealt with and which transcend single works of art or artistic movements.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify major artists and artistic movements from the beginnings of 20th century up to nowadays.</li> <li>▪ Understand broader issues and contexts, which influenced the state of modern and contemporary art.</li> <li>▪ Discuss and analyze works of art and the contexts within which they emerged.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Emancipation of a Viewer. From Democratization to Banalization  Week 2 Who is who in the Artworld? Key Players and Roles  Week 3 19th Century Legacy.  Week 4 Deconstruction and Reconstruction: Cubism, Futurism, Constructivism  Week 5 Music and Spirituality: Early Abstractionists  Week 6 The Abuse of Beauty: Dada and the Post-War Avant-garde  Week 7 Surrealism &amp; Art Brut  Week 8 Art for Art or Art for Sale: Abstract Expressionism, Pop Art, New Realism  Week 9 A chair is a chair is a urinal: Marcel Duchamp and Conceptual Art  Week 10 After Conceptualism: Minimalism, Land Art, Environmental Art  Week 11 Feminism and politically engaged art practice  Week 12 Tendencies in Contemporary Art: Postmodernism, Photorealism, New Media, Performance  Week 13 What it Post-internet?  Week 14 Final Exam</p>				

## Study literature and study aids

### Required

- Thorton, S. (2012). *Seven Days in The Art World*. Granta Books.
- Nelson, R. S., & Shiff, R. (eds.) (1998). *Critical Terms for Art History*. Chicago: University of Chicago Press.
- Robertson, J., & McDaniel, C. (2010). *Themes of Contemporary Art: Visual Art after 1980*. NY: Oxford University Press.
- Atkins, R. (1997). *Art Speak: A Guide to Contemporary Ideas, Movements, and Buzzwords*. NY: Abbeville Press Publishers.
- Pyzik, A. (2014). *Poor but Sexy: Culture Clashes in Europe East and West*. Winchester: Zero Books.

### Recommended

- Janson, H. W., Janson, A. F., & Janson, H. W. (2006). *A short history of art*. Upper Saddle River, N.J: Pearson Education/Prentice Hall.

### Movies

- *Exit Through The Gift Shop*, Banksy, 2010
- *Jean-Michel Basquiat: The Radiant Child*, 2010
- *The Artists Is Present*, 2012
- *The Square*, Ruben Östlund, 2017
- *Struggle: The Life and Lost Art of Szukalski*, 2018
- *The Cool School*, 2008
- *Documentary Now: Waiting for the Artists*, 2018
- *Nathan for You: Dumb Starbucks*, 2014
- *The Price of Everything*, Nathaniel Kahn, 2018

### Podcasts

- Talking Digital Colonialism, Morehshin Allahyari
- Shary Boyle's Exploration of the Fantastic and Political Lives of Clay
- Another War Is Possible: Karl Holmquist
- The Wise Fool interview with Kacha Kastner

<b>Course Name</b>	<b>History of Broadcasting – Media in the 20<sup>th</sup> century</b>				
<b>Course Type</b>	BA-JM-MED: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	David Vaughan, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The new age of the electronic media, Political versus Public Airwaves, Battles on the Airwaves, propaganda and public service. The New Frontier: Television, Political Communication: The electronic media and the way we speak, How broadcasting changed the job of the journalist, Internet News, The craft of radio and television. Ever since the invention of telegraph back in the 19<sup>th</sup> century, the electronic media has transformed the way we see the world, the pace at which information is transferred and the way that politics, diplomacy and all aspects of public life function. In this course we look at today's electronic media: TV, radio, internet, in the context of their historical development. We see how the formats of radio and television news coverage were established through history and experience: in two world wars, in the Cold War and in more recent conflicts. We see how patterns have developed for the use and abuse of the electronic media and at how broadcasting has changed the course of history. We analyze methods of propaganda. We look at how the internet is changing the way news is made and received. We work with Czech Radio archives as a historical source, showing how analysis of archive recordings can shed light both on past events and on our own time. We conduct practical workshops on audio production, culminating in the making of a radio program that will be broadcast by Radio Prague.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the key episodes in the history of the electronic media.</li> <li>▪ Recognize and reflect on the changing role of the electronic media over the decades and on its complicated interaction with public and political life.</li> <li>▪ Recognize the historical roots of today's global media, including the use of radio archives as a source for historical research.</li> <li>▪ Recognize in greater depth the issues, decisions and dilemmas faced by the radio or television journalist, and should become better able to implement these considerations in their own later work as a journalist or in related fields.</li> <li>▪ Demonstrate practical skills in radio program making and audio editing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 General introduction plus roots  Week 2 Using sound archives as a historical source  Week 3 The prehistory of the electronic media  Week 4 The birth of radio.  Week 5 Field Trip to Czech Radio  Week 6 Political versus Public Airwaves:  Week 7 Battles on the Airwaves:</p>				

Week 8 Archive project: contd.  
 Week 9 The New Frontier: Television  
 Week 10 Television and Propaganda  
 Week 11 New Media, information and disinformation  
 Week 12 Student presentation of archive project  
 Week 13 Final radio workshop  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Winchester, S. (2004). *Krakatoa the day the world exploded*. London: Penguin.
- Wu, I. S. (2015). *Forging trust communities: How technology changes politics*. Baltimore: Johns Hopkins Univ. Press.
- Vaughan, D. (2008). *Battle for the airwaves: Radio and the 1938 Munich crisis*. Prague: Radioservis.
- Shirer, W. L. (2002). *"This is Berlin": Radio broadcasts from Nazi Germany*. Woodstock, NY: Overlook Press.
- Speeches of Joseph Goebbels 1933–1945 (in particular “Radio as the Eighth Great Power”, August 18, 1933). Available on <https://research.calvin.edu/german-propaganda-archive/goebmain.htm>
- Arendt, H. (1985). *The origins of totalitarianism*. San Diego, New York, London: Harcourt Brace.
- Sperber, A. M. (2006). *Murrow, his life and times*. New York: Fordham University Press.
- Simpson, J. (2011). *Unreliable sources: How the 20th century was reported*. London: Pan.
- Glanville, J. (2010). *Radio redux: Freedom on the airways*. Series Index on censorship, 39(2). London: Writers & Scholars International.
- Dimpleby, J. (2012, Nov 8). Free Speech Bites. <https://www.indexoncensorship.org/2012/11/jonathan-dimpleby-2/>
- Rose, S. (2014, Oct 7). The Isis propaganda war: a hi-tech media jihad. *The Guardian*. <https://www.theguardian.com/world/2014/oct/07/isis-media-machine-propaganda-war>
- Vaughan, D. (2014, April). About Us, Without Us! *Respekt Online*. <http://respekt.ihned.cz/respekt-in-english/c1-61966220-about-us-without-us>
- Ross, S. (2002). Understanding Propaganda: The Epistemic Merit Model and Its Application to Art. *Journal of Aesthetic Education*, 36(1), 16–30. doi:10.2307/3333623

**Recommended**

- *BBC Producers’ Guidelines*. <http://www.bbc.co.uk/guidelines/editorialguidelines/>
- Films: Good Night and Good Luck, 2005; Hotel Rwanda, 2004; Citizen Kane (1941), The King’s Speech (2010)
- Audio recordings: radio news archive material from Europe and the US – dating from the 1920s to the Iraq War.
- Radio, Newsreel and TV archives: from the 1930s to the present day.
- Radio documentaries: *A Quarrel in a Faraway Country* (BBC Radio 4, 2007)



<b>Course Name</b>	<b>History of Cinema – The Auteurs</b>				
<b>Course Type</b>	BA-VA-HIS: Required optional BA-VA-FIL: Required optional		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-VA-HIS: Equivalence: American Visual Culture / Prague Art & Architecture BA-VA-FIL: Equivalence: Central European Film Seminar				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Anthony Marais, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is a survey of fourteen major film auteurs from the advent of cinema in 1895 to the present. An auteur is an artist, usually a film director, who applies a highly centralized and subjective control to many aspects of a collaborative creative work; in other words, a person equivalent to an author of a novel or a play. Progressing chronologically, the course builds an overall view of auteur theory across cultures, considering film criticism, as well as analyzing the styles of major auteurs. Students will also become familiar with key concepts in film studies including realism, expressionism, montage, mise en scene, and genre. As students acquire a better familiarity with cinematic history and the developments in film criticism, they will become better prepared to form surer and sounder judgments about their own film experiences and to speak and write about those judgments with greater clarity and skill.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a familiarity with the major movements in film theory and criticism with respect to the various modes of inquiry that have impacted the study of film.</li> <li>▪ Demonstrate a basic familiarity with key concepts in cinema studies.</li> <li>▪ Demonstrate a familiarity with a body of films and the ways in which they can be understood and contextualized with respect to the literature that defines film theory and criticism.</li> <li>▪ Apply critical and analytic tools essential for film scholarship and related fields of aesthetic inquiry grounded in a familiarity with the critical literature on film.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Charlie Chaplin  Week 2 Alfred Hitchcock  Week 3 Orson Welles  Week 4 Federico Fellini  Week 5 Agnes Varda  Week 6 Akira Kurosawa  Week 7 Roman Polanski  Week 8 Miloš Forman  Week 9 Stanley Kubrick  Week 10 Andrej Tarkowski  Week 11 Woody Allen  Week 12 Pedro Almodovar</p>				

Week 13 Wim Wenders

Week 14 David Lynch

**Study literature and study aids**

*Selected movies*

- Charlie Chaplin: A Film Johnnie (1914), The Tramp (1915), A Dog’s Life (1918), The Kid (1921), The Gold Rush (1925), The Circus (1928), City Lights (1931), Modern Times (1936), The Great Dictator (1940), Monsieur Verdoux (1947), Limelight (1952)
- Alfred Hitchcock: The Ring (1927), The Lodger (1927), Sabotage (1936), Rebecca (1940), Saboteur (1942), Shadow of a Doubt (1943), Lifeboat (1944), Strangers on a Train (1951), Dial M For Murder (1954), Rear Window (1954), Vertigo (1958), North by Northwest (1959), Psycho (1960), The Birds (1963), Marnie (1964)
- Orson Welles: Citizen Kane (1941), The Magnificent Ambersons (1942), Journey into Fear (1943), The Stranger (1946), The Lady from Shanghai (1947), Macbeth (1948), The Third Man (1948), Black Magic (1949), Othello (1952), Mr. Arkadin (1955), Touch of Evil (1958), The Trial (1962), Chimes at Midnight (1965), The Immortal Story (1968), F For Fake (1973)
- Federico Fellini: La Strada (1954), Il Bidone (1955), Nights of Cabiria (1957), La Dolce Vita (1960), 8 ½ (1962), Juliet of the Spirits (1965), Satyricon (1967), Roma (1972), Amarcord (1974), Casanova (1976), City of Women (1980), Ginger and Fred (1986)
- Agnes Varda: La Pointe Courte (1955), Cléo de 5 à 7 (1962), Le Bonheur (1965), Vagabond (1985), One Sings, The Other Doesn’t (1977), The Gleaners and I (2000), The Beaches of Agnes (2008)
- Akira Kurosawa: Stray Dog (1949), Roshomon (1950), Seven Samurai (1954), Throne of Blood (1957), Yojimbo (1961), Sanjuro (1962), Ran (1985)
- Roman Polanski: Knife in the Water (1959), Repulsion (1965), Cul de Sac (1966), The Fearless Vampire Killers (1967), Rosemary’s Baby (1968), Macbeth (1971), Chinatown (1974), The Tenant (1976), Tess (1979), Frantic (1988), Bitter Moon (1992), Death and the Maiden (1994), The Ninth Gate (1999), The Pianist (2002), The Ghost Writer (2010), An Officer and a Spy (2019)
- Miloš Forman: Black Peter (1964), Talent Competition (1964), Loves of a Blonde (1965), The Fireman’s Ball (1967), One Flew Over the Cuckoo’s Nest (1975), Hair (1979), Amadeus (1984), Valmont (1989), The People vs. Larry Flint (1997), The Man on the Moon (1999), Goya’s Ghosts (2006)
- Stanley Kubrick: Killers Kiss (1955), The Killing (1956), Paths of Glory (1957), Lolita (1962), Dr. Strangelove (1964), 2001: A Space Odyssey (1968), A Clockwork Orange (1973), Barry Lyndon (1975), The Shining (1980), Full Metal Jacket (1987), Eyes Wide Shut (1999)
- Andrej Tarkowski: The Killers (1956), There Will Be No Leave Today (1959), Ivan’s Childhood (1962), Andrei Rublev (1966), Solaris (1972), The Mirror (1975), Stalker (1979), Nostalgia (1983), The Sacrifice (1986)
- Woody Allen: Bananas (1971), Sleeper (1973), Love and Death (1975), Annie Hall (1977), Manhattan (1979), Stardust Memories (1980), Zelig (1983), Hannah and Her Sisters (1987), Husbands and Wives (1992), Deconstructing Harry (1997), Sweet and Lowdown (1999), Match Point (2005), Midnight in Paris (2011), Magic in the Moonlight (2014), A Rainy Day in New York (2019)
- Pedro Almodovar: Pepi, Luci, Bom (1980), Labyrinth of Passion (1982), Matador (1986), Women on the Verge of a Nervous Breakdown (1988), Tie Me Up, Tie Me Down (1989), Talk to Her (2002), Volver (2006), The Skin I Live In (2011)
- Wim Wenders: Kings of the Road (1976), The American Friend (1977), Paris Texas (1984), Wings of Desire (1987), Until the End of the World (1991), Faraway, So Close (1993), Buena Vista Social Club (1999), Don’t Come Knocking (2005)
- David Lynch: Eraserhead (1977), The Elephant Man (1980), Blue Velvet (1987), Twin Peaks: Fire Walk With Me (1992), Lost Highway (1997), Mulholland Drive (2001), Twin Peaks: Season Three (2019)

<b>Course Name</b>	<b>History of Dissident Thought in Russia and East-Central Europe</b>		
<b>Course Type</b>	BA-IR-CEE: Required optional	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours <b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Europe after the Cold War, Russian Foreign Policy		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Marina Swoboda, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to provide students with an understanding of the complex intellectual debates of dissent that took place in Russia and Central/Eastern Europe from the 15th century to the present. The course will encompass the early expression of dissent promoted by the religious ideology of the Hussites and Old Believers and the transformation of religious dissent into a powerful political, philosophical and cultural ideology: utopianism, anarchism, left radicalism, Marxism, nationalism, etc. We will look at the Russian Revolution, the revolution that shook Hungary in 1919, the establishment of the Bolshevik government in Russia in 1917, and the formation of the totalitarian state. We will analyze the diverse and vigorous dissident activities: democratic groups fighting for the democratization of the Soviet state, national and religious movements, and the fight of the Jewish minority for the right to immigrate to Israel. We will examine the role of underground publications (<i>samizdat</i> and <i>tamizdat</i>), the intensification of political demonstrations and petition writings. Special attention will be given to the dissident movements in the Soviet bloc countries, particularly Czechoslovakia, Hungary and Poland in the wake of the destalinization process that took place after 1956.</p> <p>The dismantling of the USSR created the possibility of the establishment of new democratic governments in Russia and Central/Eastern Europe. In Russia it generated an atmosphere of initial euphoria that was soon replaced with disillusionment, frustration and political apathy. In recent years, the level of apathy has increased, and dissent in Russia has become fractured and marginalized. We will survey what is left of dissent in Russia and will analyze the current political situation. We also will examine the growth of the new nationalism and isolationism that is on the rise in present-day Europe.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and interpret the concept of religious, political or social dissent;</li> <li>▪ To be able to identify and deconstruct different dissident movements, place these ideological developments in the proper historical context and be able critically examine all aspects of individual groups;</li> <li>▪ Evaluate the role these movements played in the overall development of political ideologies; examine the ideologies of individual movements and the interplay between them;</li> <li>▪ Develop the skills needed for the critical evaluation of the books or articles provided in the reading list; broaden these skills in the class presentation, book review and the well-researched term paper.</li> </ul>		

### Course Outline

- Week 1 Introduction; The religious dissent of Hussites and Old Believers
- Week 2 Reformation and Counter Reformation; 18<sup>th</sup> century philosophical dissent in France, Germany and Russia
- Week 3 Westernizers and Slavophiles and the ideological and political position of the Decembrists; The Russian intelligentsia and its unique role in the development of an alternative approach to the “official” ideology
- Week 4 The influential political ideology of Russian émigré socialist thinkers; The rise of the utopian ideology, the *Petrashkevsky Circle*
- Week 5 Class presentations
- Week 6 The growth of radical left political movements of *Populists (narodniki)*; the People’s Will and the assassination of Tsar Alexander II; Mid-term exam in class
- Week 7 The radical right movements in Russia and the Black Hundreds; The escalation of extreme nationalism, antisemitism and xenophobia among the minorities of the Austro-Hungarian Empire
- Week 8 The rise of Marxism; revolutions in Hungary and Russia; Stalin Great Purges and the destalinization process in the USSR
- Week 9 Reaction to destalinization in the Soviet bloc countries and rise of dissent in Hungary, Poland and Czechoslovakia; The dissident movement in USSR between 1950s and 1980s
- Week 10 Glasnost’ and Perestroika and dissident movement’s role in the evolving process; The dismantling of the USSR and the changing role of dissident movement
- Week 11 The development of new democracies in Eastern/Central Europe and dissent; Putin’s ascend to power and the role of dissent in preserving the multiparty system of the government
- Week 12 The concepts of democracy, free press and freedom of speech in present day Russia; The rise of right wing nationalism in Eastern/Central Europe and the role of dissent in the new environment
- Week 13 Revision
- Week 14 Final exam

### Study literature and study aids

#### Required

- Amal’rik, A. (1984). *Will the Soviet Union survive until 1984?* New York, Harper & Row Publishers.
- Aksakov, K. (1966). On the Internal State of Russia. In M. Raeff (ed.), *Russian Intellectual History*. Harcourt, Brace & World, 230-251.
- Chaadaev, P. (1969). Apology of a Madman. In P.Y. Chaadaev, *Philosophical Letters & Apology of a Madman*. 161-178. Knoxville: University of Tennessee Press.
- Chernyshevskii, N. (1989). *What is to be done*. Ithaca: Cornell University Press.
- Havel, V., & Wilson, P. (1985). The power of the powerless. *International Journal of Politics*, 15(3/4), 23-96.
- Herzen, A. (2012). On the development of revolutionary ideas in Russia. *Revolution in Russia. A Letter to Emperor Aleksander the Second*. In A. *Herzen Reader*. Northwestern University Press.
- Korda, M. (2006). *Journey to a Revolution*. NY: Harper Collins.
- Marx, K. (1988). *The Communist Manifesto*. Penguin Books.
- Radishchev’s, A. (1966). *Journey from St. Petersburg to Moscow*. Harvard University Press.
- Rousseau, J. B. (1969). Discourse on the Origins of Inequality. In L. Crocker, *Age of Enlightenment*. New York: Harper&Row.
- Solzhenitsyn, A. (1963). *One day in the life of Ivan Denisovich*. NY, Penguin.

#### Recommended

- Alexeyeva, L. (1985). *Soviet Dissent*. Wesleyan University Press.
- Avrich, P. (2016). *Russian anarchists*. Princeton University Press.
- Bilen’kyi, S. (2012). *Romantic Nationalism in Eastern Europe: Russian, Polish, and Ukrainian Political Imagination*. Stanford University Press.
- Drapela, V. J. (1992). Czechoslovakia: From revolution to reconstruction. *International Journal for the Advancement of Counselling*, 15, 79-89.
- Elliott, J. E., Dowlah, A. F. (1994). Gorbachev, Perestroika and Democratizing Socialism. Origins, Institutions and Policies. *International Journal of Social Economics*, 21(10), 73-115.
- Falk, B. (2011). Resistance and Dissent in Central and Eastern Europe. *An Emerging Historiography. East European Politics and Society*, 25(2), 318-360.
- Fitzpatrick, S. (2017). *The Russian Revolution*. Oxford University Press.
- Hall, J. E. T. (1999). Boris Yeltsin and Russia’s Rocky Road to Capitalism: the early years. *International Journal of Social Economics*, 26(12), 1389-417.

- Hudson, A. (1997). From Oxford to Prague: The Writings of John Wycliff and his English Followers in Bohemia. *Slavonic and East European Review*, 75(4), 642-657.
- Hudson, H.D. Jr., (1997). 'Zakonnost' and Dissent: Post-Soviet Repressions of Political Dissidents in Historical Perspective. *The Historian*, 39(4), 681-701.
- Johnson, G. (1999). What is the History of Samizdat? *Soviet History*, 24(2), 115-33.
- Jones, W.G. (2010). Russia's eighteenth-century Enlightenment. In W. Leatherbarrow, & D. Offord, *A History of Russian Thought*. Cambridge University Press.
- Kemp-Welch, T. (2006). Destroying Stalin: Poland 1956 and its Legacy. *Europe-Asia Studies*, 58(8), 1261-84.
- Kingdon, R. M. (1975). Was the Protestant Reformation a Revolution? The Case of Geneva. *Studies in Church History*, 2, 203-22.
- Krapfl, J. (2013). Revolution with Human Face: politics, culture, and community in Czechoslovakia, 1989-1992. Ithaca: Cornell University Press.
- Kuromiya, H. (2007). Stalin and his Era. *The Historical Journal*, 50(3), 711-24.
- Laqueur, W. (1993). *Black Hundred: The Rise of the Extreme Right in Russia*. Harper Collins, 16-44.
- Lomax, B. (1985). The Hungarian Revolution of 1956 and the Origins of the Kadar Regime. *Studies in Comparative Communism*, 13(2/3), 87-113.
- Minkenber, M. (2017). *The Radical Right in Eastern Europe: Democracy under Siege*. Springer eBooks.
- Morson, G. S. (1993). What is the Intelligentsia? Once More, an Old Russian Question. *Academic Question*, 6(3), 20-38.
- Nabrdalik, B. (2007). How a Nation Outlived its State – Polish Partitions and their Impact on the Citizens of the Former Commonwealth. *Journal of Slavic Military Studies*, 20, 653-78.
- Pearce, S. (2009). The Polish Solidarity Movement in Retrospect: in Search of Mnemonic Mirror. *International Journal of Politics, Culture, and Society*, 22. Special Issue: Memory and Media Space, 159-82.
- Pedler, A. (1927). Going to the People. The Russian Narodnik 1874-5. *The Slavonic Review*, 6(16), 130-41.
- Pitty, R. (2009). Imagining Liberation: Russian Critiques of Stalinism. *Journal of Contemporary Central and Eastern Europe*, 17(1), 99-116.
- Pleines, H. (1996). Khrushchev's Secret Speech. *Slovo*, 9, 81-90.
- Pole, N. (2008). The Quest for Utopia in the Eighteenth Century. *Literature Compass*, 4/5, 685-706.
- Pomper, P. (2008). Aleksandr Ul'ianov: Darwinian Terrorist. *Russian History*, 35(1-2), 139-156.
- Rabow-Edling, S. (2007). The Decembrists and the Concept of Civic Nation. *Nationalities Papers*, 35(2), 369-391.
- Janos, A. C., & Stottman, W. B. (eds.). (1971). *Revolution in Perspective; essays on the Hungarian Soviet Republic of 1919*. University of California Berkeley, Centre for Slavic and East European Studies. Berkeley: University of California Press.
- Rutland, P. (2014). The Pussy Riot affair: gender and national identity in Putin's Russia. *Nationalities Papers: the Journal of Nationalities and Ethnicity*, 42(4), 575-582.
- Smyth, R. (2014). The Putin Factor: Personalism, Protest, and Regime Stability in Russia. *Politics & Policy*, 42(4), 567-592.
- Stein, H. (1976). Russian Nationalism and the Divided Soul of the Westernizers and Slavophiles. *Ethos*, 4(4), 403-438.
- Szulewski, K. (2011). Hijacked Ideas: Human Rights, Peace, and Environmentalism in Czechoslovakia and Polish Dissident Discourse. *East European Politics and Society*, 25(2), 272-295.
- Troyan, N. (1946). The Philosophical Opinion of the Petroshevsky Circle. *Philosophy and Phenomenological Research*, 6(3), 363-380.
- Uspensky, B. (1993). The Schism and Cultural Conflict in the Seventeenth Century. In S. K. Batalden, *Seeking God: The recovery of religious identity in Orthodox Russia, Ukraine, and Georgia*. 106-143. Dekalb: Northern Illinois University Press.
- Walicki, A. (2010). Russian Marxism. In G. M. Hamburg, & R. A. Pool (eds.), *A History of Russian Philosophy 1830-1930. Faith, Reason, and the Defense of Human Dignity*. 305-325. Cambridge University Press.
- Weinberg, R. (2012). The Blood Libel in Eastern Europe. *Jewish History*, 26(3), 275-85.



<b>Course Name</b>	<b>History of English</b>				
<b>Course Type</b>	BA-HS-AAS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-AAS: Anglo-American Philosophy				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Eva Eckert, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Eva Eckert, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The History of English recounts the surprising and often unexpected history of its speakers, as it traces the development and the spread of the English language to the modern day. The course sets the stage for the emergence of English from the Indo-European and Germanic languages. It traces its earliest records in the heroic epic of Beowulf and Anglo-Saxon writing. It discusses the Norman Conquest and near demise of English, followed by the resurgence of Middle English in the bawdy tales of Chaucer. The Modern period is explored beginning, with Shakespeare, the age of discovery and colonialism and culminating in English as a global language. English now surpasses all other languages in the number of its speakers and its expanse. We will consider how this has impacted the language, what might be the future of the English language.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of this course, students will have:</p> <ul style="list-style-type: none"> <li>▪ become familiar with the fundamentals of the historical study of language</li> <li>▪ understood the relationship of English to the Indo-European and Germanic language families</li> <li>▪ be familiar with the different (Old, Middle, Modern) periods of English</li> <li>▪ explored the interaction of language, history and geography and language change</li> <li>▪ analyzed the evolution and features of English as a global language</li> <li>▪ framed a researched project, presented the project in class and in a paper</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The Beginnings. Course Introduction. The history and study of language. Indo-European origins  Week 2 English Emerges  Week 3 Old English  Week 4 Middle English and the Norman Conquest and Anglo-Norman French. The Founding of the Universities  Week 5 Chaucer’s English. The Great Vowel Shift. Middle English Dialects  Week 6 Test 1  Week 7 The beginnings of Modern English  Week 8 Standards of English and Attitudes  Week 9 Colonial English &amp; English Around the World  Week 10 Global English: A world language  Week 11 The Future of English. Language Change  Week 12 Test 2. Research project consultations  Week 13 Student Presentations of Research Projects  Week 14 Student Presentations of Research Projects</p>				

<b>Study literature and study aids</b>	
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**Required**

- Barber C., Beal, J.C.& P.A. Shaw (1993). *The English Language: A Historical Introduction*, Cambridge.
- Baugh, A. & Cable, T. (2012). *A History of the English Language*. Routledge.
- Comrie, B. & S. Matthews, M. Polinsky, J. Aitchison (2010). *The Atlas of Languages: The Origin and Development of Languages Throughout the World*, ABC Books
- Crystal, D. (2012). *English as a Global Language*, Second Edition, Cambridge University Press
- Crowley, T. (2003). *Introduction to Historical Linguistics*, 4th ed., Oxford U Press
- Jenkins, J. (2014). *Global Englishes: A Resource Book for Students*. Routledge
- Holm, J. (2000). *An Introduction to Pidgins and Creoles*. Cambridge Textbooks in Linguistics
- Johnson, K. (2016). *The History of Early English: An activity-based approach*. Routledge
- Johnson, K. (2014). *Shakespeare's English: A Practical Linguistic Guide*. Routledge
- McWhorter, J. (2001). *The Power of Babel*. Harper Collins

**Recommended**

- Ansaldo, U.& M. Meyerhoff (2020). *The Routledge Handbook of Pidgin and Creole Languages*. Routledge Handbooks in Linguistics.
- Crystal, D. (2002). *The English Language: A Guided Tour of the Language*. Penguin
- Culpeper, J. (2015). *History of English*. Routledge
- Ostler, N. (2005). *Empires of the Word*. HarperCollins
- McWhorter, J. (2009). *Our Magnificent Bastard Tongue: The Untold History of English*. Aver

<b>Course Name</b>	<b>History of European Integration</b>			
<b>Course Type</b>	BA-IR-EUS: Compulsory BA-PS-EUS: Compulsory		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, team debate, active participation, attendance			
<b>Course Guarantor</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D. – 100 % PhDr. Tereza Smejkalová, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed for students of political science, international relations and humanities who want to gain a deeper knowledge of the European Union and its integration processes. It will offer the students a comprehensive overview of European integration history, European Union institutions, documents and historical decisions which continue to shape events in present day policy-making. Throughout the semester, step by step, we will learn about the post WWII context in which European integration took root, the early Communities and the reasons behind their inception, early years of integration and the crises they faced when great political personalities such as Charles de Gaulle or Margaret Thatcher clashed with ideas of supranational governance. We will cover the transformation of economic communities into a political and even a normative project in the post-Cold War era and debate the challenges that await the European Union in the wake of the financial crisis of 2008. This of course does not exclude student participation throughout the course, whether in form of team presentations or in-class work with period documents and discussion of their relevance.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, the students should have a strong foundation for future studies of European issues.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ list the milestones of European integration and based on this knowledge they should be able to explain the specific nature of the European Union integration process</li> <li>▪ comprehend the European Union institutional structure and understand the specific roles EU institutions play in EU decision-making processes</li> <li>▪ understand the current discussions of the European crisis in wider politico-historical context</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Interwar Projects of European Unity  Week 3 Postwar Europe: German Problem is Europe’s Problem  Week 4 Battle Over Europe  Week 5 Europe In the Doldrums  Week 6 Integration Gains Speed  Week 7 Towards the European Union  Week 8 Reform And “The Big Band Enlargement” of 2004  Week 9 Midterm Exam  Week 10 The Lisobn Treaty  Week 11 The European Economic Crisis</p>			



Week 12 European Integration Actors  
Week 13 Explaining European Integration  
Week 14 Final Exam

**Study literature and study aids**

***Required***

- Dinan, D. (2010). *Ever Closer Union*. Lynne Rienner Publishers.
- Dinan, D. (ed.). (2014). *Origins and Evolution of the European Union*. Oxford University Press.

***Recommended***

- Wallace, H., Pollack, M., & Young, A. (2010). *Policy-Making in the European Union*. Oxford University Press.
- Cini, M., & Perez-Solorzano Borraran, N. (2013). *European Union Politics*. Oxford University Press.
- Bomberg, E. E., & Stubb, A. C.-G. (2003). *The European Union – how does it work?* Oxford: Oxford University Press.

<b>Course Name</b>	<b>History of Photography</b>			
<b>Course Type</b>	BA-VA-HIS: Required optional BA-VA-FIL: Required optional BA-JM-FSV: Required optional	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>
	3 US/ 6 ECTS			
<b>Prerequisites, corequisites, equivalences</b>	BA-VA-HIS: Equivalence: History of Architecture (from Ancient to Contemporary) BA-VA-FIL: Equivalence: Documentary Photography BA-JM-FSV: Equivalence: Documentary Photography BA-JM-FSV: Prerequisites: Visual Culture			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	PhDr. Jaroslav Anděl – 100 % MgA. Bjorn Steinz – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to introduce students to the history of photography from the beginnings of the medium in the early nineteenth century till the present day. Students will become familiar with international photography, both historical and contemporary and how imagery was/is used for self-expression and to communicate with an audience. This course will highlight photography as the first media art and will explain its development with many examples from the rich history. Students will also analyse, explore, question and discuss the relationship between the photographer/artist, viewer, subject and the various functions of photography in society.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend the key figures in the development of photography</li> <li>▪ Understand a historical perspective on the development of photography</li> <li>▪ Demonstrate familiarity with the different approaches and motivations in the development of photography</li> <li>▪ Analyse images and to categorise them in to a cultural and historical context</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction class</p> <p>Week 2 The birth of photography and the inventors: Nicéphore Niépce, Louis Daguerre, William Henry Fox Talbot. Camera obscura and the next steps in recording light.</p> <p>Week 3 Photography versus Art 1 – Pictorialism, the reinvention of photography as an art form. Creating images rather than simply reproducing.</p> <p>Week 4 Photography versus Art 2 – Avantgarde Photographers: Alexander Rodchenko, Albert Renger-Patzsch, Aaron Siskind. A new kind of vision, combining objectivity and order with beauty and technology.</p> <p>Week 5 (Documentary) Photography for social reform. Jacob Riis, Lewis Hine, Dorothea Lang and the Farm Security Administration (FSA). “The Family of Man”. The use of the medium of photography to effect social change.</p> <p>Week 6 “Witness” – War Photography from the earliest images by Roger Fenton from the 1850’s till the contemporary work by James Nachtwey. Photography’s influence on the perception of war.</p>			

Week 7	Excursion: Gallery visit to a historical photography exhibition related to one of the course topics.
Week 8	On overview on Czechoslovak and Czech photography from the history up to our present time.
Week 9	Excursion: To the Institute of Art History of the Czech Academy of Sciences to meet the creators of the “Sudek project” (About Czech photographer Josef Sudek and the Photographic Documentation of Works of Art)
Week 10	The New York School (1936-1963). Street Photography. Weegee, Diane Arbus, William Klein, Robert Frank. Photographers who stretched the boundaries of their medium in their personal work as street photographers.
Week 11	Conceptual photography. “Die Becher-Schule” (The Becher School) and their influence to a new generation of conceptual photography artists. Bernd und Hilla Becher, Candida Höfer, Tomas Ruff, Thomas Struth und Andreas Gursky and more.
Week 12	Postmodern photography. All photography has been done – “rephotography”. Cindy Sherman, Christian Boltanski, Jeff Wall and more.
Week 13	The Photobook – a History: A unique perspective on the story of photography through the genre of the photobook from the early beginnings till nowadays. With the photobook photography expresses its true creative potential: a literary and narrative art form, which lies between film and romance (Gary Badger).
Week 14	Final exam

### Study literature and study aids

#### Required

- Barthes, R. (2012). *Camera lucida: Reflections on photography*. The Noonday Press.
- Berger, J. (2012). *Ways of seeing: Based on the BBC television series with John Berger*. British Broadcasting.
- Ritchin, F. (2010). *After photography*. W.W. Norton.
- Rosenblum, N., & Stoll, D. C. (2019). *A world history of photography*. Abbeville.
- Sonntag, S. (2001). *On Photography*. Picador.
- Szarkowski, J., & Museum of Modern Art (New York, N.Y.). (1973). *Looking at photographs*. Graphic Society.

#### Recommended

- Arbus, D., & Arbus, D. (2012). *Diane Arbus, an aperture monograph*. Aperture Foundation.
- Badger, G., & Davies, M. (2014). *The genius of photography: How photography has changed our lives*. Quadrille Publishing.
- Billingham, R. (2014). *Ray's a laugh*. Errata Editions.
- Cartier-Bresson, H., & Chéroux, C. (2018). *The decisive moment*. Steidl.
- Friedlander, L., & Galassi, P. (2008). *Friedlander*. Museum of Modern Art.
- Goldin, N., Heiferman, M., Holborn, M., & Fletcher, S. (2012). *The ballad of sexual dependency*. Aperture Foundation.
- Koudelka, J., & Guy, W. (2014). *Gypsies*. Thames & Hudson.
- Livingston, J. (1992). *The New York School: Photographs, 1936-1963*. Stewart, Tabori & Chang.
- Morris, E. (2014). *Believing is seeing: Observations on the mysteries of photography*. Penguin Books.
- Parr, M., & Badger, G. (2014). *The photobook: A history*. Vol. 1-3. Phaidon.
- Weegee. (2012). *Naked City*. Steidl.

<b>Course Name</b>	<b>History of Racism and Anti-Semitism</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: European History II Equivalence BA-HS-CES: Jewish Experience in Central Europe Equivalence BA-HS-PAS: Empire: British Imperialism and Colonialism / Britain and the World 1930-2016				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	William Eddleston, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course traces the development of racial prejudice and anti-Semitism, from their roots in the classical and mediaeval worlds to the rise of National Socialism in the early 20th century. Particular emphasis will be paid to the manner in which religious, cultural, linguistic and physical/biological forms of exclusion have overlapped and reinforced each other. It is one of the principal contentions of this course that National Socialism's exterminatory anti-Semitism is not merely a product of centuries of anti-Jewish prejudice; rather, racial anti-Semitism must be understood as something which evolved in close symbiosis with racial prejudices directed against Africans – slave and free – and colonial peoples from the early modern period, culminating in the historically-particular form of exterminatory racial anti-Semitism which formed the necessary precondition of the Holocaust.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Be familiar with many of the most important intellectual and historiographical controversies concerning the study of racism, slavery, imperialism, nationalism and anti-Semitism.</li> <li>▪ Understand the development of racial thinking from antiquity to the 20th century.</li> <li>▪ Grasp the connections between anti-Semitism and various forms of exclusionary racial discourses within European history (anti-Slavic prejudice; anti-Roma prejudice) and earlier forms of physical racialism which developed in relation to Africans and colonial subjects.</li> <li>▪ Understand long-term historical continuities in certain memes of racist discourse: polygenesis; ritual murder accusations; the taint of “blackness”; “barbarism” and natural slavery.</li> <li>▪ Equally appreciate the many radical breaks and departures in racial discourse: notions of the “purity of blood”; craniometry and physiological racism; anti-Judaism to anti-Semitism; 19th century imperialism; Darwinism and inheritance and the eugenics movement.</li> <li>▪ Critically evaluate the complex process by which linguistic definitions of racial affiliation – “Aryan,” “Semite,” “Turanian” and “Slav” – became hardened into physiological, pseudo-scientific racial concepts.</li> <li>▪ Finally, understand the lineages of National Socialist racism and genocide in these discourses – but especially in the histories of slavery, imperialism and eugenics.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Racism and Anti-Semitism in History</p> <p>Week 2 Racial Prejudice and Judeaophobia in Antiquity</p>				

Week 3 Jews and Others in the Christian Middle Ages  
 Week 4 Race and Religion in the Early Modern World  
 Week 5 Slavery, Race and the Bible in the Early Modern World  
 Week 6 Race, Racism and Enlightenment  
 Week 7 Racism, Collective Memory and Film  
 Week 8 Race and Language  
 Week 9 The Rise of the White Man's Republic: Race and Slavery in Jacksonian America  
 Week 10 Race, Empire and Evolution  
 Week 11 Nationalism, Anti-Semitism and Eugenics in Europe, 1871-1914  
 Week 12 White Men's Countries: Jim Crow, Apartheid and White Australia  
 Week 13 Towards the Final Solution  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Beller, S. (2007). *Antisemitism: A Very Short Introduction*. Oxford & New York: OUP.
- Bethencourt, F. (2013). *Racisms: From the Crusades to the Twentieth Century*. Princeton and Oxford: Princeton University Press.
- Fredrickson, G. M. (2002). *Racism: A Short History*. Princeton, N. J.: Princeton University Press.
- Rattansi, A. (2007). *Racism: A very short introduction*. Oxford: Oxford University Press

#### Recommended

- Isaac, B. (2004). *The Invention of Racism in Classical Antiquity*. Princeton, N.J.: Princeton University Press.
- Eliav-Feldon, M., Isaac, B. H., & Ziegler, J. (2013). *The origins of racism in the west*. Cambridge: Cambridge University Press.
- Dundes, A. (ed.). *The Blood Libel Legend: A Casebook in Anti-Semitic Folklore*. Madison, Wisc.: The University of Wisconsin Press.
- Pagden, A. (1987). *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge: Cambridge University Press.
- Blackburn, R. (1997). *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso.
- Dreher, R. E. (1970). *Arthur de Gobineau, an Intellectual Portrait*. University of Wisconsin.
- Field, G. G. (1981). *Evangelist of Race: The Germanic Vision of Houston Stewart Chamberlain*. New York: Columbia University Press.
- Hecht, J. M. (2000). Vacher de Lapouge and the Rise of Nazi Racial Science. *The Journal of the History of Ideas*, 61(2), 285-304.
- Olender, M. (1992). *The Languages of Paradise: Race, Religion and Philology in the Nineteenth Century*. Cambridge, Mass.: Harvard University Press.
- Trautmann, T. R. (1997). *Aryans and British India*. Berkeley: University of California Press.
- Said, E. (1978). *Orientalism*. Harmondsworth: Penguin Books.
- Horsman, R. (1986). *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Cambridge, Mass.: Harvard University Press.
- Stocking, G. W. (1991). *Victorian Anthropology*. New York: The Free Press.
- Barta, T. (2005). Mr Darwin's Shooters: On Natural Selection and the Naturalizing of Genocide. *Patterns of Prejudice*, 39(2), 116-137.
- Finzsch, N. (2005). 'It is scarcely possible to conceive that human beings could be so hideous and loathsome': discourses of genocide in eighteenth- and nineteenth- century America and Australia. *Patterns of Prejudice*, 39(2), 97-115.
- Brantlinger, P. (2003). *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930*. Ithica and London: Cornell University Press.
- Stocking, G. W. (1971). What's in a Name? The Origins of the Royal Anthropological Institute (1837-70). *Man* 6, 369-90.

***Documentaries***

- *Racism: A History*. Parts 1-3. BBC, 2007.
- *Birth of a Nation*. D. W. Griffith, 1915.
- *Africans in America – America's Journey through Slavery*. Part 3/4 – *Brotherly Love, 1791-1831*. (PBS, 1998).

<b>Course Name</b>	<b>History of the Cold War</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	prof. PhDr. Milada Polišíenská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišíenská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course begins by examining the uneasy alliance that developed in 1941 between the United States, Great Britain and the Soviet Union against the threat of Nazi Germany and the Axis powers. We will then trace the deterioration of this alliance after 1945 into hostile camps, and the intensification of superpower conflict in Asia during the 1950s.</p> <p>The death of Stalin in 1953 brought with it some hope for a relaxation of these tensions. But by the end of the 1950s and the early 1960s, the Cold War had entered its most dangerous period, with crises in Europe and the Caribbean (the successive Berlin and Cuban Missile crises) which very nearly resulted in a nuclear conflagration.</p> <p>A period of so-called détente followed in the later 60s and the 1970s. But a relaxation in tensions between the two superpowers was paradoxically characterised by an intensification of conflict on the periphery of the superpowers' spheres of influence – in South East, the Middle East and Africa. America's unending war in Vietnam, and the war fought between the Arab states and Israel in 1973 – almost brought the world economy to the brink of collapse in the 1970s.</p> <p>The Cold War would enter another intense phase – the so-called "Second Cold War" – in the late 1970s and early 1980s, almost resulting in the outbreak of nuclear war in 1983. Yet, just at the point where the conflict seemed at its most intense and irreconcilable, it suddenly and unexpectedly ended with the coming to power in the Soviet Union of Mikhail Gorbachev and the rapid collapse of the Soviet empire in Eastern Europe in 1989 and of the Soviet Union itself in 1991.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ To understand the historical relationship between the United States and the Soviet Union, particularly as it developed after 1945.</li> <li>▪ To understand the main rival schools of thought regarding the causes and development of the Cold War – the "Orthodox School," the "Revisionists," the "Post-Revisionists" and the "Post-Soviets."</li> <li>▪ To have gained an understanding of some of the more controversial topics relating to the Cold War period, such as the decision to drop the atomic bomb; whether the Soviet</li> <li>▪ To have gained a basic acquaintance with some of the key documentary sources relating to the Cold War.</li> <li>▪ To consider the role of great power strategic and economic interests, competing ideologies (capitalism, democracy, imperialism, communism, Pan-Slavism), nationalism, ethnic conflict and anti-colonialism in shaping the Cold War conflict.</li> </ul>				



### Course Outline

Week 1 Course Introduction.

Week 2 Unlikely Allies: The United States, Great Britain and the Soviet Union in World War Two. The Tehran and Yalta Conferences.

Week 3 The Origins of the Cold War; The Dropping of the Atomic Bombs on Japan.

Week 4 Early Cold War Crises in Europe; Who Started the Cold War?

Week 5 From the Marshall Plan to the Berlin Airlift; The Communist Takeovers in Eastern Europe.

Week 6 The Early Cold War in Asia, 1945-54.

Week 7 Mid-Term Take Home Exams; The Fog of War.

Week 8 New Look: Khrushchev and Eisenhower, 1953-56.

Week 9 The Khrushchev Era: Nuclear Diplomacy, 1956-62.

Week 10 Johnson and Brezhnev Take Charge, 1964-69.

Week 11 The Rise and Fall of Détente, 1969-1980.

Week 12 Ronald Reagan and the Second Cold War.

Week 13 Mr Gorbachev's Revolution.

Week 14 Final Exam.

### Study literature and study aids

#### Required

- Gaddis, J. L. (1997). *We Now Know: Rethinking Cold War History*. Oxford: Oxford University Press.
- Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. London: Penguin Books, 1998.
- Reynolds, David. *From World War to Cold War: Churchill, Roosevelt and the International History of the 1940s*. Oxford: Oxford University Press, 2006.
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#### Recommended

- Leffler, M. P. (2010). The emergence of an American grand strategy, 1945-1952. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War I – Origins*. Cambridge: Cambridge University Press. 67-89.
- Pechatnov, V. O. (2010). The Soviet Union and the World, 1944-1953. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War I – Origins*. Cambridge: Cambridge University Press. 90-111.
- Roberts, G. (2006). *Stalin's Wars: From World War II to the Cold War, 1939-1953*. New Haven and London: Yale University Press.
- Logevall, F. (2010). The Indo-China Wars and the Cold War, 1945-1975. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War II – Crises and Détente*. Cambridge: Cambridge University Press. 281-304.
- McMahon, R. (2010). US National Security Policy from Eisenhower to Kennedy. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War I – Origins*. Cambridge: Cambridge University Press. 288-311.
- Hershberg, J. (2010). The Cuban Missile Crisis. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War II – Crises and Détente*. 65-87.
- Ambrose, S. E. & Brinkley, D. G. (1997). *Rise to Globalism: American Foreign Policy since 1938*. London: Penguin. 190-224.
- Judt, T. (2005). *Postwar: A History of Europe since 1945*. London: Penguin Books.
- Schulzinger, R. D. (2010). Détente in the Nixon-Ford Years 1969-76. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 373-94.
- Njolstad, O. (2010). The Collapse of Superpower Détente 1975-1980." In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 135-55.
- Mitchell, N. (2010). The Cold War and Jimmy Carter. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 66-88.
- Fischer, B. A. (2010). United States Foreign Policy in the Era of Reagan and Bush. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 267-288.
- Brown, A. (2010). The Gorbachev revolution and the end of the Cold War. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 244-266.
- Roberts, A. (2010). An "incredibly swift transition": reflections on the end of the Cold War. In M. P.



Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 513-534.

- Levesque, J. (2010). The East European Revolutions of 1989. In M. P. Leffler, & O. A. Westad (eds.), *The Cambridge History of the Cold War III – Endings*. Cambridge: Cambridge University Press. 513-534.
- Priestland, D. (2010). *The Red Flag: Communism and the Making of the Modern World*. London: Penguin Books.

<b>Course Name</b>	<b>Human Rights</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-HMR: Compulsory BA-IR-ILA: Required optional BA-IR-SEC: Required optional BA-PS-CDS: Required optional BA-PS-HMR: Compulsory MA-IR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: The United States and Global Civil Rights BA-IR-SEC: Equivalence: Democratization and Survival of Autocrats BA-PS-CDS: Equivalence: The United States and Global Civil Rights				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	Carollann Braum, J.D., LL.M.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Carollann Braum, J.D., LL.M. – 100 % Mgr. Zuzana Fellegi, LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will introduce the main features of the contemporary human rights system. Based on the history and theory of human rights, the course will explain the emergence and expansion of international human rights standards. It will introduce the major international institutions such as the UN, CoE, EU, OAS, AU, and ICC and it will explain the processes by which human rights standards are established and enforced at the international, regional and national level. Finally, the course will examine the development of human rights in the context of international and national politics amid growing globalization. Individual course topics will be supplemented with concrete case studies.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand history, theory, purpose and categorisation of human rights;</li> <li>▪ Recognize major international institutions and the processes by which human rights standards are established and enforced at the international, regional and national level;</li> <li>▪ Analyse the development and enforcement of human rights in the context of international and national politics;</li> <li>▪ Analyse concrete cases of human rights violations and their solutions;</li> <li>▪ Think critically and to provide possible solutions of present problems concerning different fields of human rights;</li> <li>▪ Demonstrate effective presentation and discussion skills;</li> <li>▪ Discuss possibilities of further development of human rights in the context of changing international relations; advancing globalization and weakening notion of state sovereignty in particular.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course; History of human rights</p> <p>Week 2 Categorization of human rights</p> <p>Week 3 Actors in the field of human rights – states, IGOs; INGOs (NGOs &amp; MNCs)</p> <p>Week 4 Human rights protection at national level – Czech Republic</p> <p>Week 5 Human rights protection at international level – United Nations</p> <p>Week 6 Human rights protection at regional level I – Council of Europe</p>				

Week 7 Midterm exam  
 Week 8 Human rights protection at regional level II – European Union  
 Week 9 Human rights protection at regional level III – Organisation of American States  
 Week 10 Human rights protection at regional level IV – African Union  
 Week 11 Judicial enforcement – national courts, ICJ, ICC  
 Week 12 Political enforcement – humanitarian intervention  
 Week 13 Human rights in foreign policy; Globalisation & human rights  
 Week 14 Final exam

### Study literature and study aids

#### Required

- Forsythe, D. P. (2012). *Human Rights in International Relations*. Cambridge University Press.
- Smith, R. K. M. (2014). *Textbook on International Human Rights*. Oxford: Oxford University Press.
- Alston, P., & Goodman, R. (2012). *International Human Rights*. Oxford: Oxford University Press.

#### Recommended

- Alston, P., & MacDonald, E. (2008). *Human rights, intervention, and the use of force* (Collected Courses of the Academy of European Law). Oxford: Oxford University.
- Armstrong, D., Farrell, T., & Lambert, H. (2012). *International Law and International Relations*. Cambridge: Cambridge University Press.
- Barratt, B. (2009). *Human rights and foreign aid: for love or money?* London: Routledge.
- Bellamy, A. J. (2009). *A Responsibility to protect: the global effort to end mass atrocities*. Cambridge: Polity.
- Cali, B. (2010). *International law for international relations*. Oxford : Oxford University Press.
- Ghandhi, S. (2012). *Blackstone's international human rights documents*. London : Oxford University Press.
- Goold, B. J. (2007). *Security and human rights*. Oxford: Hart.
- Ignatieff, M. (2005). *American Exceptionalism and Human Rights*. Princeton University Press.
- Kurasawa, F. (2007). *The Work of global justice: human rights as practices*. Cambridge: Cambridge University.
- Matejkova, S. (2008). Establishing the Norm of Humanitarian intervention in International Relations. CEJISS Issue 2. p. 76-91. Prague: MUP.
- Office of the United Nations High Commissioner for Human Rights (OHCHR) (2008). *Fact Sheet No. 32: Human Rights, Terrorism and Counter-Terrorism*. UN Geneva.  
<http://www.ohchr.org/Documents/Publications/Factsheet32EN.pdf>
- Pattison, J. (2012). *Humanitarian Intervention and the Responsibility To Protect: Who Should Intervene?* Oxford University Press.
- Sachedina A. (2014). *Islam and the Challenge of Human Rights*. Oxford: Oxford University Press.
- Wallace, R. M.M., & Holliday, A. (2013). *International Law*. London: Sweet & Maxwell.

<b>Course Name</b>	<b>Human Resources Management</b>			
<b>Course Type</b>	BA-BA-MGT: Compulsory BA-BA-PML: Compulsory	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MGT: <b>Prerequisites:</b> Introduction to Management BA-BA-PML: <b>Prerequisites:</b> Introduction to Management			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	PharmDr. Mgr. Ivana Schmidtová			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	PharmDr. Mgr. Ivana Schmidtová – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will provide an overview of human resource management, with particular emphasis in human resource planning and strategy, personnel selection, equal employment opportunity, training, performance appraisal, compensation, and contemporary issues in organizational behavior. The course has been developed for the student of general management whose job will involve responsibility for managing people in a global environment.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Understand human resource management from a systemic, strategic perspective. Describe the field of "human resource management" and understand its relevance to managers and employees in work organizations especially in a global economy.</li> <li>▪ Conduct a basic job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation.</li> <li>▪ Recognize contemporary human resource management tools and understand some of the technical details of human resource management practices.</li> <li>▪ Apply relevant theories to the management of people in organizations.</li> <li>▪ Analyze business challenges involving human resource systems.</li> <li>▪ Critically assess and evaluate human resource policies and practices.</li> <li>▪ Be aware of current international HRM trends, explain how human resource management practices can support organizational strategy – especially in a global environment.</li> <li>▪ Describe sound practice in the areas of recruitment, selection, training, performance appraisal, remuneration, and retention.</li> <li>▪ Apply knowledge of HRM to critique existing HR practices in a client organization and to develop improved practices and tools to suit the client's specific needs.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Overview. Introduction to HRM.  Week 2 Strategic HRM. Globalization. The Competitive Environment.  Week 3 Managing a New and Diverse Workforce  Week 4 Making HR Decisions. Job Analysis. Job Description  Week 5 Recruitment and Selection.  Week 6 Compensation and Benefits.  Week 7 Mid-Term Exam  Week 8 Motivation at Work.  Week 9 Performance Appraisal and Career Management. Training and Development.  Week 10 Leadership. Talent Management. AC/DC.  Week 11 Managing Teams.</p>			

Week 12 Managing Labor Relations. Safety, Health, Well-Being, and Security.  
 Week 13 Final Exam  
 Week 14 Feedback on Final Exam/Overall Performance. Final Group Exercise.

**Study literature and study aids**

**Required**

- DeNisi, A. S., & Griffin, R. W. (2011). *Human resource management*. Mason, Ohio: South-Western.

**Recommended**

- Blanchard, K. (2007). *Leading a higher level*. Upper Saddle River, NJ: Prentice Hall.
- Coyle, D. (2009). *The talent code: Unlocking the secret of skill in maths, art, music, sport, and just about everything else*. London: Random House.
- Dweck, C. S. (2016). *Mind Set – The New Psychology of success*. NY: Ballantine Books.
- Fisher, C. D., Shaw, J. B., & Schoenfeldt, L. F. (2003). *Human Resource Management*. Boston: Houghton Mifflin.
- *Hiring and keeping the best people*. (2002). Boston: Harvard Business School Press.
- Harvard Business Review on Compensation. Boston (1993 – 2001)
- Harvard Business Review on Leadership. Boston (1990 - 1998)
- Harvard Business Review on Managing Diversity. Boston (1990 – 2001)
- Harvard Business Review on Organizational Learning. Boston (1994 – 2001)
- Hayes, J. (2018). *The theory and practice of change management*. Basingstoke : Palgrave Macmillan.
- Ivancevich, J. M., & Konopaske, R. (2013). *Human resource management*. New York: McGraw-Hill.
- Kanter, R. M. (2010). *Men and women of the corporation*. New York, NY: Basic Books.
- Kaplan, R. S., & Norton, D. P. (2001). *The strategy focused organization: How balanced scorecard companies thrive in th new business environment*. Boston: Harvard Business School.
- Michaels, E., Axelrod, B., & Handfield-Jones, H. (2009). *The war for talent*. Boston, Mass: Harvard Business School Press.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B. A., & Wright, P. M. (2017). *Fundamentals of human resource management*. New York, NY: McGraw-Hill Education.
- Pink, D. H. (2006). *A whole new mind: How to thrive in the new conceptual age*. London: Cyan.
- Phillips, J. J., Stone, R. D., & Phillips, P. P. (2010). *The human resources scorecard: Measuring the return on investment*. Boston: Butterworth-Heinemann.
- Price, A. (2015). *Human resource management in a business context*. South-Western Cengage Learning.
- Senge, P. M. (2010). *The Fifth Discipline: The Art and Practice of the Learning Organization: First edition*. London : Cornerstone Digital.
- Tulgan, B. (2002). *Winning the talent wars*. New York: Norton.

<b>Course Name</b>	<b>Human Rights in Business</b>				
<b>Course Type</b>	BA-BA-IBL: Required optional BA-IR-HMR: Required optional BA-IR-ILA: Required optional BA-PS-CPL: Required optional BA-PS-HMR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-HMR: Equivalence: Business Ethics BA-PS-HMR: Equivalence: Business Ethics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Carollann Braum, J.D., LL.M.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Carollann Braum, J.D., LL.M. – 100 % Mgr. Zuzana Fellegi, LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Despite the fact that the corporate sector accounts for a substantial portion of human rights violations worldwide, it is very difficult to make it accountable for its actions. There is only a weak international regulation and single states are reluctant to imply stricter rules fearing to lose their competitive advantage. The most flagrant violations occur in developing world and they include child labour, low pay, risky work conditions and non-existent social security. Despite a popular belief that those are evils of the third world only, there are plentiful similar problems in developed world including human trafficking and forced labour, low pay or absent social security. Nevertheless, most violations in Western societies take place in form of direct or indirect discrimination based on race, religion, age and notably gender as one of the most flagrant inequalities still detectable is difference of treatment of men and women in the workplace. In the era of globalization, the civil society and the work of media play important role in naming and shaming and they exercise a considerable pressure on private sector as well as governments and international organizations to make the corporate sector responsible for its social impact. This course aims to introduce a current state of regulation of corporate sector and the areas in which most human rights violations take place within the framework of multi-level global environment. Based on concrete and relevant cases, the students will have opportunity to critically analyse and to discuss impact of business on human rights and interactions of different stake-holders as well as to suggest creative solutions and further development.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ acquire knowledge on the current regulation of business-specific human rights standards and the corporate responsibility in this area;</li> <li>▪ learn major rights which they possess as employees;</li> <li>▪ identify major human rights violations in developing and developed world;</li> <li>▪ understand current mechanisms holding corporations to account;</li> <li>▪ understand challenges faced by corporate sector in improving human rights;</li> <li>▪ asses future challenges and development of corporate responsibility in the field of human rights</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course; Nature of HR and business</p> <p>Week 2 Current global regulation of MNCs – protect, respect and remedy</p> <p>Week 3 Social and economic rights – corporate social responsibility or committing the crime of poverty?</p>				

Week 4 Racial and age discrimination at work  
 Week 5 Gender equality at work  
 Week 6 Impact of MNCs in developed world  
 Week 7 Midterm exam  
 Week 8 Impact of MNCs in developing world  
 Week 9 Advocacy. role of NGOs and social movement approach  
 Week 10 International Labour Organisation standards and regulation of corporate responsibility  
 Week 11 EU social rights and regulation of corporate responsibility  
 Week 12 World trade Organisation, International Monetary Fund and World Bank and human rights  
 Week 13 Globalisation and development of business responsibility  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Bernaz, N. (2016). *Business and Human Rights: History, Law and Policy – Bridging the Accountability Gap*. Oxon, NY: Routledge.
- Donnelly, J. (2012). *International Human Rights*. 4th ed. Westview Press.
- Powell, G. (2010). *Women and Men in Management*. 4<sup>th</sup> eds. SAGE Publications.
- Ruggie, J. G. (2013). *Multinational Corporations and Human Rights*. W. W. Norton & Company: Norton Global Ethics Series.
- Smith, R. K. M. (2014). *Textbook on International Human Rights*. 6<sup>th</sup> ed. Oxford: Oxford University Press.

#### Recommended

- Alston, P., & Goodman R. (2012). *International Human Rights*. Oxford: Oxford University Press.
- Bantekas, I. (2013). *International Human Rights Law and Practice*. Cambridge University Press.
- Baumann-Pauly, D., & Nolan, J. (2016). *Business and Human Rights: From Principles to Practice*. Routledge.
- Dawson, M. (2018). *The Governance of EU Fundamental Rights*. Cambridge: Cambridge University Press.
- De Laat, J. (2007). *Gender in the Workplace: A Case Study Approach*. SAGE Publications.
- Deva, S., & Bilchitz, D. (2017). *Building a Treaty on Business and Human Rights: Context and Contours*. Cambridge: Cambridge University Press.
- Douglas-Scott, S., & Hatzis, N. (2017). *Research Handbook on EU Law and Human Rights*. Edward Elgar.
- Emberland, M. (2006). *The Human Rights of Companies: Exploring the Structure of ECHR Protection*. Oxford: Oxford University Press.
- Flynn, P., Haynes, K., & Kilgour, M. (2016). *Overcoming Challenges to Gender Equality in the Workplace: Leadership and Innovation*. Oxon, NY: Routledge.
- Forsythe, D. P. (2012). *Human Rights in International Relations*. 3<sup>rd</sup> ed. Cambridge University Press.
- Givens, T. (2014). *Legislating Equality: The Politics of Antidiscrimination Policy in Europe*. Oxford: Oxford University Press.
- Kott, S., & Droux, J. (2013). *Globalizing Social Rights: The International Labour Organization and Beyond*. Palgrave Macmillan.
- Leary, V., & Warner, D. (2005). *Social Issues, Globalisation and International Institutions: Labour Rights and the EU, ILO, OECD and WTO*. Brill Academic Pub.
- Lips, H. (2013). *Gender: The Basics*. Oxon, NY: Routledge.
- Peet, R. (2009). *Unholy Trinity: The IMF, World Bank and WTO*. New York: Zed Books.
- Rodriguez-Garavito, C. (2017). *Business and Human Rights: Beyond the End of the Beginning*. Cambridge University Press.
- Rubio, J., Yianninas, K. (2017). *Human Rights in Business: Removal of Barriers to Access to Justice in the European Union*. Oxon, NY: Routledge.
- Sarfaty, G. (2012). *Values in Translation: Human Rights and the Culture of the World Bank*. Stanford University Press.
- Sullivan, R., & Robinson, M. (2003). *Business and Human Rights: Dilemmas and Solutions*. Oxon, NY: Routledge.



<b>Course Name</b>	<b>Humanitarian Law and Criminal Justice</b>				
<b>Course Type</b>	BA-IR-HMR: Compulsory BA-IR-ILA: Compulsory BA-PS-HMR: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Carollann Braum, J.D., LL.M.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Carollann Braum, J.D., LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will focus on the development of Humanitarian Law (also referred to as the Law of War or the Law of Armed Conflict). The emphasis will be on the development of humanitarian law, primarily in the past century, and the different approaches to international and non-international armed conflict. Furthermore, this course will look at the various crimes that are connected to armed conflict. The final portion of this course will focus on the mechanisms of justice for international crimes, including the International Criminal Court, ad hoc tribunals, and alternative justice, such as truth and reconciliation commissions. Students will gain an understanding of how humanitarian law is rapidly evolving as conflicts evolve (from traditional international armed conflict to non-international armed conflict and acts of terrorism), and how crimes committed therein can be dealt with through both traditional and non-traditional justice.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the key sources of international humanitarian law, with emphasis on the development of the law in the 20<sup>th</sup> and 21<sup>st</sup> centuries;</li> <li>▪ Explain the differences between various types of conflicts and how international law applies in different situations;</li> <li>▪ Resolve complex case situations in the form of advice to states (military and governance) and international organizations;</li> <li>▪ Understand how cases are resolved in international tribunals and domestic courts through detailed case studies.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 Background and overview of international humanitarian law</p> <p>Week 3 Understanding the difference between human rights and humanitarian law</p> <p>Week 4 Understanding the difference between human rights and humanitarian law</p> <p>Week 5 Principles of humanitarian law, including assessing difficult situations and grey areas in the law</p> <p>Week 6 Types of conflict and which principles of humanitarian law apply (and why), as well as human rights and international criminal law should apply</p> <p>Week 7 Crimes committed during conflict or that include conflict, with a comparison of crimes that do not fall within humanitarian law, but are related</p> <p>Week 8 Midterm exam</p> <p>Week 9 Legal solutions for violations of international humanitarian law and international criminal law, including</p>				



domestic courts, international ad hoc tribunals (Lebanon, Rwanda, Yugoslavia, etc.) and permanent international courts (ICC)

Week 10 Alternative dispute mechanisms and transitional justice (including truth commissions) in managing breaches of humanitarian law – when alternatives to traditional justice may be preferred and why

Week 11 New developments and the changing landscape of international humanitarian law (cyber warfare, drones, and various advancements)

Week 12 Why the law has changed so rapidly, particularly in the past century and predictions for future developments, as well as challenges that may arrive

Week 13 Revision

Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Fleck, D. (2013). *The Handbook of International Humanitarian Law*. Oxford University Press.
- O’Connell, M. E. (2009). *International Law and the Use of Force: Cases and Materials*. University Casebook Series, Foundation Press.

#### **Recommended**

- The Commonwealth (2014). *International Humanitarian Law and International Criminal Justice: An Introductory Handbook*, available at: <http://thecommonwealth.org/sites/default/files/inline/Law%2BIntroductory%2BHandbook%2BEB.pdf> [17th November 2018]
- Solis, G. D. (2016). *The Law of Armed Conflict: International Humanitarian Law in War*. Cambridge University Press.
- Selected readings, primarily from the International Committee of the Red Cross.

<b>Course Name</b>	<b>Intellectual Property Law</b>				
<b>Course Type</b>	BA-BA-IBL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	JUDr. Radka MacGregor Pelikánová, Ph.D., LL.M., MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course aims to facilitate students’ understanding of Intellectual property law, familiarising them with the complexities of the law relating to intellectual property. The course develops the students’ ability to identify, explore and analyse key aspects of Intellectual property law and to apply the law to case scenarios. The course seeks to stimulate critical thought on the expansion of legal protection afforded to objects and the ethical issues that arise.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of the United Kingdom statutory framework, together with the relevant case law, governing the acquisition, exploitation and infringement of registered trade marks, patents, copyright and unregistered designs;</li> <li>▪ Explain the common law principles governing passing off and breach of confidence;</li> <li>▪ Describe the way in which EU law limits the use of intellectual property rights to prevent parallel imports and restricts the freedom to assign and license such rights;</li> <li>▪ Understand the way in which international conventions and EU secondary legislation have influenced the content of the UK legislative framework;</li> <li>▪ Appreciate the commercial context in which intellectual property rights are created and the way in which litigation affecting intellectual property rights is conducted;</li> <li>▪ Understand some of the theoretical debates surrounding intellectual property rights, including their justification, their economic effect and monopolistic tendencies and the ethical considerations that arise.</li> <li>▪ Locate, extract and analyse information from multiple sources, including the acknowledgment and referencing of sources;</li> <li>▪ Distinguish key issues, formulate them with clarity and write fluently, using legal intellectual property terminology correctly;</li> <li>▪ Develop a capacity for critical evaluation of argument and evidence with the ability to recognise potential alternative conclusions for particular situations and provide supporting reasons for them;</li> <li>▪ Make personal and reasoned judgements based on an informed understanding of standard arguments in certain areas of law.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: the challenge of intellectual property; Types of intellectual property</p> <p>Week 2 Sources of intellectual property; Remedies</p> <p>Week 3 Breach of confidence; Foundations of IP - Review</p> <p>Week 4 Introduction to copyright; Subsistence of copyright</p> <p>Week 5 Copyright infringement and defences; infringement of moral rights</p> <p>Week 6 Copyright - Review; Designs</p> <p>Week 7 Design – Review; Foundations, Copyright, Design - Review</p>				

Week 8 Midterm Exam  
Week 9 Introduction to trade marks; Passing off  
Week 10 Registration of trade marks; Trade mark infringement and defences  
Week 11 Character, personality and image merchandising; licensing of trade marks; Introduction to patents  
Week 12 Patentability; Ownership of patents and employee inventions  
Week 13 Ownership of patents and employee inventions; Patent infringement and defences  
Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Bainbridge, D. (2018). *Intellectual property*. Harlow: Pearson.
- Bently, L., & Sherman, B. (2014). *Intellectual property law*. Oxford: Oxford University Press.

#### **Recommended**

- Cornish, W., Llewelyn, D., & Aplin, T. (2018). *Intellectual property: patents, copyright, trademarks and allied rights*. London: Sweet & Maxwell.
- Dowie-Whybrow, M. (2018). *Core Statutes on Intellectual Property 2018-19*. Palgrave Macmillan.
- Norman, H. (2014). *Intellectual property law directions*. Oxford: Oxford University Press.

<b>Course Name</b>	<b>Intercultural Communication</b>				
<b>Course Type</b>	BA-HS: Compulsory BA-JM: Compulsory BA-IR-GAF: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM: Prerequisites: Composition I				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Intercultural Communication (ICC) is an intermediate course which examines the intersection of language, communication, community and culture. It presents differing perspectives on issues central to ICC and explores cultural and linguistic diversity and contact and language endangerment. It examines the creation of identity, community and culture through language, as well as factors that challenge these constructions, such as gender, status and ethnicity.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will have:</p> <ul style="list-style-type: none"> <li>▪ comprehended the concepts of communication, culture and language from diverse theoretical perspectives;</li> <li>▪ studied their interconnection and application in various linguistic cultures;</li> <li>▪ analyzed key readings on ICC;</li> <li>▪ understood the implications effects of language contact;</li> <li>▪ explored, questioned and compared communicative strategies and language rituals across cultures;</li> <li>▪ assessed factors complicating intercultural communication; i.e., ethnicity, privilege, equality, social inclusion and exclusion, migration and globalization;</li> <li>▪ collected and evaluated data in order to explore issues and topics in ICC first-hand;</li> <li>▪ presented a research thesis which examines and explains an ICC issue and proposes a resolution;</li> <li>▪ written a research paper.</li> </ul> <p><b>Course Outline</b> Week 1 Course Introduction, Language &amp; Communication Week 2 Language &amp; Culture: What is culture? Politeness &amp; Face, Address &amp; Greetings, Culture Clash Week 3 Language &amp; the Mind: Linguistic Determinism &amp; Relativity Week 4 Conversation: Principles &amp; Maxims, Relevance theory Week 5 Languages &amp; Dialects: Definitions, Variation, Continuums, Prescriptivism &amp; Descriptivism, Language &amp; Symbolic Capital Week 6 Linguistic Codes: Speech Communities, Bilingualism &amp; Multilingualism, Code Switching &amp; Mixing Week 7 Language &amp; Gender: Grammatical &amp; Biological gender, Genderlects, Taboo &amp; Euphemism Week 8 Language &amp; Identity: Ethnicity, Cultural Appropriation Week 9 Language Contact: Lingua franca, Pidgins, Creoles, Multiethnolects Week 10 Language Change: Imperialism &amp; Shift, Endangerment &amp; Death Week 11 Test 2 Week 12 Student Presentations of Research Projects Week 13 Student Presentations of Research Projects</p>				

## Week 14 Submission of Written Research Projects

**Study literature and study aids**
**Required**

- Bergmann, A., K. Hall, & S. Ross (ed.). (2007). *Language Files: Materials for an Introduction to Language and Linguistics*. Ohio State University Press.
- Coulmas, F. (ed.). (1998). *Handbook of Sociolinguistics*. Oxford: Basil Blackwell.
- Griffiths, P., Merrison, A. J., & Bloomer, A. (eds.). (2011). *Language in Use: A Reader*. Routledge.
- Rowe, B. & D. Levine. (2015). *A Concise Introduction to Linguistics*. 4th Ed, Routledge
- Wardaugh, R. (2006). *Words and Culture: An Introduction to Sociolinguistics*. London: Blackwell Publishing.

**Recommended**

- Bryson, B. (2009). *Mother Tongue: The Story of the English Language*. London: Penguin.
- Crystal, D. (2000). *Language death*. Cambridge University Press.
- Fantini, A. E. (1995). Language: Its Cultural and Intercultural Dimensions. *International Journal of Intercultural Relations* 19, 143-145.
- Gao, F. (2006). Language is culture. *Journal of Language and Linguistics*, 5(1), 58-67.
- Kim, Kun-Ok (1993). What is Behind Face-Saving in Cross-Cultural Communication? *Intercultural Communication Studies*, 3(1), 39-48.
- Matsumoto & Hwang (2014). Non-verbal Communication. In J. Jackson (ed.), *The Routledge Handbook of Language and intercultural Communication*. 130-147. London: Routledge.
- McWhorther, J. (2016). What's a Language Anyway? *The Atlantic*, 19.
- Mooney A. & Evans, B. (2015). 'Linguistic Imperialism' *Language, Society and Power: An Introduction*. NY: Routledge.
- Osterhout, L., Bersick, M., & Mclaughlin, J. (1997). Brain potentials reflect violations of gender stereotypes. *Memory & Cognition*, 25(3), 273-285.
- Piller, I. (2011). *Intercultural communication*. Edinburgh: Edinburgh University Press.
- Speiser, M. (2016). The Eleven Nations of the United States. *Business Insider*, 6.
- Thurman, J. (2015). Can dying Languages be saved? *The New Yorker*, March 30.

<b>Course Name</b>	<b>Internship in Business Administration</b>				
<b>Course Type</b>	BA-BA: Compulsory		<b>Recommended Year of Study</b>	3.	
<b>Duration of the Course</b>	150 hours + 330 h	<b>Weekly classtime</b>		<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Internship, Seminars	
<b>Assessment methods and other requirements</b>	Final report, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed to give students professional experience and insight related to Business Administration. Students will obtain professional work experience related to their field of studies through an approved internship, which will be found with the assistance of the Career Development Specialist. Additionally, students will gain insight to different industries, labor market trends, and get hands on training developing a professional profile (CV, cover letters, LinkedIn) and with job interviews, all through a series of seminars lead by an expert and one-to-one consulting with the Career Development Specialist. Students will be evaluated through their CV assignment, seminar participation, and a personal analysis of their internship and professional development at the end of the course and internship, and assessment prepared by their supervisor.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ Apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ Comprehend the links between theory and practical application of the concepts</li> <li>▪ Critically assess their work experience in a concise report</li> <li>▪ Effectively communicate in various socio/cultural environment</li> <li>▪</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Selection of internship  Week 1-10 Seminars  Week 2-13 Internship  Week 14 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p> <p>Studenti se během semestru aktivně účastní tematických Seminarsů (vždy jeden Seminars týdně):  seminar #1: Developing Your Professional Path &amp; Profile  seminar #2: Labor Market Trends Today &amp; Tomorrow  seminar #3: Industry Insider- Media  seminar #4: Industry Insider- Entrepreneurialism  seminar #5: Industry Insider- Public Sector</p>				

seminar #6: Industry Insider- SME & Corporations

seminar #7: Industry Insider- NGOs

seminar #8: Czech Employment Visas for Non-EU Citizens (*only for non-EU Citizens*)

seminar #9: Speed-interviewing

seminar #10: Navigating Your Career

**Study literature and study aids**

None

<b>Course Name</b>	<b>Internship in Humanities and Social Sciences</b>		
<b>Course Type</b>	BA-HS: Compulsory	<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Internship, workshop
<b>Assessment methods and other requirements</b>			
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course is specifically designed work experience related to Humanities and Social Sciences. The course requires that the student should arrange the internship with the assistance of the Career Development Specialist, carry out the internship according to the agreed upon job description, and write a report on the experience.</p> <p><b>Student Learning Outcomes</b> Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ To apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ To comprehend the links between theory and practical application of the concepts.</li> <li>▪ To critically assess their work experience in a concise report.</li> <li>▪ To effectively communicate in various socio/cultural environment</li> </ul> <p><b>Course Outline</b> Week 1 Selection of internship Week 2 Workshop Week 3-14 Internship Week 15 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p>		
<b>Study literature and study aids</b>	None		



<b>Course Name</b>	<b>Internship in International Relations</b>				
<b>Course Type</b>	BA-IR: Compulsory		<b>Recommended Year of Study</b>	3.	
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>		<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	of Internship, workshop	
<b>Assessment methods and other requirements</b>					
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course is specifically designed work experience related to International Relations. The course requires that the student should arrange the internship with the assistance of the Career Development Specialist, carry out the internship according to the agreed upon job description, and write a report on the experience.</p> <p><b>Student Learning Outcomes</b> Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ To apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ To comprehend the links between theory and practical application of the concepts.</li> <li>▪ To critically assess their work experience in a concise report.</li> <li>▪ To effectively communicate in various socio/cultural environment</li> </ul> <p><b>Course Outline</b> Week 1 Selection of internship Week 2 Workshop Week 3-14 Internship Week 15 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p>				
<b>Study literature and study aids</b>	None				

<b>Course Name</b>	<b>Internship in International Relations and Diplomacy</b>				
<b>Course Type</b>	MA-IR: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Term grade			<b>Mode of Instruction</b>	Internship, Workshop
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Daniela Lenčes Chalániová, Ph.D.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is specifically designed work experience related to International Relations and Diplomacy. The course requires that the student should arrange the internship with the assistance of the Career Development Specialist, carry out the internship according to the agreed upon job description, and write a report on the experience.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ Apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ Comprehend the links between theory and practical application of the concepts.</li> <li>▪ Critically assess their work experience in a concise report.</li> <li>▪ Effectively communicate in various socio/cultural environment</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Selection of internship  Week 2 Workshop  Week 3-14 Internship  Week 15 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p>				
<b>Study literature and study aids</b>	None				

<b>Course Name</b>	<b>Internship in Journalism and Media Studies</b>		
<b>Course Type</b>	BA-JM: Compulsory	<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	150 hours + 330 h	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Internship, workshop
<b>Assessment methods and other requirements</b>	Final report, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna, M.A.		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed to give students professional experience and insight related to Journalism and Media Studies. Students will obtain professional work experience related to their field of studies through an approved internship, which will be found with the assistance of the Career Development Specialist. Additionally, students will gain insight to different industries, labor market trends, and get hands on training developing a professional profile (CV, cover letters, LinkedIn) and with job interviews, all through a series of seminars lead by an expert and one-to-one consulting with the Career Development Specialist. Students will be evaluated through their CV assignment, seminar participation, and a personal analysis of their internship and professional development at the end of the course and internship, and assessment prepared by their supervisor.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ Apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ Comprehend the links between theory and practical application of the concepts</li> <li>▪ Critically assess their work experience in a concise report</li> <li>▪ Effectively communicate in various socio/cultural environment</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Selection of internship  Week 1–10 Seminars  Week 2–13 Internship  Week 14 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p> <p>Students participate in thematic seminars during the semester (always one seminar per week):  seminar #1: Developing Your Professional Path &amp; Profile  seminar #2: Labor Market Trends Today &amp; Tomorrow  seminar #3: Industry Insider – Journalism and Media  seminar #4: Industry Insider – Entrepreneurialism  seminar #5: Industry Insider – Public Sector</p>		

seminar #6: Industry Insider – SME & Corporations

seminar #7: Industry Insider – NGOs

seminar #8: Czech Employment Visas for Non-EU Citizens (*only for non-EU Citizens*)

seminar #9: Speed-interviewing

seminar #10: Navigating Your Career

<b>Study literature and study aids</b>
None

<b>Course Name</b>	<b>Internship in Political Science</b>			
<b>Course Type</b>	BA-PS: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Internship, Workshop
<b>Assessment methods and other requirements</b>	Final report, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D.			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course is specifically designed work experience related to Political Sceince. The course requires that the student should arrange the internship with the assistance of the Career Development Specialist, carry out the internship according to the agreed upon job description, and write a report on the experience.</p> <p><b>Student Learning Outcomes</b> Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ To apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ To comprehend the links between theory and practical application of the concepts.</li> <li>▪ To critically assess their work experience in a concise report.</li> <li>▪ To effectively communicate in various socio/cultural environment</li> </ul> <p><b>Course Outline</b> Week 1 Selection of internship Week 2 Workshop Week 3-14 Internship Week 15 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p>			
<b>Study literature and study aids</b>	None			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Browne, M. N., &amp; Keeley, S. M. (2012). Asking the right questions: A guide to critical thinking. NY: Pearson.</li> <li>▪ The University of Chicago (2010). <i>Chicago-Style Citation Quick Guide. The Chicago Manual of Style Online</i>. Chicago: The University of Chicago.</li> </ul> <p><b>Recommended</b></p>			

- Allison, G. (1969). Conceptual Models of the Cuban Missile Crisis. *The American Political Science Review*, 63(3), 689-718.
- Bryman, A. (2008). *Social Research Methods*. New York: Oxford University Press.
- Carlsnaes, W., Risse, T., & Simmons, B.A. (eds.). (2013). *Handbook of International Relations – 2nd edition*. London: SAGE.
- Gray, C. (2004). In Defence of the Heartland: Sir Halford Mackinder and His Critics a Hundred Years On. *Comparative Strategy*, 23(1), 9-25.
- Guzzini, S. (2005). The Concept of Power: a Constructivist Analysis. *Millennium Journal of International Studies*, 33(3), 495-521.
- Hollis, M. (2008). *The Philosophy of Social Science*. Cambridge: Cambridge University Press.
- Krotz, U. (2009). Momentum and Impediments: Why Europe Won't Emerge as a Full Political Actor on the World Stage Soon. *Journal of Common Market Studies*, 47(3), 555-578.
- Malici, A. (2005). Discord and Collaboration between Allies. *The Journal of Conflict Resolution*, 49(1), 90-119.
- Ripsman, N. & Levy, J. (2008). Wishful Thinking or Buying Time? The Logic of British Appeasement in the 1930s. *International Security*, 33(2), 148-181.
- Reus-Smit, C., & Snidal, D. (2008). *The Oxford Handbook of International Relations*. New York: Oxford University Press.
- Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. New York, NY: Routledge.

<b>Course Name</b>	<b>Internship in Visual Arts Studies</b>			
<b>Course Type</b>	BA-VA: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	150 hours + 330 h	<b>Weekly classtime</b>	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Internship, workshop
<b>Assessment methods and other requirements</b>	Final report, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna, M.A.			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed to give students professional experience and insight related to Visual Art Studies. Students will obtain professional work experience related to their field of studies through an approved internship, which will be found with the assistance of the Career Development Specialist. Additionally, students will gain insight to different industries, labor market trends, and get hands on training developing a professional profile (CV, cover letters, LinkedIn) and with job interviews, all through a series of seminars lead by an expert and one-to-one consulting with the Career Development Specialist. Students will be evaluated through their CV assignment, seminar participation, and a personal analysis of their internship and professional development at the end of the course and internship, and assessment prepared by their supervisor.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Take into consideration diverse and changing socio-cultural contexts</li> <li>▪ Critically assess outcomes and performances</li> <li>▪ Effectively use available resources</li> <li>▪ Engage themselves and other members of the team in life-long learning (i.e. acquisition of specialist knowledge and competences)</li> <li>▪ Apply theoretical concepts gained in the program of study in real-life situations</li> <li>▪ Comprehend the links between theory and practical application of the concepts</li> <li>▪ Critically assess their work experience in a concise report</li> <li>▪ Effectively communicate in various socio/cultural environment</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Selection of internship  Week 1-10 Seminars  Week 2-13 Internship  Week 14 Preparation of the Final Report and input for Evaluation Report (to be sent by the Internship Supervisor).</p> <p>Students participate in thematic seminars during the semester (always one seminar per week):  seminar #1: Developing Your Professional Path &amp; Profile  seminar #2: Labor Market Trends Today &amp; Tomorrow  seminar #3: Industry Insider – Journalism and Media  seminar #4: Industry Insider – Entrepreneurialism  seminar #5: Industry Insider – Public Sector</p>			

seminar #6: Industry Insider – SME & Corporations

seminar #7: Industry Insider – NGOs

seminar #8: Czech Employment Visas for Non-EU Citizens (*only for non-EU Citizens*)

seminar #9: Speed-interviewing

seminar #10: Navigating Your Career

**Study literature and study aids**

None



<b>Course Name</b>	<b>Introducing Judaism</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: Torah and Jewish Law				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course introduces into an interdisciplinary approach to the critical study of the Jewish religion, history, literature, and culture from ancient to present times. It opens history of the Jewish people from Ancient Near East through the Second Temple period, late antiquity, Medieval, modern and recent periods. It leads to reading Hebrew Bible, its medieval exegesis and modern hermeneutics. It introduces into Rabbinic literature, including Mishnah, Midrash and Talmud. It opens main topics and characteristics of Jewish religion and religious movements including calendar, liturgy, prayer and customs.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ critically approach and study Jewish religion, history, literature, and culture from ancient to present times</li> <li>▪ appreciate reading of the Torah, the Prophets, and the Writings and other Jewish religious texts as a precondition to understanding Jewish history and culture</li> <li>▪ critically discuss the nature of the most characteristic medieval, modern and contemporary issues of Jewish history and culture</li> <li>▪ critically think through a variety of contemporary challenges of Jewish life</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 The Biblical Origin and Legacy  Week 3 Reading the Torah, the Prophets and the Writings  Week 4 The Second Temple Era  Week 5 Mishna, Talmud and Midrash  Week 6 Medieval Judaism and Jewish Philosophy  Week 7 Modern and Contemporary Judaism  Week 8 Midterm school exam  Week 9 The Sacred Calendar  Week 10 Life Cycle Observance  Week 11 Practical Judaism in Daily Life  Week 12 Jewish Beliefs and Values  Week 13 Israel's Sacred History  Week 14 Final School Exam</p>				

**Study literature and study aids****Required**

- Jewish Publication Society. (2000). Tanakh =: JPS Hebrew-English Tanakh: the traditional Hebrew text and the new JPS translation. Philadelphia: Jewish Publication Society.
- Goodman, M. (ed.). (2002). The Oxford Handbook of Jewish Studies. Oxford: Oxford University Press.
- Malamat, A., & Ben-Sasson, H. (1976). A history of the Jewish people. Harvard University Press.
- Brenner, M. (2010). *A Short History of the Jews*. Princeton, N. J.: Princeton University Press.
- Segal, E. (2009). *Introducing Judaism*. New York: Routledge.
- Mošav Ben Šemen (1997). *Practical Judaism*. Israel: Mondan Publishing House.

**Recommended**

- American-Israeli Cooperative Enterprise (2019). *Jewish Virtual Library*. Available at <https://www.jewishvirtuallibrary.org/>
- Buber, M. (2018). *I and thou*. London: Bloomsbury.
- Kosakova, E. (2005). *Dictionary of Judaica*. Prague: Jewish Museum.

<b>Course Name</b>	<b>Introduction to Digital Marketing</b>				
<b>Course Type</b>	BA-BA-MKT: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Marketing				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mark Wiedorn, MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This introductory level overview course will introduce students to major aspects of digital marketing including SEO, Analytics, Digital Strategy and Planning, Customer UX (User Experience), Website Design, the Role of Design, Content Creation and Marketing, New Media Platforms, PPC (Pay Per Click), Ad-Words, Email Marketing, Social Media Marketing, Mobile Marketing, E-Commerce, Content Marketing and Management, and Mobile Marketing and Commerce. How these aspects of Digital Marketing can and should work synergistically will also be examined.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Have a clear and demonstrable understanding of Digital Marketing and its many facets.</li> <li>▪ Have a clear and demonstrable understanding of how Digital Marketing developed, where we are today and where we may be going in the future.</li> <li>▪ Demonstrate a clear understanding of the convergence of social media and other aspects of Digital Marketing and how these are tied to e-commerce marketing, both historically, today, and looking to the future.</li> <li>▪ Understand and demonstrate an ability to plan, set up and develop a website.</li> <li>▪ Understand, track and analyze Google Analytics and SEO.</li> <li>▪ Understand and demonstrate a basic knowledge level and familiarity with the following: SEO, Analytics, Digital Strategy and Planning, Customer UX, Website</li> <li>▪ Design, the Role of Design, Content Creation and Marketing, New Media Platforms, PPC, Ad-Words, Email Marketing, Social Media Marketing, Mobile Marketing, ECommerce,</li> <li>▪ Content Marketing and Management, and Mobile Marketing and Commerce, and the development and importance of payment systems in Digital Marketing.</li> <li>▪ Understand the importance and relevance of mobile marketing as a digital marketing platform and how it assimilates with traditional marketing.</li> <li>▪ Demonstrate and apply an understanding of factors in developing a successful digital marketing strategy.</li> <li>▪ Compare and contrast, analyze and comment on the value of various digital marketing platforms and business models.</li> <li>▪ Demonstrably measure, assess and analyze the effectiveness of current digital marketing campaigns.</li> <li>▪ Demonstrate and understand the various aspects of digital marketing analytics, how measured and paid for, i.e. marketing metrics.</li> <li>▪ Demonstrably show their understanding that marketing is about team-work, proper communication and cooperation by actively participating in class discussions, group projects, and by punctually attending classes. Preparation is critical.</li> <li>▪ Understand and demonstrate knowledge of new aspects of marketing including</li> </ul>				

- Augmented Reality (AR) and Virtual Reality (VR).

### **Course Outline**

Week 1 Course Overview, What is Digital Marketing? Digital Marketing: Beginnings, Today, What's Next?The Language of Digital Marketing Website/Content Project

Week 2 Components of a Digital Marketing Strategy,Digital Consumer Decision Journey, Google Ads and Certification, SEO: What is It

Week 3 On-Line Advertising: Part 1 Pay Per Click

Week 4 On-Line Advertising: Part 2 Digital Display Advertising

Week 5 Email Marketing

Week 6 Email Marketing cont'd.

Week 7 Mid-Term Exam

Week 8 Social Media Marketing (SMM) Part 1, Mobile Marketing (MM) Part 1

Week 9 Social Media Marketing Part 2, Mobile Marketing Part 2

Week 10 Content Creation and Marketing, Assessing Effectiveness, Analytics Redux

Week 11 Digital Marketing Planning and Strategy

Week 12 Where are We Going in Digital Marketing Recap and Review for Final

Week 13 Final Project Presentations

Week 14 Final Exam

### **Study literature and study aids**

#### **Required**

- Ryan, D. (2017). *Understanding digital marketing: Marketing strategies for engaging the digital generation*. London: Kogan Page.

#### **Recommended**

- Dodson, I. (2016). *The art of digital marketing: The definitive guide to creating strategic, targeted, and measurable online campaigns*. Hoboken : Wiley.
- Kotler, P., Kartajaya, H., & Setiawan, I. (2017). *Marketing 4.0: Moving from traditional to digital*. Hoboken : Wiley.

<b>Course Name</b>	<b>Introduction to Drawing</b>				
<b>Course Type</b>	BA-VA: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Seminars
<b>Assessment methods and other requirements</b>	Term project, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Robert Horvitz, B.A.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Drawing is one of our most effective tools for planning, describing and communicating. Historically it has been considered the root skill of all visual art. Today it has five main functions: representing what has been observed, expressing the artist's personality, conveying information, making the invisible visible and giving pleasure to those who enjoy it. This course focuses on representational drawing and assumes no prior training or experience. In-class and outdoor drawing exercises and assignments will promote careful observation, eye-hand coordination and the ability to translate three-dimensional forms into two dimensional images. Students will explore a variety of media (pencil, ink, crayon, chalk) and different techniques to gain a sense of the possibilities existing within the broad category of drawing. Subjects of the weekly drawing exercises will include still-lifes, landscapes and portraits. Recurring themes are careful analysis and observation, accurate rendering, composition and perspective, lighting and shading, originality and authenticity.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Render objects, people and scenes with increased accuracy</li> <li>▪ Recognize the work of some of the best draftsmen in the history of art and</li> <li>▪ Express their drawing aims and strategies verbally</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Drawing through history and now. First exercises: shading, lighting &amp; suggesting a 3rd dimension</p> <p>Week 2 Drawing an egg on a saucer</p> <p>Week 3 Cups</p> <p>Week 4 Groups of objects</p> <p>Week 5 Plants</p> <p>Week 6 Drapery</p> <p>Week 7 First portrait – Yourself</p> <p>Week 8 Second portrait – Noses and ears</p> <p>Week 9 Third portrait – Hands and feet</p> <p>Week 10 Fourth portrait – A classmate's face</p> <p>Week 11 Fifth portrait – Face and clothed body</p> <p>Week 12 First scene – Room interior</p> <p>Week 13 Second scene – Outdoor landscape and/or building exterior</p> <p>Week 14 Portfolio review and final critique</p>				

**Study literature and study aids*****Recommended***

- Goldstein, N. (1986). *A drawing handbook: Themes, tools, and techniques*. Prentice-Hall.

<b>Course Name</b>	<b>Introduction to Economic Thought</b>				
<b>Course Type</b>	BA-HS: Required optional BA-VA: Required optional BA-BA: Compulsory BA-IR: Required optional BA-PS: Required optional			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Equivalence: Introduction to Sociology BA-VA: Equivalence: Introduction to Sociology / Introduction to Economic Thought / Introduction to Politics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ing. Miroslav Svoboda, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Course is an introduction to economic thought. It introduces basic principles of human action (action, scarcity, costs, possibility frontier, law of diminishing marginal utility, demand, supply, consumption, production) and its consequences. It shows how economy works and introduces basic economics models: pure command economy (purposive rules, bureaucratic control, problem of economic calculation, principal-agent problem), pure market economy (property rights, exchange, comparative advantage, competition, entrepreneur discovery, firm, money, public goods) and mixed (democratic) economy. It stresses the role of institutions in a society.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ interpret both everyday situations and issues of economic policy through basic economic concepts;</li> <li>▪ detect unintended consequences of human action (including the ones of economic policy);</li> <li>▪ critically assess the media image of social reality;</li> <li>▪ identify the essential attributes of modern society;</li> <li>▪ distinguish the main streams of the current debate over capitalism.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction. Scientific thinking  Week 2 Economics as a science. Economic axioms; Opportunity costs  Week 3 Structure of Human Action  Week 4 Time  Week 5 Marginal Thinking  Week 6 Demand; Supply  Week 7 Strength and limits of economic laws; Formation and Principles of Society  Week 8 Command Economy  Week 9 Test  Week 10 Market economy: Principles, Market  Week 11 Market economy: Entrepreneurship, Firm  Week 12 Market economy: Viability; Mixed Economy  Week 13 Macroeconomic phenomena  Week 14 Team disputes; Test</p>				

### Study literature and study aids

#### ***Required***

- Heyne, P., Boettke, P. J., & Prychitko, D. L. (2014). *The economic way of thinking*. Harlow: Pearson Education.
- Schiff, P. D., & Schiff, A. J. (2014). *How an economy grows and why it crashes*. Hoboken, NJ: Wiley.

#### ***Recommended***

- Cowen, T., Tabarrok, A. (2015). *Modern Principles of Economics*. New York: Palgrave Macmillan.
- Hazlitt, H. (2005). *Economics in One Lesson*. Special edition for the Foundation for Economic Education.



<b>Course Name</b>	<b>Introduction to Econometrics</b>			
<b>Course Type</b>	BA-BA-BEC: Compulsory BA-BA-ECF: Compulsory BA-BA-STM: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-BEC: Prerequisites: Introduction to Economic Thought BA-BA-ECF: Prerequisites: Introduction to Economic Thought BA-BA-STM: Prerequisites: Introduction to Economic Thought			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Ing. Peter Bolcha, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course is designed to show and master the principles of the econometric model building with emphasis economic interpretation and verification of results. Students will get a chance to practice the techniques of econometric evaluation and also to solve rich set of practical real-life problems.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Formulate an appropriate and clear research question;</li> <li>▪ Find and process adequate data;</li> <li>▪ Correctly implement hypotheses testing and interpret the results;</li> <li>▪ Correctly implement correlation analysis and interpret the results;</li> <li>▪ Correctly implement regression analysis and interpret the results;</li> <li>▪ Do the sensitivity tests.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Administration, Course Requirements, Introduction, Methodology and Basic Principles; Introduction to empirical research</p> <p>Week 2 From Data to knowledge; Descriptive Statistics, Useful distributions</p> <p>Week 3 Sampling and Confidence Interval Estimation</p> <p>Week 4 Hypotheses Testing</p> <p>Week 5 Simple Linear Regression I</p> <p>Week 6 Simple Linear Regression II</p> <p>Week 7 Multiple regression I</p> <p>Week 8 Multiple regression II: Specification: Choosing a functional form</p> <p>Week 9 Mid-term Exam</p> <p>Week 10 Multiple regression III: Specification: Choosing the independent variables</p> <p>Week 11 Multiple regression IV – Violations of classical assumptions I (Multicollinearity and Serial Correlation)</p> <p>Week 12 Multiple regression V – Violations of classical assumptions II</p> <p>Week 13 Summary and review for the final exam, Presentations of Working papers</p> <p>Week 14 Final Exam</p>			

## Study literature and study aids

### Required

- Levine et al. (2010). *Business statistics*. Boston: Pearson.
- Studenmund, A. H. (2017). *Using econometrics: A Practical Guide*. Boston: Pearson.
- Wooldridge, J. M. (2012). *Introductory econometrics: a modern approach*. Andover: Cengage Learning.

### Recommended

- Samuelson, P.A., Nordhouse, W. D. (2009). *Economics*. Dubuque, IA: McGraw-Hill Education.

### Online resources

- Bank for International Settlements. <http://www.bis.org/>
- Bloomberg [market information]. <http://www.bloomberg.com/markets/>
- CIA World Fact Book. <https://www.cia.gov/library/publications/the-world-factbook/index.html>
- Deutsche Bank Research. <http://www.dbresearch.com/>
- Economic Freedom Index. <http://www.heritage.org/index/Ranking.aspx>
- EUROSTAT. <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>
- Financial Times [limited access with free registration]. <http://www.ft.com/home/europe>
- Goldman Sachs Economics Research. <http://www2.goldmansachs.com/ideas/index.html>
- IMF - International Monetary Fund. <http://www.imf.org/external/index.htm>
- National Bureau of Economic Research – NBER. <http://www.nber.org/>
- OECD. <http://www.oecd.org>
- Political Economy Research Institute. <http://www.peri.umass.edu/nc/201/>
- Transparency International. <http://www.transparency.org/>
- The Wall Street Journal. <http://europe.wsj.com/home-page>
- World Bank. <http://www.worldbank.org/>

<b>Course Name</b>	<b>Introduction to Film Studies</b>				
<b>Course Type</b>	BA-VA-FIL: Compulsory BA-JM-FSV: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Kevin Johnson, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Kevin Johnson, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>goal is to learn how to move beyond being a film fan to becoming a critical viewer. To do this, you will be introduced to the formal elements of filmmaking and become acquainted with the basic vocabulary used to conceptualize and discuss films in a meaningful way. Building upon this formal foundation, the second half of the course will examine the various cultural contexts that shape how films are made and how the viewers experience them. You will learn about organizational structures (such as genre), aspects of film’s historical development, and some major trends in academic film theory. By the end of the course, you will possess the skills to critically analyze moving images and the methodology to discuss and write about them. In addition, the course seeks to present a wide selection of cinematic forms (including experimental film, independent productions, and world cinemas) in order to shed light on lesser-known (i.e. non-Hollywood) modes of filmmaking, to challenge our culture’s firmly embedded preconceptions about the cinema, and to underscore the broad range of possibilities for cinematic expression.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define and apply the basic film analytical terminology (related to mise-en-scene, cinematography, editing, sound, etc.)</li> <li>▪ Analyze and interpret film sequences for aesthetic qualities and deeper meanings (sequence analysis)</li> <li>▪ Outline the general development of the cinematic medium and film culture throughout recent history</li> <li>▪ Identify major directors, genres, movements, technological developments, and aesthetic styles from world film history</li> <li>▪ Demonstrate an increase level of media literacy, specifically with regard to moving pictures and sound</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 basic course introduction  Week 2 Inception, early cinema, mise-en-scene  Week 3 Do the Right Thing, mise-en-scene, cinematography  Week 4 Vertigo  Week 5 Battleship Potemkin  Week 6 M  Week 7 Midterm exam.  Week 8 12 Monkeys  Week 9 The Searchers  Week 10 Rashomon  Week 11 Experimental cinema</p>				

Week 12 The Thin Blue Line

Week 13 Stories We Tell

Week 14 Persepolis, Presentation of final papers, final course discussion

**Study literature and study aids**

***Required***

- Corrigan, T., & White, P. (2015). *The Film Experience: An Introduction*. Bedford.
- Sikov, E. (2010). *Film Studies. An Introduction*. Columbia UP.

***Recommended***

- Bordwell, D., Thompson, K., & Smith, J. (2017). *Film Art. Eleventh edition*. McGraw-Hill Education. Pp. 2-48, 273-75, 326-349, 350-356, 362-364, 369-379, 408-413, 436-441.

<b>Course Name</b>	<b>Introduction to International Organizations</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	PhDr. Tereza Smejkalová, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The world faces increasingly complex global problems including ongoing armed conflicts, humanitarian crises, economic inequality and instability. The aim of this course is to explore different ways how to prevent and solve such problems through working towards the world order – a system for controlling world events that aims to install political and economic stability and social justice; including the world government, regional integration and expansion of international norms and institutions such as the UN, EU, CoE, WB, IMF, NATO, etc. The course introduces main international actors and explains their interaction and impact on the field of security, trade, development, monetary and environmental issues and human rights. The classes will be interactive and all concepts and terms will be explained on concrete examples. Each class will be supplemented by case studies of recent international events giving the students opportunity to critically analyse concrete actions of international actors and to understand their potentials, limits and effect on global development.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ assess current international political, economic and social situations and the most pertinent problems;</li> <li>▪ think critically and provide possible solutions for present problems;</li> <li>▪ analyse activities and legal acts of international actors in the field of security, trade, development, environment, and human rights;</li> <li>▪ evaluate effectiveness of national and international law and different dispute settlement mechanisms;</li> <li>▪ analyze legislation, cases, media reports and opinions to advocate possible law reforms;</li> <li>▪ select and organize relevant legal information from a variety of sources in order to evaluate and present this information from different perspectives;</li> <li>▪ discuss the possibilities of further development of international actors and relations in the context of globalisation;</li> <li>▪ discuss the possibilities of further development and the impact of international organisations in the context of changing international relations.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course; division of research topics  Week 2 World order – definition and theoretical approaches  Week 3 State, state sovereignty and inter-governmental organizations  Week 4 International law and international rights and obligations  Week 5 Role and influence of multinational companies  Week 6 Role and influence of non-state actors: NGOs, networks and social movements  Week 7 Midterm exam  Week 8 United Nations – the world government? – Structure</p>				

Week 9 United Nations – the world government? – Activities  
 Week 10 European Union in world order  
 Week 11 Security Issues – UN, NATO  
 Week 12 Economic governance and development – WTO, IMF, WB  
 Week 13 Human rights and humanitarian issues – UN, CoE, EU;  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Archer, C. (2014). *International Organizations*. London; New York: Routledge
- Barkin, S. (2013). *International Organization: Theories and Institutions*. New York: Palgrave Macmillan.
- Hurd, I. (2013). *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press.
- Weiss, F., & Coate, P. (2013). *The United Nations and Changing World Politics*. Boulder: Westview Press.
- Woods, N. (2006). *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Ithaca: Cornell University Press.

**Recommended**

- Bache, B., & Palmer, G. (2015). *Politics in the EU*. Oxford : Oxford University Press.
- Bomberg, E. E., & Stubb, A. C.-G. (2003). *The European Union-- how does it work?* Oxford: Oxford University Press.
- Baylis, J., Smith, S., & Owens, P. (2017). *The globalization of world politics: An introduction to international relations*. Oxford : Oxford University Press.
- Best, J. (2014). *The Return of the Public in Global Governance*. Cambridge: Cambridge University Press.
- Colomer, J. (2014). *How Global Institutions Rule the World*. NY: Palgrave Macmillan.
- Karns, M. P., Mingst, K. A., & Stiles, K. W. (2015). *International organizations: The politics and processes of global governance*. Boulder; London: Lynne Rienner.
- Kissinger, H. (2015). *World Order*. London: Penguin Books.
- Fischer, K. H. (2012). *Handbook on international organisations: A comprehensive guide*. Berlin: Springer. Hanhimaki, J. (2015). *The United Nations: A Very Short Introduction*. Oxford: Oxford University Press.
- Hough, P. (2013). *Understanding Global Security*. London ; New York: Routledge.
- Mingst, K. A., Karns, M. P., & Lyon, A. J. (2017). *The United Nations in the 21st century*. Boulder, Co: Westview Press.
- Pease, K.-K. S. (2010). *International organizations: Perspectives on governance in the twenty-first century*. Boston: Pearson.
- Peet, R. (2009). *Unholy Trinity: The IMF, World Bank and WTO*. New York: Zed Books.
- Reus-Smit, C. (2010). *The Oxford Handbook of International Relations*. Oxford: Oxford University Press.
- Rittberger, V., Groom, A., & Zangl, B. (2012). *International organization: Polity, politics and policies*. New York, NY: Palgrave Macmillan.
- Weiss, T. G., & Wilkinson, R. (2018). *International organization and global governance*. London; New York: Routledge.

<b>Course Name</b>	<b>Introduction to International Relations</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	George Hays II, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	George Hays II, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces the student to the history, theories, and practical side of International Relations. Though the term “International Relations” is often the term of preference to describe these three component areas, it is a misnomer, as the field covers and is concerned with sub-state, sub-national, supra-state, supra-national, and non-traditional political actors. These aspects shall also be covered in the course.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the history of the development of the field of International Relations</li> <li>▪ Understand the differences and relationships between the most prominent schools of thought in International Relations</li> <li>▪ Understand and be able to use various theories of International Relations to analyze and debate real world events, both past and present</li> <li>▪ Develop academic writing skills, use proper citations for research papers.</li> <li>▪ Lead and engage in discussion with peers</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and course preparation  Week 2 The History of IR  Week 3 Realism and Liberalism  Week 4 Term Paper Proposal Presentations  Week 5 Game Theory, Neo-Realism, and Neo-Liberalism  Week 6 Marxism and International Political Economy  Week 7 Constructivism and Poststructuralism  Week 8 Gender, Peace, and Ethics Studies  Week 9 Issue: War and Terrorism  Week 10 Issue: International Organizations and International Law  Week 11 Issue: The Environment  Week 12 Issue: Identity  Week 13 Post-Westphalia?  Week 14 Final Exam</p>				

## Study literature and study aids

### ***Required***

- Baylis, J. et al. (2011). *The globalization of world politics*. Oxford: Oxford University Press.

### ***Recommended***

- Goldstein, J. et al. (2011). *International relations*. White Plains: Pearson.
- Reus-Smit, Ch., & Snidal, D. (2008). *The Oxford Handbook of International Relations*. New York: Oxford University Press.
- Hollis, M. (2008). *The Philosophy of Social Science*. Cambridge: Cambridge University Press.
- Carlsnaes, W., Risse, T., & Simmons, B. A. (eds.). (2013). *Handbook of International Relations*. London: SAGE.



<b>Course Name</b>	<b>Introduction to Law</b>		
<b>Course Type</b>	BA-BA: Compulsory BA-HS: Required optional BA-JM: Required optional BA-PS: Required optional	<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Equivalence: Political Philosophy I / Comparative Religions BA-JM: Equivalence: Introduction to Philosophy/ Political Philosophy I / Comparative Religions BA-PS: Equivalence: Introduction to Sociology		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, ThDr. – 50 % Carollann Braum, J.D., LL.M. – 50 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to introduce students to the basic concepts and rules of law, with particular emphasis on the needs of business students. The main objective of the course is to equip students with a practical understanding of the law, not just to give them a theoretical knowledge. In other words, students should learn how a lawyer approaches legal problems, and become sufficiently familiar with the relevant rules so that they too can advise a hypothetical client of what his rights and liabilities are likely to be in a particular situation, for example, if he is charged with a crime, or considers that his private rights have been violated and wishes to sue the perpetrator.</p> <p>The course surveys the principal rules governing civil and criminal actions, examines how courts operate, what sources of law are available to them, and looks in detail at typical legal problems and at some of the some of the commonest crimes and civil wrongs (breaches of contract and contracts) which citizens and companies are likely to deal with. A selection of these rules is studied in reasonable depth. In the process, it is hoped that students will, as well as acquiring an overall knowledge of law, also gain a feel for “how law works in practice”.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a clear understanding of the main concepts of law, in particular the nature of legal rights and the remedies available to plaintiffs when their rights are breached (legal wrongs)</li> <li>▪ Describe the structure, personnel (judges, lawyers and parties to the action) and function of courts and the particular rules governing the conduct of legal actions</li> <li>▪ Distinguish clearly between the concepts of public and private law, and between natural persons and legal persons</li> <li>▪ Understand and be able to illustrate how the jurisdiction of courts over places and persons operates</li> <li>▪ Describe the principal legal rules relating to the law of contract, tort, and criminal law, among others, and be able to apply them effectively to particular day-to-day problems</li> <li>▪ Explain some of the legal rules which are of particular importance within a business context, especially rules governing the formation of companies, their legal capacity and potential liability, as well as the rules relating to insolvency</li> <li>▪ Explain what happens to property and obligations following death</li> <li>▪ Describe the principal sources of law and explain how these have come into being</li> <li>▪ Make effective use of relevant cases and statutes in support of legal arguments</li> </ul>		

- Use appropriate legal terminology and language with reasonable confidence and accuracy

***Course Outline***

Week 1 Rights and Wrongs; Problems of Causation and Punishment

Week 2 Courts and Legal Procedure

Week 3 Contract Law, Contract Language & Negotiations

Week 4 End of Contracts & Beginning of Torts & Negligence

Week 5 Specific Issues in Negligence & Practice Mediation

Week 6 In-Class Mediation covering Previous Negotiations & Drafting

Week 7 Midterm exam

Week 8 Criminal Law

Week 9 Defamation Law – Libel and Slander

Week 10 International Human Rights Law

Week 11 Class Presentations

Week 12 Class Presentations

Week 13 Class Presentations

Week 14 Final Exam

**Study literature and study aids**

***Required***

- Hart, H. L. A. (1994). *The concept of law*. Oxford.
- Schlesinger, R. et al. (2009). *Schlesinger's comparative law: cases, text, materials*. New York: Foundation Press.
- Simon, T. W. (2001). *Law and philosophy: An introduction*. Boston, MA: McGraw-Hill.

<b>Course Name</b>	<b>Introduction to Management</b>		
<b>Course Type</b>	BA-BA: Compulsory	<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	None		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance		
<b>Course Guarantor</b>	Mark Wiedorn, MBA		
<b>Involvement of the Course Guarantor in teaching</b>	50 %		
<b>Instructors and their involvement in teaching</b>	Mark Wiedorn, MBA – 50 % Ing. Dana Hague – 25 % Greg Pezda, MSc., MBA – 25 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>A survey of organization management designed to present students with a broad view of the environment and techniques of business. It also provides an introduction to the various business disciplines including strategic management, planning, leading, organizing, controlling, marketing, human resource management, and basic economics. An overview of current and future trends in management will be part of the course. This course includes lectures, case analyses, and experiential learning.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply theoretical management concepts in practice</li> <li>▪ Demonstrate and describe an understanding of basic Management concepts</li> <li>▪ Understand and demonstrate the development and evolution of modern management theories and their relevance today</li> <li>▪ Recognize and find positive solutions to various managerial problems and situations</li> <li>▪ Demonstrate their improved managerial and communication skills in presentations, “role playing” and working with peers</li> <li>▪ Understand and demonstrate their knowledge and experience of working in teams, both virtual and non-virtual, including the benefits and difficulties of working in groups</li> <li>▪ Understand the difficulties of cross cultural communication and demonstrate their understanding of how to communicate well across cultural boundaries</li> <li>▪ Articulate and demonstrate an understanding of the critical importance of clear communication for managers</li> <li>▪ Articulate and demonstrate a significant understanding of the many challenges and opportunities that global managers face today</li> <li>▪ Comprehend the importance for managers and corporations to continually strive for competitive advantage</li> <li>▪ Demonstrate their own business and managerial skills to function effectively in an international business environment.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction &amp; Overview</p> <p>Week 2 Managers &amp; Managing, The Evolution of Management Thought</p> <p>Week 3 The Manager as a Person, Ethics &amp; Social Responsibility</p> <p>Week 4 Managing Diverse Employees, Managing in the Global Environment</p> <p>Week 5 Managing Diverse Employees, Managing in the Global Environment</p>		

Week 6 Midterm exam  
Week 7 Operations Management  
Week 8 Operations Management, cont.  
Week 9 Organizational Control & Change, Human Resource Management  
Week 10 Effective Groups & Teams, Promoting Effective Communication  
  
Week 11 Managing Conflict, Politics  
Week 12 Using Advanced IT to Increase Performance  
Week 13 final presentations  
Week 14 Final Exam

### Study literature and study aids

#### **Required**

- George, J. M., & Gareth, J. R. (2011). *Contemporary management*. New York: Irwin McGraw-Hill.

#### **Recommended**

- Daft, R. L., Marcic, D. (2011). *Management: The new workplace*. Mason, OH: South-Western Cengage Learning.
- Robbins, S. P. (2009). *Management: Concepts and applications*. Englewood Cliffs, NJ: Prentice-Hall.

<b>Course Name</b>	<b>Introduction to Marketing</b>		
<b>Course Type</b>	BA-BA: Compulsory BA-JM-PRM: Compulsory	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	None		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>	Christopher Shallow, MSc.		
<b>Involvement of the Course Guarantor in teaching</b>	50 %		
<b>Instructors and their involvement in teaching</b>	Christopher Shallow, MSc. – 50 % Silvia Klinčeková, Ph.D. – 50 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This is an examination of the overall marketing system from the marketing decision-maker's viewpoint. The course emphasizes the 4Ps: product, price, promotion, and place (distribution) as well as planning, research, and organization required to implement marketing concepts. We examine the marketing of consumer and industrial products and services, profit and not-for-profit institutions, and public and private institutions. Also, we study the managerial, economic, social, and legal implications of marketing activities, policies, and strategies.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the overall marketing system from the marketing decision-maker's viewpoint.</li> <li>▪ Analyze and demonstrate an understanding of the core marketing strategy principles (segmentation, targeting, differentiation and positioning).</li> <li>▪ Understand the extended marketing mix, and how this reflects the changing marketing convergence of traditional and social media.</li> <li>▪ Articulate and demonstrate an understanding of the "4P"'s: product, price, promotion, place (distribution), as well as the planning, research, and organization required to implement marketing concepts.</li> <li>▪ Understand the addition of the 5th "P", People and how this reflects the changing marketing convergence of traditional and social media.</li> <li>▪ Understand the managerial, economic, social, and legal implications of marketing activities, policies, and strategies.</li> <li>▪ Understand and prepare an in-depth marketing plan using both traditional and digital methods and platforms.</li> <li>▪ Understand and demonstrate an understanding of the new trends in marketing involving the Internet, social media and other platforms and their convergence with traditional forms of marketing.</li> <li>▪ Understand and demonstrate an understand of current and future trends in marketing including mobile phone marketing</li> <li>▪ Demonstrate the understanding that marketing is about team work, proper communication and cooperation by actively participating in class discussions, group projects, and by punctually attending classes. Preparation is critical.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Review of Syllabus, Course Expectations The "New" and The "Old" Marketing Meeker Presentation Excerpts: State of the Internet</p>		

Week 2 Marketing Strategy, Marketing Environment Starbucks Assignment Introduced and Timeline Given  
 Week 3 Quiz on Assigned Readings (25 min) The Marketing Environment: Traditional and Digital Convergence  
 Week 4 Consumer Markets, The Consumer Decision Process Today, Social Media: Game Changer for Consumers, Marketing to Businesses  
 Week 5 Understanding Big Data's effect on marketing research Narrowing it down and Market segmentation, targeting, differentiation and positioning (STPD)  
 Week 6 The 7 P's and 7 C's of marketing and the first P  
 Week 7 Midterm exam  
 Week 8 The second P – Price.  
 Week 9 Group Project Assignment Introduced, First Group Meeting (in class). The next P – PLACE  
 Week 10 The 4th P – Promotion and integrated marketing communication  
 Week 11 Advertising and PR: From Traditional to the “New Rules.” Simon Sinek video  
 Week 12 Group Project Presentations  
 Week 13 Group Project Presentations  
 Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Kotler, P., Armstrong, G. (2015). *Principles of Marketing*. Boston; Munich: Pearson.

#### **Recommended**

- Perrault, W. D. & McCarthy, E. J. (2010). *Basic Marketing*. McGraw-Hill.
- Case studies, articles and other handouts will also be used and posted on course web site.

<b>Course Name</b>	<b>Introduction to Media Studies</b>			
<b>Course Type</b>	BA-JM: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>	Theodore Turnau, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course explores the important role of media in the world we live in, and how we live <i>through</i> media: learning news, connecting with each other, finding entertainment. In this sense, mass media has become our world. What mass media, and how best can we understand it? We examine its history, theories about how it works, how specific types of media differ from one another, and themes and issues that arise from mass media. If you want perspective on the most pervasive shapers of cultures, communities, and individuals, this class is for you.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Articulate key terms and ideas associated with the study of mass media.</li> <li>▪ Demonstrate a familiarity with the theories of several media theorists.</li> <li>▪ Articulate a history of the development of mass media.</li> <li>▪ Demonstrate a familiarity with the broad dynamics of several specific mediums (print, film, video games, social media).</li> <li>▪ Formulate an informed and critical perspective regarding a selected topic in mass media.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the topic, definition of mass media and its relevance.  Week 2 A short history of mass media: from oral tradition to mobile social networks.  Week 3 Theoretical perspectives on mass media: from „hypodermic needle“ to Columbia School.  Week 4 Theoretical perspectives: Marxist critical theory, Culturalism, and Hegemony Theory.  Week 5 Theoretical perspectives: Media Determinism  Week 6 Theoretical perspectives: Uses and Gratifications and Postmodern Theory.  Week 7 Theoretical perspectives: Reception Theory, Race and Gender, and Psychological/Relational Theory.  Week 8 Exploring individual media: print and radio.  Week 9 Exploring individual media: film and television.  Week 10 Exploring individual media: video games and social media.  Week 11 Issues in mass media: Exploring the news.  Week 12 Issues in mass media: propaganda, stereotyping, framing/Overton window, moral panics, etc.  Week 13–14 Student presentations.</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ McDougal, J. (2012). <i>Media Studies: The Basics</i>. Oxford, England: Routledge.</li> </ul>			

- McLuhan, M. (2001). In M. G. Durham & D. M. Keller (Eds.), *Media and Cultural Studies: KeyWorks*. 532–549. Malden, MA: Blackwell.

### **Recommended**

- Adorno, T. W. (2000). Culture Industry Reconsidered. In Thornham, S., Bassett, C. & Marris, P. (Eds.), *Media Studies: A Reader*. Edinburgh: Edinburgh UP.
- Baudrillard, J. (2001). The Precession of Simulacra. In M. G. Durham & D. M. Keller (Eds.), *Media and Cultural Studies: KeyWorks*. 532–549. Malden, MA: Blackwell.
- Block, Bruce. (2008). *The Visual Story*. London: Focal Press.
- Boydston, A. E. (2013). *Making the News: Politics, the Media, and Agenda Setting*. Chicago: University of Chicago Press.
- Egenfeldt-Nielsen, S., Heide Smith, J., & Pajares Tosca, S. (2015). *Understanding Video Games: The Essential Introduction*. London: Routledge.
- Gitlin, T. (1987). Television's Screens: Hegemony in Transition. In D. Lazere (Ed.), *American Mass Media and Mass Culture: Left Perspectives* (pp. 240–265). Berkeley, CA: University of California Press.
- Gitlin, T. (2001). *Media Unlimited: How the Torrent of Images and Sounds Overwhelms Our Lives*. New York: Metropolitan.
- Hall, S. (2000). Encoding/Decoding. In Thornham, S., Bassett, C. & Marris, P. (Eds.), *Media Studies: A Reader*. Edinburgh: Edinburgh UP.
- Kidd, D. (2017). *Social Media Freaks: Digital Identity in the Network Society*. New York: Taylor and Francis.
- Kitzinger, J. (2007). Framing and Frame Analysis. In Devereux, E. (Ed.), *Media Studies: Key Issues and Debates*. London: Sage.
- Lazarsfeld, P., & Merton, R. K. (2000). Mass Communication, Popular Taste and Organized Social Action. In Thornham, S., Bassett, C. & Marris, P. (Eds.), *Media Studies: A Reader*. Edinburgh: Edinburgh UP.
- Postman, N. (1985). *Amusing Ourselves to Death*. New York: Penguin.
- Turkle, S., & Nolan, J. (2012). A Conversation with Sherry Turkle. *The Hedgehog Review*, Spring, 53–64. [http://www.iasc-culture.org/THR/archives/Spring2012/Interview\\_Turkle\\_lo.pdf](http://www.iasc-culture.org/THR/archives/Spring2012/Interview_Turkle_lo.pdf).
- Williams, R. (1999). The Technology and the Society. In H. Mackay & T. O'Sullivan, (Eds.), *The Media Reader: Continuity and Transformation*. pp. 43–57. London: SAGE.



<b>Course Name</b>	<b>Introduction to Modern Hebrew Language and Culture</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written and oral exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Zuzana Hametová – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces students who do not have any previous knowledge of the language to the basics of Modern Hebrew. The study of Hebrew language is complemented by an overview of aspects of Hebrew Culture and historical context.</p> <p>Students will master the Hebrew script both in its printed and hand-written form, then develop their reading, writing, listening and speaking skills. Emphasis will be put on immediate verbal practice of learned grammar and vocabulary and its use within dynamic interaction in the class. While practicing reading and listening skills with authentic materials, students will be introduced to historical context, revival of Hebrew, literature in Hebrew as well as contemporary Jewish societies and cultures.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>▪ be able to read vocalised as well as unvocalised texts in basic Hebrew, understand texts and dialogues dealing with basic topics of everyday life (family, leisure time, food, personal experiences, etc.),</li> <li>▪ be able to use written form of Hebrew script confidently and write short essays on the topics discussed in the lessons,</li> <li>▪ be able to demonstrate basic listening and speaking skills while interacting in everyday situations (greetings, requests, orientation, travelling, shopping); carry out basic conversations on topics discussed in the class,</li> <li>▪ be able to demonstrate basic knowledge of Hebrew grammatical structures; be familiar with basic rules of Hebrew verb system, conjugate active verbs in the present tense</li> <li>▪ be familiar with the history of Hebrew</li> <li>▪ be familiar with literature in Hebrew</li> <li>▪ understand the historical and social context of Hebrew language and culture</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction, Hebrew sounds and alphabet; History and context of the language</p> <p>Week 2 Word formation; consonant roots and vowels; Formation of Modern Hebrew</p> <p>Week 3 Questions and negation; Where is Hebrew spoken?</p> <p>Week 4 Verbs be and have; Introductions; Greetings and Titles; A look at Society</p> <p>Week 5 Nouns and noun cases; Food; Traditional Jewish meals, Ordering meals. Field trip: Kosher restaurant;</p> <p>Week 6 Pronouns, gender; Numerals; International words in Hebrew; Yiddish and Idioms</p> <p>Week 7 Grammar and vocabulary consolidation; Review for mid-term test; Mid-term test.</p> <p>Week 8 Introduction to verb groups. Hebrew language and nationalism</p> <p>Week 9: Tenses; Describing events; Jewish culture and thought</p>				

Week 10 Time expressions, Days of the week, Salutations. Jewish Art and Music  
 Week 11 Word order and sentence formation prefixes, preposition and articles, Literature in Hebrew 1  
 Week 12 Adjectives; Describing, Asking and giving directions; Field trip: Jewish Prague  
 Week 13 Describing, explaining, asking for information and clarification; Literature in Hebrew 2  
 Week 14 Final Presentation and Written Exam

**Study literature and study aids**

**Required**

- Ami M. Steinberger. *Hebrew Described: Hebrew Adjectives and Expressions Defined and Explained*
- Yael Breuer. *Hilarious Hebrew: The Fun and Fast Way to Learn the Language*
- Julia Kuznetsova. *Short Stories in Colloquial Hebrew: Engaging reader for the intermediate learners*

**Recommended**

- Chayat, S., Israeli, S., & Kobliner, H. (2013). *Hebrew from scratch: Part 1. (Ivrit min ha Hathala heHadash)*. Jerusalem: Academon.
- Levy, Y. (1995). *Oxford: English – Hebrew / Hebrew – English Dictionary*. Jerusalem: Kernerman – Lonnie Kahn.

<b>Course Name</b>	<b>Introduction to Philosophy</b>				
<b>Course Type</b>	BA-HS: Compulsory BA-JM: Required optional BA-VA: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Introduction to Philosophy concerns with philosophical issues we face today in dialogue with the philosophers of the past. The class presentations, discussions and research-reading include together systematic and historical parts of philosophical problems. In the systematic part, the course includes especially questions of ontology, epistemology, anthropology, and philosophical ethics. In the historical part, it includes the systematic issues with key philosophers of the western tradition.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically discuss the nature of the most characteristic ancient, medieval, modern and contemporary issues in philosophy.</li> <li>▪ Critically participate in the contemporary philosophers' discussions about the world and societies that we are part of.</li> <li>▪ Critically discuss the main arguments of the contemporary continental and analytical philosophers.</li> <li>▪ Critically think through a variety of questions between science, philosophy and arts.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction Week 2 Visiting the Ancient Greek World Week 3 Visiting the Medieval Christian World Week 4 Modern World Philosophy Week 5 Kant Week 6 Kant Week 7 Midterm Examination Week 8 Epistemology Week 9 Phenomenology and Existentialism Week 10 Philosophy of Language Week 11 Philosophy of Mind Week 12 Philosophical Anthropology Week 13 Philosophical Ethics Week 14 Final examination</p>				

<b>Study literature and study aids</b>	
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**Required**

Selected chapters:

- Descartes (2003). *Meditation and Discourse on Method*. Mineola, NY: Dover Publications.
- Heidegger, M. (1996). *Being and Time*. Albany: SUNY Press.
- Kant. *The Critique of Pure Reason*.
- Kant. *The Critique of Practical Reason*.
- Kant, I. (1997). *Groundwork of the Metaphysics of Morals*. Cambridge: Cambridge University.
- Lévinas, E. (1985). *Ethics and Infinity*. Duquesne University Press.
- Rawls, J. (2009). *The Theory of Justice*. Harvard University Press.
- Socrates Apology; Plato *The Metaphor of the Cave*; Aristotle *Metaphysics*.
- Scruton, R. (2001). *Kant*. Oxford: Oxford University Press.
- Quine, W.V. (1990). *Pursuit of Truth*. Harvard University Press.

**Recommended**

Selected chapters:

- Annas, J. (2000). *Ancient Philosophy. A Very Short Introduction*. New York: OUP.
- Blackburn, S. (2003). *Ethics: A very short introduction*. New York: OUP.
- Bowie, A. (2010). *German philosophy: A very short introduction*. New York: OUP.
- Buber, M. (2013). *I and You*. London: Bloomsbury Publishing PLC.
- Craig, E. (2002). *Philosophy: A very short introduction*. Oxford: OUP.
- Sophocles. *Oedipus the King*.
- Sorell, T. (2000). *Descartes: A very short introduction*. Oxford: Oxford University Press.
- *Stanford Encyclopedia of Philosophy*. Available online at <http://plato.stanford.edu/>

<b>Course Name</b>	<b>Introduction to Politics</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Compulsory BA-IR: Compulsory BA-JM: Compulsory BA-PS: Compulsory BA-VA: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Pelin Ayan Musil, Ph.D. – 100 %				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pelin Ayan Musil, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to teach the process and structure of political systems, states and governments from a comparative perspective. Starting from political ideologies, regimes and state institutions, we will move toward the relationship between the citizen and the state (voting, organization of parties, interest groups). Drawing from comparative case studies, it is hoped that students will learn to think analytically about how politics function in a variety of settings and come to appreciate different ways to understand it. Towards this goal, classes will aim to both provide important background to the topics each week as well as to allow time for discussion of the readings.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend the structures and practices in contemporary governments and political life through the concepts used in comparative politics</li> <li>▪ Learn to compare the meanings, functions and implications of political institutions &amp; systems in different political contexts</li> <li>▪ Develop the ability to conduct basic academic research and analytical writing appropriate to the undergraduate level.</li> <li>▪ Develop the ability to engage in an academic discussion with peers</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course overview; defining basic terms  Week 2 Consensual and Majoritarian Democracies  Week 3 Constitution and the Role of the Judiciary  Week 4 Presidential, Semi-Presidential and Parliamentary Systems  Week 5 Electoral Systems  Week 6 Party Politics: Party Families and Party Systems  Week 7 Midterm Exam  Week 8 Interest Groups: Pluralism vs. Corporatism  Week 9 Social Movements  Week 10 Political Economy  Week 11 Authoritarian and Totalitarian Regimes  Week 12 Current Challenges to Democracy I – Populism  Week 13 Current Challenges to Democracy II – Religious fundamentalism</p>				

Week 14 Final Exam

**Study literature and study aids**

**Required**

- Heywood, A. (2007). *Politics*. New York: Palgrave Macmillan.
- Lijphart, A. (2012). *Patterns of democracy: Government forms & Performance in thirty-six countries*. New Heaven: Yale University Press.
- Sartori, G., & Mair, P. (2016). *Parties and party systems: a framework for analysis*. Colchester: ECPR Press

**Recommended**

- Arendt, H. (1953). Ideology and terror: A novel form of government. *The Review of Politics*, 15(3), 303-327.
- Della, P. D., & Diani, M. (2011). *Social movements: An introduction*. Malden, Mass: Blackwell.
- Gallagher, M., Laver, M., & Mair, P. (2006). *Representative government in modern Europe: Institutions, parties, and governments*. Boston: McGraw-Hill.
- Hague, R., & Harrop, M. (2010). *Comparative government and politics: An introduction*. New York: Palgrave Macmillan.
- Hamilton, A., Madison, J., & Jay, J. (2017). *The Federalist Papers*. Digireads Com.
- Harvey, D. (2007). Neoliberalism as Creative Destruction. *The Annals of the American Academy of Political and Social Science*, 610, 1, 21-44.
- Judt, T. (2009). What is living and what is dead in social democracy? *New York Review of Books*, 56(20), 86-97.
- Shively, W. P. (2008). *Power and choice: an introduction to political science*. New York, NY: McGraw-Hill.

<b>Course Name</b>	<b>Introduction to Psychology</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Compulsory BA-IR: Required optional BA-PS: Required optional BA-VA: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Joseph Dodds, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> In this course, students will learn about basic psychological processes, different psychological approaches, theories and assessments, personality, life span development, and also about psychological disorders and various treatments. The primary focus is on development of critical thinking and the ability of students to apply their knowledge in real life.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop the skills and background knowledge that will enable them to think critically about psychological issues and apply them constructively in their lives</li> <li>▪ Understand the development of various psychological theories and views</li> <li>▪ Comprehend the biological basis of human behavior</li> <li>▪ Understand the role of psychological experiments</li> <li>▪ Identify common mental disorders and illnesses and adequate therapies/treatment</li> </ul> <p><b>Course Outline</b> Week 1 Introduction to the course Week 2 Sensation and Perception Week 3 Consciousness and unconsciousness Week 4 Learning Week 5 Test I, Stress and Health Week 6 Life Span Development I Week 7 Life Span Development II Week 8 Motivation and Emotion Week 9 Test II Week 10 Personality Week 11 Personality (continues) Week 12 Psychological Disorders Week 13 Therapy and Treatment Week 14 Test III</p>				

**Study literature and study aids****Required:**

- Bayne, R., & Jinks, G. (2013). *Applied psychology: Research, training and practice*. London: Sage.
- Feldman, R. S. (2016). *Understanding psychology*. McGraw-Hill College.

**Recommended**

- Keith, K. D. (ed.). (2013). *The Encyclopedia of Cross-Cultural Psychology*. Chichester: Wiley-Blackwell.
- Stanovich, K. E. (2014). *How to think straight about psychology*. Harlow: Pearson.



<b>Course Name</b>	<b>Introduction to Reporting I</b>			
<b>Course Type</b>	BA-JM: Compulsory		<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Composition II			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>	Andrew Giarelli, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 % Michael Kahn, M.S. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Journalism is in the throes of massive changes, as information delivery systems continue to evolve and influence the speed, format and content of news coverage. Several elements are necessary to thrive and be successful in this environment. One is a mastery of core journalism skills – knowing how to develop, report and write stories that are accurate, balanced and informative. Another is presentation, knowing how to package and disseminate information across a variety of media platforms. The third is an awareness of the dynamic forces shaping journalism in the 21st century, not only in technology, but in critical areas such as freedom of the press, transparency, privacy and ethics. Students will receive instruction in all these areas, and demonstrate the skills they acquire in the online and print editions of the student publication <i>Lennon Wall</i>. Throughout the course, special emphasis will be devoted to grammar, spelling and other fundamentals of communicating clearly and effectively in written English</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Research, report and write a variety of stories in clear, standard English</li> <li>▪ Apply the additional skills necessary to work as professional journalists</li> <li>▪ Critically evaluate print and electronic news media</li> <li>▪ Conduct interviews and do investigative reporting</li> <li>▪ Contribute to the student publication Lennon Wall</li> <li>▪ Write better than they did at the start of the course</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Fundamentals of good writing  Week 3 Planning a successful publication  Week 4 Writing effective news stories  Week 5 Writing effective opinion pieces  Week 6 Conducting successful interviews  Week 7 Writing interesting features  Week 8 Advanced writing techniques  Week 9 Reporting and writing compelling profiles  Week 10 Planning a successful publication, part II  Week 11 A&amp;E: Writing previews and reviews  Week 12 Social media  Week 13 Investigative reporting and long-form writing</p>			

Week 14 Lennon Wall evaluation / Final Exam

**Study literature and study aids**

***Required***

- Bender, J. R., Davenport, L., Drager, M. W., & Fedler, F. (2015). *Reporting for the Media*. Harcourt College Publishers.
- O'Donnell, M., & Ryan, B. (2001). *The Editor's Toolbox: A Reference Guide for Beginners and Professionals*. Iowa State University Press

***Recommended***

- Goldstein, N. (2004). *The associated press stylebook and briefing on media law*. Perseus Books.
- Machin, A. M., & Ward, R. (2001). *Tools of the writing trade: Crafting thoughtful paragraphs and essays*. Harcourt College Publishers.
- Murray, D. M. (2000). *Writing to deadline: The journalist at work*. Heinemann Publishing.
- Ramsey, J. E., Smith, R. D., & Whitaker, R. W. (2000). *Media writing: Print, broadcast and public relations*. Addison-Wesley Educational Publishers.
- Scanlan, C. (ed.). (2000–2015). *Best Newspaper Writing*. The Poynter Institute and Bonus Books, Inc.

<b>Course Name</b>	<b>Introduction to Reporting II</b>		
<b>Course Type</b>	BA-JM: Compulsory	<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours <b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Reporting I		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance		
<b>Course Guarantor</b>	Andrew Giarelli, Ph.D.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course moves beyond the introduction to journalistic reporting and writing of Introduction to Reporting I. Presuming basic skills like leads, story organization, and use of quotes, it immerses students in reporting, writing and editing the college’s print and online magazine, <i>Lennon Wall</i>. We’ll work on the reporting skills necessary to produce good copy, and the writing skills necessary to make it shine. Though the focus is on writing for a print or online news publication, the course material is applicable to all forms of journalistic writing, including public relations writing.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply the practical and professional skills necessary to perform as news reporters</li> <li>▪ Apply editing priorities and techniques to news copy</li> <li>▪ Carry out research and write their own stories</li> <li>▪ Find story ideas and conduct interviews and do investigative research</li> <li>▪ Write for the University's print and online student magazine, <i>Lennon Wall</i></li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Newsworthiness criteria, accuracy and fairness, leads, quotes, the inverted pyramid.  Week 2 Lead Clinic. Researching People: Obituaries.  Week 3 Story Organization Clinic. Reporting and Writing Profiles.  Week 4 Storytelling Clinic. Reporting and Writing Profiles.  Week 5 Covering a Beat. Assignment 1 due: Profile. 800 words.  Week 6 Reporting and Writing On – and Off-Campus News Stories.  Week 7 Reporting and Writing On – and Off-Campus News Stories  Week 8 Reporting and Writing On – and Off-Campus News Stories  Week 9 Science and Education Stories  Week 10 Assignment 2 due: news or feature story on your chosen beat (1200 words).  Week 11 Crime and Justice stories  Week 12 Disaster Simulation  Week 13 Investigative Stories: Doing the Reporting  Week 14 Asssignment 3 due: Beat Story 2</p>		
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Rich, C. (2016). <i>Writing and reporting news: A coaching method</i>. Cengage Learning.</li> </ul>		

- Brooks, B. S. (2017). *News reporting and writing*. Boston: Bedford/St. Martin's.

***Recommended***

- *The New York Times*
- *The Economist*
- *Prague Daily Monitor*
- *Transitions Online*
- [globalvoicesonline.org](http://globalvoicesonline.org)
- [globalpost.com](http://globalpost.com)
- [euobserver.com](http://euobserver.com)
- [voxeurop.eu](http://voxeurop.eu)

<b>Course Name</b>	<b>Introduction to Social Theory</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	Theodore Turnau, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The goal of this course is to introduce social theory as the study of thinking about social life. Not only will students learn how to think as a social theorist, but they will also acquire intellectual capacity enabling them to unpack the social reality, which human individuals both co-constitute and are subjected to. Students will also understand why ideas about how societies change and develop comprise crucial instruments for the comprehension of and orientation in a modern age.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>▪ Acquired skill to perceive human behaviour from social theoretical perspective and apply it to a range of social issues and phenomena in their lives</li> <li>▪ The competence in the classical social thought and in selected themes and thinkers of contemporary relevance</li> <li>▪ Developed analytical skills through engagement with theoretical texts</li> <li>▪ Acquired/improved the craft of academic writing</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to seminar  Week 2 Thinking as a social theorist  Week 3 Theorizing early modernity # 1: selected themes and thinkers  Week 4 Theorizing early modernity # 2: selected themes and thinkers  Week 5 The Frankfurt School  Week 6 Society and its prison; society <i>as</i> a prison?  Week 7 Globalizations: risks, networks, liquids  Week 8 McDonaldization of society: irrationality of rationality  Week 9 ‘Bitter Apple’: The dark side of the <i>i</i>Revolution  Week 10 ‘Internet is <i>not</i> the answer’: living and working in digital age  Week 11 Are robots taking over?  Week 12 The social rhythms of late modern society: is our world accelerating?  Week 13 Student Presentation  Week 14 Final Exam</p>				

**Study literature and study aids**
**Required**

- Craib, I. (1997). *Classical social theory: An introduction to the thought of Marx, Weber, Durkheim, and Simmel*. Oxford: Oxford University Press
- Elliott, A. (2009). *Contemporary social theory: An introduction*. London: Routledge.
- Lemert, C. (2012). (ed). *Social theory*. Boulder: Westview Press.
- McLennan, G. (2011). *Story of sociology: A first companion to social theory*. London: Bloomsbury.

**Recommended**

- Bauman, Z., & May, T. (2001). *Thinking sociologically*. Oxford: Blackwell.
- Berman, M. (2014). *All that is solid melts into air*. New York: Verso.
- Boyd, D. (2014). *It's complicated: The social life of networked teens*. New Heaven: Yale University Press.
- Chan, J. (2013). A suicide survivor: the life of a Chinese worker. *New Technology, Work and Employment* 28(2), 84-99.
- Chan, J., Pun, N., & Selden, M. (2013). The politics of global production: Apple, Foxconn and China's new working class. *New Technology, Work and Employment* 28(2), 100-115.
- Crary, J. (2013). *24/7. Late capitalism and the ends of sleep*. London: Verso.
- Deleuze, G. (1992). Postscript on the societies of control. *October*, 59, 3-7.
- Foucault, M. (2004). *Discipline and punish*. London: Penguin.
- Giddens, A. (1987). *Social theory and modern sociology*. Cambridge: Polity.
- Keen, A. (2015). *The Internet is not the answer*. London: Atlantic Books.
- Lanchester, J. (2015). The robots are coming. *London Review of Books* 37(5), 3-8.
- Lupton, D. (2013). Understanding the human machine. *IEEE Technology and Society Magazine*, 32(4), 25-30.
- Osborne, P. (1992). Modernity is qualitative, not a chronological category. *New Left Review* I/192, 65-84.
- Ritzer, G. (2015). *The McDonaldization of society*. London: Sage.
- Rosa, H. (2003). Social acceleration: ethical and political consequences of a desynchronized high-speed society. *Constellations*, 10(1), 3-33.
- Simmel, G. (1997). The metropolis and mental life. In D. Frisby & M. Featherstone (eds.), *Simmel on culture*. pp. 174-185. London: Sage.
- Tomlinson, J. (2007). *The culture of speed: The coming of immediacy*. London: Sage.
- Vostal, F. (2014). Thematising speed: between critical theory and cultural analysis. *European Journal of Social Theory*, 17(1), 95-114.
- Wagner, P. (1994). *A Sociology of Modernity: Liberty and Discipline*. London: Routledge.
- Wagner, P. (2012). *Modernity: Understanding the Present*. Cambridge: Polity.

<b>Course Name</b>	<b>Introduction to Sociology</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Required optional BA-IR: Required optional BA-JM: Compulsory BA-PS: Required optional BA-VA: Required optional			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Introduction to Economic Thought				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Angel Hoekstra, Ph.D. – 100%				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course is an introduction to the study of society and to C. Wright Mills “sociological imagination”, wherein we analyze some of the central issues in society and their impact on our everyday lives. Throughout the course, we will study Sociology not only as an academic discipline but also as a way of perceiving and understanding the world around us. We will examine sociological theories in areas such as the institution of marriage and family, race and ethnicity, gender relations, social and class stratification, in order to develop the ability to relate to and get a better understanding of these various social issues surrounding us in the contemporary society</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend the major theoretical and methodological perspectives in Sociology.</li> <li>▪ Understand the key concepts of the modern science of sociology.</li> <li>▪ Define and describe main ideas of major sociological thinkers, and how they have impacted our outlooks today.</li> <li>▪ Explain human behavior from a sociological perspective in the context of different cultures and be able to assess them in the context of their own setting.</li> <li>▪ Understand their personal life in relation to broader social structures and change through the application of sociological perspective to human interactions, relationships, groups and social institutions.</li> <li>▪ Demonstrate an appropriate level of competence in written expression as demanded by the discipline and as expected of an undergraduate student.</li> <li>▪ Demonstrate an appropriate level of competence in library research as demanded by the discipline and as expected of an undergraduate student.</li> </ul> <p><b>Course Outline</b> Week 1 Introducing Sociology – Origin of Sociology Week 2 Theoretical Perspectives Week 3 Theoretical Perspectives Week 4 Conducting Research; Society and Culture Week 5 Society &amp; Culture; Family and Marriage Week 6 Midterm exam Week 7 Social Stratification and Social Class</p>				

Week 8 Race and Ethnicity  
 Week 9 Race and Ethnicity  
 Week 10 Individual Project (Address to Humanity)  
 Week 11 Gender and Society  
 Week 12 Group Project Presentations  
 Week 13 Group Project Presentations  
 Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Macionis, J. J., & Plummer, K. (2012). *Sociology: A Global Introduction*. London: Prentice Hall Publishing.
- Anderson, E. (2004). *Streetwise: Race, class, and change in an urban community*. Chicago: The Univ. of Chicago Press. Pp. 81-92.
- Goffman, E. (2008). *The Presentation of Self in Everyday Life*. New York : Anchor Books. Pp. 1-16, 34-51.
- McIntosh, P. (2000). White Privilege: Unpacking the Invisible Knapsack. Pp. 165-169.
- Wright Mills, C. (2000). The Promise. In *The Sociological Imagination*. Oxford University Press.

#### **Recommended**

- Duncan, D., Hoekstra, A., & Wilcox, B. (2012). Digital Devices, Distraction, and Student Performance: Does In-Class Cell Phone Use Reduce Learning? *Astronomy Education Review*, 11, 010108-1, doi: 10.3847/AER2012011.



<b>Course Name</b>	<b>Introduction to Video Art</b>				
<b>Course Type</b>	BA-VA-FIL: Required optional			<b>Recommended Year of Study/semestr</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Sound Art in Theory and Practice				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Seminars
<b>Assessment methods and other requirements</b>	Final written exam, term project, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>					
	Aleksandra Trojanowska, M.F.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will be focused on the conceptual and experimental use of Video and time-based medium in a fine art context, rather than conventional narrative. This course focuses on the basics of planning, shooting, and producing video art projects. Topics include an introduction to tools and technologies, on-location and studio shooting, video editing and output. We will read, watch, and discuss perspectives on video art.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ operate, adjust and set digital video camera</li> <li>▪ understand the lighting role and shooting techniques</li> <li>▪ work with digital video editing software</li> <li>▪ identify the meaning of video art both in art and society</li> <li>▪ understand the history of video art and recognize main video artists</li> <li>▪ shoot, capture, light, sound and edit (media management)</li> <li>▪ understand, adapt and use optimal methods and skills to create their project</li> <li>▪ share constructive critique, develop contextual awareness of different perspectives, approaches and process</li> <li>▪ students will have a good base in the fundamentals of telling a story through visual image</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 Workshop. Learning how to use a digital camera, its abilities and limitations. Creating a storyboard and discussion on its meaning in video-making process</p> <p>Week 3 Workshop.Video shooting, setting the lights, technical issues, meaning of audio</p> <p>Week 4 Editing Software.Learning the interface and basics of the editing software</p> <p>Week 5 Project 1. Propose ideas and storyboards of video Project 1</p> <p>Week 6 Work on Project 1. Work on video Project 1</p> <p>Week 7 Work in-progress. Peers discussion and critique, continuation on Project 1</p> <p>Week 8 Working on project. Individual consultations</p> <p>Week 9 Project 1 review. Complete video project 1</p> <p>Week 10 Project 2. Propose ideas and storyboards of video Project 2</p> <p>Week 11 Work in-progress. Discuss and written art statement of Project 2</p> <p>Week 12 Working on project. Solving technical issues and difficulties, individual consultations</p> <p>Week 13 Working on project. Footage and audio editing</p>				

Week 14 Final review

**Study literature and study aids**

***Required***

- Hope, C., & Ryan, J. C. (2014). *Digital arts: An introduction to new media*. Bloomsbury.
- Quaranta, D. (2013). *Beyond new media art*. Brescia: Link Editions.

***Recommended***

- Bal, M. (2007). *Narratology: Introduction to the theory of narrative*. University of Toronto Press.
- Cornell, L., & Halter, E. (2015). *Mass effect: Art and the internet in the twenty-first century*. The MIT Press.
- Cubitt, S., Thomas, P., & MIT Press. (2013). *Relive: Media art histories*. The MIT Press.
- Rieser, M., Zapp, A. (2008). *New screen media: Cinema/art/narrative*. Palgrave Macmillan.
- Shaw, J., & Weibel, P. (2003). *Future cinema: The cinematic imaginary after film*. ZKM, Center for art and media.
- Zielinski, S. (2009). *Deep time of the media: Toward an archaeology of hearing and seeing by technical means*. MIT Press.

***Study aids***

- software Adobe Premiere / Da Vinci (provided by AAU)
- digital camera (with manual video setting)
- flash disc, 1 TB

<b>Course Name</b>	<b>Introduction to World Literature</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Students will be introduced to classics of world literature with the goal of acquiring skills in close reading of narrative literature and poetry, to compare literature from different cultures and historical periods, and to increase understanding of other cultures besides their own. Literary texts will be read in English translation.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of key periods in literary history across various cultures worldwide.</li> <li>▪ Understand and analyze literature via close reading of texts, attuning themselves to nuances of meaning.</li> <li>▪ Place in context the great works of literature from other cultures, enriching their own perspectives.</li> </ul> <p><b>Course Outline</b> Week 1 World Literary Cultures and Close Reading of Literature Week 2 Ancient Literature I Week 3 Ancient Literature II Week 4 Two Medieval Women Writers Week 5 Tales Within Tales Week 6 A “Modern” Tragedy Week 7 A “Modern” Tragedy Week 8 <i>Pudd’head Wilson</i> Week 9 <i>Pudd’head Wilson</i> Week 10 19th Century Short Stories Week 11 20th Century Fiction 1 Week 12 20th Century Fiction 2 Week 13 Contemporary Short Fiction Week 14 Final Exam</p>				
<b>Study literature and study aids</b>					
<b>Required</b>	<ul style="list-style-type: none"> <li>▪ Anonymous, <i>The Epic of Gilgamesh</i>, tr. N. K. Sandars (1972). London: Penguin Classics.</li> <li>▪ Euripides, <i>Electra</i>, tr. George Theodoridis (2006). <i>Bacchiastage</i>. <a href="https://bacchiastage.wordpress.com/">https://bacchiastage.wordpress.com/</a>.</li> <li>▪ Murasaki Shikibu, <i>The Tale of Genji</i>, tr. Royall Tyler (2002). London: Penguin Classics.</li> <li>▪ Anonymous. <i>The Thousand and One Nights</i>, tr. Husein Haddawy (1990). New York and London: W.W.</li> </ul>				

Norton & Company.

- Marie de France, *The Lais of Marie de France*, tr. Glyn S. Burgess, Keith Busby (1999). London: Penguin Classics.
- Giovanni Boccaccio, *The Decameron*, tr. Mark Musa and Peter Bondanella (1982). New York: Signet Classics (Penguin USA).
- William Shakespeare, *Hamlet*, eds. Barbara Mowat and Paul Werstine (1992). New York: Simon & Schuster.
- Twain, M. (2015). *Pudd'nhead Wilson: And, Those extraordinary twins*. Cambridge: Belknap Press.
- Chekhov, A. P. (2018). *The lady with the dog and other stories*. London: Riverrun.
- Gilman, C. P., & Gilman, Charlotte Perkins. (2015). *The yellow wall-paper and other stories*. Ulverscroft Large Print Books.
- Kafka, Franz. (2018). *The metamorphosis*. Golden Classics.
- Marquez, G. G. (2008). *Collected Stories*. New York: Harper Perennial Modern Classics.
- Rifaat, A. (1994). Another Evening at the Club. In D. Johnson-Davies, & R. M. A. Allen (eds.), *Arabic Short Stories*. 68-74. University of California Press.
- Ogot, G. (1990). *The Rain Came*. In C. H. Brunner (ed.), *Unwinding Threads: Writing by Women in Africa*. 92-99. Harare: Zimbabwe Publ. House.
- Obrecht, T. (2010, July 26). Blue Water Djinn. *The New Yorker*.
- Adichie, Ch. N. (2010, September, 20). Birdsong. *The New Yorker*.
- Jin, Ha. (2000). Saboteur. In *The bridegroom: Stories*. New York: Pantheon Books.

### **Recommended**

- Arntzen, S. (2005). "The Heart of History: The Tale of Genji." *Education About Asia* 10:3, 25-31.
- Acocella, J. (2013, Nov. 11). "Renaissance Man: A New Translation of Boccaccio's *Decameron*". *The New Yorker*.
- Birkerts, S. (1990). *An Artificial Wilderness: Essays on 20<sup>th</sup> Century Literature*. Boston: Nonpareil Books.
- Bloom, H. (1994). *The Western Canon*. New York: Harcourt Brace.
- Dathorne, O. R. (1974). *The Black Mind: A History of African Literature*. Minneapolis: University of Minnesota Press.
- Gilbert, S. M., & Gubar, S. (1984). *The Madwoman in the Attic: The Woman Writer and 19<sup>th</sup> Century Literary Imagination*. New Haven: Yale University Press
- Girard, R. (1976, 1966). *Deceit, Desire and the Novel: Self and Other in Literary Structure*. Baltimore: Johns Hopkins University Press.
- Kadare, I. (2018). *Essays on World Literature*. Brooklyn, N.Y.: Restless Books.
- Mostow, J. (ed.). (2003). *The Columbia Companion to Modern East Asian Literature*. New York: Columbia University Press.
- Puchner, M. (2012). *The Norton Anthology of World Literature*. New York: W.W. Norton

### **Film**

- Cacoyannis, M., dir. (1962). *Electra*.

<b>Course Name</b>	<b>International Business</b>				
<b>Course Type</b>	BA-BA-MGT: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Pietro Andrea Podda, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pietro Andrea Podda, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course is thought as an overview of International Business, intended as the study of cross-border economic transactions carried out by companies. This course is thought to present the nature and role of the Multi-National Enterprise (MNE), as well as the factors which contribute to the success of the worldwide operations of MNEs. Theories and especially practices related to International Business operations will be discussed. In particular, consistently with a trend dominating the recent literature, a particular emphasis will be put on the examination of the institutional (legal and socio-cultural) environment surrounding International Business activities. Real life case studies will be widely used throughout the whole course.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate familiarity with the activities of Multi-National Enterprises</li> <li>▪ Comprehend the advantages and disadvantages of the various foreign market entry-modes</li> <li>▪ Understanding the challenges of a foreign market</li> <li>▪ Demonstrate familiarity with the Ownership, Location and Internalization Advantages of a foreign market</li> <li>▪ Students understanding the challenges of the legal environment where MNEs operate</li> <li>▪ Students understanding the challenges of the social environment where MNEs operate</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 The Multi-National Companies</p> <p>Week 3 Arm's length transactions, International Trade</p> <p>Week 4 Foreign Direct Investment</p> <p>Week 5 Hybrids</p> <p>Week 6 The OLI Framework</p> <p>Week 7 Mid term exam</p> <p>Week 8 Review of the mid-term exam. The Economic Environment</p> <p>Week 9 The legal environment part one</p> <p>Week 10 The legal environment part two</p> <p>Week 11 The Social Environment and its importance for MNEs</p> <p>Week 12 Challenges for the future</p> <p>Week 13 Review of the program</p> <p>Week 14 Final exam</p>				

### Study literature and study aids

#### ***Required***

- Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2018). *International Business: Environments and Operations*. NY: Pearson.
- Deresky, K. (2013). *International Management: Managing Across Borders and Cultures*. 7th edition. Pearson Education/Prentice Hall.
- Rugman, A. M., Collinson, S., & Narula, R. (2017). *International business*. Pearson Education/Prentice Hall.

<b>Course Name</b>	<b>International Business Law and Transactions</b>				
<b>Course Type</b>	BA-BA-IBL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Pietro Andrea Podda, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pietro Andrea Podda, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course is focused on a discussion of legal aspects of International Business. Companies operate internationally through arm's length transactions (import and export transactions), foreign direct investment and "third ways" (franchising and licensing). Each of these operational methods present legal challenges and these challenges are studied in this course. This course will provide students with a basic understanding of the legal issues involved in international business:</p> <ul style="list-style-type: none"> <li>– International traders (importers, exporters) need to consider contractual matters such as terms of delivery, shift of risk, and payment guarantees.</li> <li>– Foreign investors need to consider matters such as risks of expropriation and limitation of repatriation of profits, and the risk of double taxation.</li> <li>– Companies operating through franchising and licensing need to consider matters such as the protection of their trademarks and of their intellectual property.</li> <li>–</li> </ul> <p>In order to provide students with a solid understanding of how these concerns are addressed, this course will focus on various international legal instruments (ex. INCOTERMS, International Treaties, Bilateral Investment Agreements), regulating these crucial aspects of International Business. Case studies and guest lectures will provide real life examples and allow for practical analysis and problem-solving. After completing this course, students should have a solid understanding of the issues arising in international business and how companies and business people should prepare to handle these issues.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to understand :</p> <ul style="list-style-type: none"> <li>▪ Choice of Forum and of the relevant legislation</li> <li>▪ Alternative Dispute Resolutions</li> <li>▪ Payment Guarantees (i.e. Bill of Exchange, Letter of Credit)</li> <li>▪ Relevant legislation governing exchange of services</li> <li>▪ Relevant legislation governing exchange of goods</li> <li>▪ Bilateral and multilateral investment treaties</li> <li>▪ Regulation of movement of capital</li> <li>▪ WTO rules</li> <li>▪ Protection of Intellectual Property</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 INCOTERMS</p> <p>Week 3 Guarantees of Payment</p> <p>Week 4 Alternative Dispute Resolution</p> <p>Week 5 The Freedom of Circulation of Services (European Union, NAFTA, USA-EU)</p>				

Week 6 Mid-term exam  
Week 7 Revision of the mid-term, The Freedom of Circulation of Goods (European Union, NAFTA, USA-EU)  
Week 8 The Movement of Capital (European Union, NAFTA, USA-EU)  
Week 9 Foreign Investment Treaties  
Week 10 Protection of Intellectual Property  
Week 11 Protection of Intellectual Property  
Week 12 WTO Rules  
Week 13 Course Revision  
Week 14 Final exam

**Study literature and study aids****Required**

- August, R., Mayer, D., & Bixby, M. (2014). *International business law: Text, cases, and readings*. Harlow : Pearson.

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**Recommended**

- Hauberg W. L. (2018). *International commercial arbitration and the Brussels I regulation*. Cheltenham: Edward Elgar.
- Shaw, M. N. (2014). *International law*. Cambridge: Cambridge University Press.



<b>Course Name</b>	<b>International Development</b>				
<b>Course Type</b>	BA-IR-HMR: Compulsory BA-PS-HMR: Compulsory BA-PS-SPD: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce students to the field of international development. The chosen perspective incorporates the insights and concerns of development economics, both new and old, as well as those of scholars who see politics and political institutions as the basis of positive change and “human development.” While the focus on geographic regions and country cases will generally reflect the traditional preoccupation of development economics with lower income societies in the southern hemisphere, we will also pay attention to the developmental history of countries which no longer fit the commonly used categories “underdeveloped” and “lesser developed” (or, to borrow quainter, early post-colonial expressions, “third world” and “relatively backward”).</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain at a sophisticated level of detail and competence why some countries become more developed and “modern” while others do not.</li> <li>▪ Effectively assess evidence for and against key propositions emerging from recent empirical studies in the field of economic development; this includes understanding possible sources of measurement error.</li> <li>▪ Discuss the empirical concept of economic growth in a way that demonstrates an understanding of common normative assumptions about growth, as well as what we do and do not know about the sources of economic growth; this understanding should extend to the empirical and normative relationship between growth and development.</li> <li>▪ Display a sophisticated understanding of foreign aid, including motives for dispensing foreign assistance and evidence for and against foreign aid for developing societies.</li> <li>▪ Effectively discuss the effects of inequality on societal development; cite typical variations in the level of inequity among countries and regions; and discuss various ways in which poverty and inequality may be alleviated.</li> <li>▪ Understand and discuss the notion of “democracy as development”.</li> <li>▪ Discuss potential actions of governments, international organizations and non-governmental organizations in addressing various problems of international development.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Development  Week 2 Colonization and Development I  Week 3 Colonialism and Development II  Week 4 Ethnicity + Diversity and Development I</p>				

Week 5 Ethnicity and Development II  
 Week 6 Geography and Development  
 Week 7 Poverty and Inequality  
 Week 8 Dictatorship, Conflict and Development  
 Week 9 War and Development  
 Week 10 State Capacity and Development  
 Week 11 Foreign aid and Development  
 Week 12 Democracy and Development  
 Week 13 Critiques and problems of Development  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Acemoglu, D. et al. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. *The American Economic Review*, 91(5), 1369-1401.
- Ruttan, V. W. (2006). Is war necessary for economic growth? Military procurement and technology development. Oxford University Press.
- Glaeser, E. L., et al. (2004). Do institutions cause growth? *Journal of Economic Growth*, 9(3), 271-303.
- Krugman, P., (1999). The role of geography in development. *International regional science review*, 22(2), 142-161.

#### Recommended

- Acemoglu, D., Naidu, S., Restrepo, P., & Robinson, J. (2014). Democracy Does Cause Growth. *NBER Working Paper*, No. 20004.
- Anderson, C., & Paskeviciute, A. (2006). How Ethnic and Linguistic Heterogeneity Influence the Prospects for Civil Society: A Comparative Study of Citizenship Behavior. *Journal of Politics*, 68(4), 783-802.
- Besley, T., & Persson, T. (2010). State capacity, conflict, and development. *Econometrica*, 78(1), 1-34.
- Coatsworth, J. H. (2008). Inequality, institutions and economic growth in Latin America. *Journal of Latin American Studies*, 40(3), 545-569.
- Gallup, J. L., Sachs, J. D., & Mellinger, A.D. (1999). Geography and economic development. *International regional science review*, 22(2), 179-232.
- Gerring, J., Thacker, S.C., Lu, Y., & Huang, W. (2015). Does diversity impair human development? A multi-level test of the diversity debit hypothesis. *World Development*, 66, 166-188.
- Gisselquist, R.M., Leiderer, S., & Niño-Zarazúa, M. (2016). Ethnic heterogeneity and public goods provision in Zambia: Evidence of a subnational “diversity dividend”. *World Development*, 78, 308-323.
- Lin, J., & Chang, H.-J. (2009). Should Industrial Policy in Developing Countries Conform to Comparative Advantage or Defy It? *Development Policy Review*, 27 (5), 483-502.
- Kenny, C., & Williams, D. (2001). What do we know about economic growth? or, why don't we know very much? *World development*, 29(1), 1-22.
- King, L. A. (1998). Economic growth and basic human needs. *International studies quarterly*, 42(2), 385-400.
- Kropotkin, P. (1995). *Kropotkin: 'The Conquest of Bread' and Other Writings*. Cambridge University Press.
- North, D.C., & Weingast, B. R. (1989). Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in 17th Century England. *Journal of Economic History*, 49(4), 803-32.
- Mellinger, A. D., Sachs, J. D., & Gallup, J. L. (1999). Climate, Water Navigability, and Economic Development. *CID Working Papers*.
- Nafziger, E.W., & Auvinen, J. (2002). Economic development, inequality, war, and state violence. *World development*, 30(2), 153-163.
- Nunn, N. (2008). The long-term effects of Africa's slave trades. *The Quarterly Journal of Economics*, 123(1), 139–176.
- Nunn, N., & Puga, D. (2010). Ruggedness: The Blessing of Bad Geography in Africa. *Review of Economics and Statistics*, 94(1), 20–36.
- Marshall, M. G., & Cole, B. R. (2009). *Global Report 2009: Conflict, Governance, and State Fragility*. Polity Vienna, VA: Center for Systemic Peace.
- Olson, M. (1993). Dictatorship, Democracy, and Development. *American Political Science Review* 87(3), 567-576.
- Pons-Vignon, N., & Lecomte, H. B. S. (2004). Land, violent conflict and development. *OECD Development Centre Working Papers*, No 233.
- Przeworski, A. (2004). Democracy and economic development. In Mansfield, E.D. & Sisson, R. (Eds.), *The evolution of political knowledge. democracy, autonomy, and conflict in comparative and international*

politics: 300-324.

- Qadir, F. (2013). Rising Donors and the New Narrative of ‘South–South’ Cooperation: what prospects for changing the landscape of development assistance programmes? *Third World Quarterly*, 34(2), 321-338.
- Rivoli, P. (2009). *The travels of a t-shirt in the global economy: An economist examines the markets, power, and politics of world trade*. John Wiley & Sons.
- Robertson, B., & Pinstrup-Andersen, P. (2010). Global land acquisition: neo-colonialism or development opportunity? *Food Security*, 2(3), 271-283.
- Amartya, S. (1988). *The Concept of Development*. In H. Chenery, & T. N. Srinivasan (eds.), *Handbook of Development Economics*. Vol. 1. Elsevier Science Publishers.
- Singh, P., & vom Hau, M. (2016). Ethnicity in time: Politics, history, and the relationship between ethnic diversity and public goods provision. *Comparative Political Studies*, 49(10), 1303-1340.
- Wimer, A. (2016). Is diversity detrimental? Ethnic fractionalization, public goods provision, and the historical legacies of stateness. *Comparative Political Studies*, 49(11), 1407-1445.

<b>Course Name</b>	<b>International Development</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D.– 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce master’s students to the field of international development. The chosen perspective incorporates the insights and concerns of development economics, both new and old, as well as those of scholars who see politics and political institutions as the basis of positive change and “human development.” While the focus on geographic regions and country cases will generally reflect the traditional preoccupation of development economics with lower income societies in the southern hemisphere, we will also pay attention to the developmental history of countries which no longer fit the commonly used categories “underdeveloped” and “lesser developed.” Questions of conflict and development as well as of dictatorship and development will also be studied.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain at a sophisticated level of detail and competence why some countries become more developed and “modern” while others do not.</li> <li>▪ Effectively assess evidence for and against key propositions emerging from recent empirical studies in the field of economic development; this includes understanding possible sources of measurement error.</li> <li>▪ Discuss the empirical concept of economic growth in a way that demonstrates an understanding of common normative assumptions about growth, as well as what we do and do not know about the sources of economic growth; this understanding should extend to the empirical and normative relationship between growth and development.</li> <li>▪ Display a sophisticated understanding of foreign aid, including motives for dispensing foreign assistance and evidence for and against foreign aid for developing societies. Effectively discuss the effects of inequality on societal development; cite typical variations in the level of inequity among countries and regions; and discuss various ways in which poverty and inequality may be alleviated.</li> <li>▪ Understand and discuss the notion of “democracy as development”.</li> <li>▪ Discuss potential actions of governments, international organizations and nongovernmental organizations in addressing various problems of international development</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Development  Week 2 Colonization and Development I  Week 3 Colonization and Development II  Week 4 Ethnicity + Diversity and Development I  Week 5 Ethnicity and Development II  Week 6 Geography and Development  Week 7 Poverty and Inequality  Week 8 Dictatorship, Conflict and Development</p>			

Week 9 War and Development  
 Week 10 Climatic Change and Development  
 Week 11 Foreign aid and Development  
 Week 12 Humanitarian Intervention and PKOs as State Builders  
 Week 13 The understudied role of corporations in shaping history  
 Week 14 Final Examination

### Study literature and study aids

#### Required

- Acemoglu, D. et al. (2001). The colonial origins of comparative development: An empirical investigation. *The American Economic Review*, 91(5), 369-1401.
- Anderson, C., & Paskeviciute, A. (2006). How ethnic and linguistic heterogeneity influence the prospects for civil society: A comparative study of citizenship behavior. *Journal of Politics* 68(4), 783-802.
- Bakaki, Z., Böhmelt, T., & Ward, H. (2019). The triangular relationship between public concern for environmental issues, policy output, and media attention. *Environmental Politics*, 1–21.
- Besley, T., & Persson, T. (2010). State capacity, conflict, and development. *Econometrica*, 78(1), 1-34.
- Black, E. (2001). *IBM and the Holocaust: The strategic alliance between Nazi Germany and America's most powerful corporation*. Crown Books, USA.
- Blair, R. A., Karim, S. M., & Morse, B. S. (2019). Establishing the rule of law in weak and war-torn states: Evidence from a field experiment with the Liberian National Police. *American Political Science Review*, 113(3), 641-657.
- Böhmelt, T., Vaziri, F., & Ward, H. (2018). Does green taxation drive countries towards the carbon efficiency frontier? *Journal of Public Policy*, 38(4), 481-509.
- Coatsworth, J. H., (2008). Inequality, institutions and economic growth in Latin America. *Journal of Latin American Studies*, 40(3), 545-569.
- Di Salvatore, J., & Ruggeri, A. (2020). The withdrawal of UN peace operations and state capacity: Descriptive trends and research challenges. *International Peacekeeping*, 1–10.
- Fosu, A. K. (2017). Growth, inequality, and poverty reduction in developing countries: Recent global evidence. *Research in Economics*, 71(2), 306-336.
- Gallup, J. L., Sachs, J. D., & Mellinger, A. D. (1999). Geography and economic development. *International Regional Science Review*, 22(2), 179-232.
- Gerring, J., Thacker, S. C., Lu, Y., & Huang, W. (2015). Does diversity impair human development? A multi-level test of the diversity debit hypothesis. *World Development*, 66, 166-188.
- Gisselquist, R. M., Leiderer, S., & Niño-Zarazúa, M. (2016). Ethnic heterogeneity and public goods provision in Zambia: Evidence of a subnational “diversity dividend”. *World Development*, 78, 308-323.
- Glaeser, E. L., et al. (2004). Do institutions cause growth? *Journal of Economic Growth*, 9(3), 271-303.
- Li, J., & Chang, H.-J. (2009). Should industrial policy in developing countries conform to comparative advantage or defy it? *Development Policy Review*, 27(5), 483-502.
- Kenny, C., & Williams, D. (2001). What do we know about economic growth? Or, why don't we know very much? *World Development*, 29(1), 1-22.
- King, L. A. (1998). Economic growth and basic human needs. *International Studies Quarterly*, 42(2), 385-400.
- Nafziger, E.W. & Auvinen, J. (2002). Economic development, inequality, war, and state violence. *World Development*, 30(2), 153-163.
- Nayyar, D. (2016). BRICS, developing countries and global governance. *Third World Quarterly*, 37(4), 575-591.
- Nunn, N. (2008). The long-term effects of Africa's slave trades. *The Quarterly Journal of Economics*, 123(1), 139-176.
- Olson, M. (1993). Dictatorship, democracy, and development. *American Political Science Review*, 87(3), 567-576.
- Quadir, F. (2013). Rising donors and the new narrative of ‘South–South’ cooperation: what prospects for changing the landscape of development assistance programmes? *Third World Quarterly*, 34(2), 321-338.
- Robertson, B., & Pinstrip-Andersen, P. (2010). Global land acquisition: neo-colonialism or development opportunity? *Food Security*, 2(3), 271-283.
- Ruttan, V. W. (2006). *Is war necessary for economic growth?: military procurement and technology development*. Oxford University Press.
- Sen, A. (1988). The Concept of Development. In H. Chenery, & T.N. Srinivasan (eds.), *Handbook of Development Economics* (Vol. 1). Elsevier Science Publishers.
- Singh, P., & vom Hau, M. (2016). Ethnicity in time: Politics, history, and the relationship between ethnic

diversity and public goods provision. *Comparative Political Studies*, 49(10), 1303-1340.

- Ward, H. (1993). Game theory and the politics of the global commons. *Journal of Conflict Resolution*, 37(2), 203-235.

**Recommended**

- Acemoglu, D., & Robinson, J. A. (2013). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business.
- Marshall, M. G., & Cole, B. R. (2011). *Global report 2011: Conflict, governance, and state fragility*. Polity IV Project. Vienna, VA: Center for Systemic Peace.
- North, D.C. & Weingast, B. R. (1989). Constitutions and commitment: The evolution of institutions governing public choice in 17th century England. *Journal of Economic History*, 49(4), 803-832.
- Nunn, N., & Puga, D. (2010). Ruggedness: The blessing of bad geography in Africa. *Review of Economics and Statistics*, 94(1), 20–36.
- Rivoli, P. (2009). *The travels of a t-shirt in the global economy: An economist examines the markets, power, and politics of world trade*. John Wiley & Sons.
- Wimer, A. (2016). Is diversity detrimental? Ethnic fractionalization, public goods provision, and the historical legacies of stateness. *Comparative Political Studies*, 49(11), 1407-1445.

<b>Course Name</b>	<b>International Journalism</b>				
<b>Course Type</b>	BA-JM-JRN: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Reporting II				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 % Nenad Pejic, B.A. – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces students to the history and current practice of international journalism. Students use classic as well as contemporary examples of international reporting as models for their own writing assignments.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and use international reporting and writing techniques</li> <li>▪ Place current international journalism into historical context</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: The History of International Journalism  Week 2 Pioneers  Week 3 Finding Cultural Difference  Week 4 Sex  Week 5 Battle  Week 6 War's Impact on Civilians I  Week 7 War's Impact on Civilians II  Week 8 Revolution and Repression  Week 9 Understanding Russia I  Week 10 Understanding Russia II  Week 11 The Arab Spring, and Syria  Week 12 Group Presentation  Week 13 Final Exam Review  Week 14 Final Exam</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Kerrane, K., Ben, Y. (1997). <i>The Art of Fact</i>. New York: Scribner.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ English-language newspapers and magazines with full online versions are <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Washington Times</i>, <i>The Spectator</i>, <i>The Economist</i>, and <i>The Guardian</i>.</li> </ul>				



- Recommended broadcast outlets with full online versions are *CNN*, *ABC News*, *CBS News*, *NBC News*, *MSNBC News*, *BBC News*, *Russia Today*, *Radio Free Europe/Radio Liberty*, and *Fox News*.
- Recommended online-only news media include *Vice News*, *globalpost.com*, and the news aggregator sites *voxeurop.eu* and *globalvoicesonline.com*.



<b>Course Name</b>	<b>International Law</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Charles Lamento, J.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>International law is a dynamic field that increasingly permeates all other fields of law. Students interested in pursuing a career with a foreign ministry, an international organization, or a non-governmental organization engaged in transnational issues, must have grounding in international law. This course will offer a general survey of the nature and sources of international law, will probe its application in both international and national settings, will investigate particular subject matter areas, and will develop the ability of the student to think analytically about how international law might apply in a given situation. Thus, this course will familiarize the non-international lawyer with the basic tenets of international law and will serve as a springboard for those wishing to study international law in greater depth.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a general background and knowledge of international law that will enable students to understand how the international rule of law can be applied to resolve international disputes;</li> <li>▪ Identify the relevant legal issues and laws/agencies that create and apply intl. law;</li> <li>▪ Critically assess/analyze relevant legal issues under intl. law;</li> <li>▪ Identify the challenges and solve problems involving intl. disputes;</li> <li>▪ Understand the legal procedures and limitations involved in resolving intl. disputes;</li> <li>▪ Use persuasive communication skills by focusing on the audience's goals/needs/objectives/concerns/barriers/areas of confusion/misunderstanding.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Topics: Nature &amp; Sources of Intl. Law  Week 2 Topics: Treaties &amp; Other Sources of Intl. Law II  Week 3 Topics: Dispute Settlement – Natl. &amp; Intl. Law Enforcement Mechanisms  Week 4 Treaties and Other Sources of Intl. Law I  Week 5 Intl. Authority of States, Intl. Orgs, NGOs &amp; Individuals  Week 6 State Responsibility  Week 7 Midterm Exam  Week 8 Jurisdiction  Week 9 Immunity  Week 10 Intl. Human Rights  Week 11 Use of Force  Week 12 Int. Criminal Law I  Week 13 Intl. Criminal Law II &amp; Law of Armed Conflict  Week 14 Final Examination</p>			

**Study literature and study aids****Required**

- Burney, N. (2010). *International Law: A brief primer*. <https://dokumen.tips/documents/international-law-a-brief-primer-nathaniel-burney.html>
- Damrosch, L., Henkin, L., Murphy, S. & Smit, H. (2014). *International Law: Cases and Materials* (6th ed.). West Academic Publishing.
- Schaffer, R., Agusti, F., Dhooge, L. J., & Earle, B. (2012). *International business law and its environment* (8th ed.). Cengage Learning.
- Supplemented materials to the above casebook (6th ed. 2014).

**Recommended sources**

- *Directory of UN Systems Organizations*.  
<https://www.ungm.org/Public/KnowledgeCentre/UNOrganizationshuman-rights/>
- *Intl. Court Justice (ICJ)*. <http://www.icj-cij.org/homepage/index.php>
- *Intl. Criminal Court (ICC)*. [https://www.icc-cpi.int/en\\_menus/icc/Pages/default.aspx](https://www.icc-cpi.int/en_menus/icc/Pages/default.aspx)
- *Interactive Terminology for Europe*. <http://iate.europa.eu/>
- *The United Nations*. <http://www.un.org>
- *Charter of the United Nations and statute of The Internationale Court of Justice*.  
<http://www.un.org/en/charter-united-nations/>
- *United Nation System*. [https://en.wikipedia.org/wiki/United\\_Nations\\_System](https://en.wikipedia.org/wiki/United_Nations_System)
- *United Nation Treaty Collection*. <https://treaties.un.org/>
- *Universal Declaration of Human Rights*. <https://www.un.org/en/universal-declaration-human-rights/>

<b>Course Name</b>	<b>International Marketing</b>			
<b>Course Type</b>	BA-BA-MKT: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Marketing			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Daniel Ravick Fiala, MBA			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Daniel Ravick Fiala, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This intermediate course provides a comprehensive up-to-date theoretical and practical understanding of the differences between, and challenges of, successfully doing business internationally as compared with the domestic market. A basic understanding of business, marketing, and market research concepts, strategies, and tactics, as well as terminology is, therefore, assumed. The framework of the course is built upon marketing principles and applying them in international markets – including multi-cultural environments in different countries. The course includes a review of the international environment in terms of political, economic, socio-cultural and income differences and different buying habits to provide the context for the necessary analysis and decision-making. The course methodology combines studying the theory and practice of international marketing with real-life examples of success and failure in international consumer and business markets. Throughout the course there are practical exercises to evaluate the student’s understanding of how organizations can develop and implement an effective international marketing strategy and gain a competitive advantage. A final team project, which is developed by the students throughout the course, will be presented at the end of the course to demonstrate the student’s mastery of the topics studied.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the theories and concepts underlying international marketing;</li> <li>▪ Demonstrate the ability to apply international marketing theory and concepts to what marketers are doing in the real world;</li> <li>▪ Comprehend and have a clear understanding of the challenges of marketing international markets;</li> <li>▪ Demonstrate the ability to use up-to-date international marketing strategies;</li> <li>▪ Describe the key differences in the management of international marketing versus domestic marketing;</li> <li>▪ Formulate a conceptual framework for assessing international markets and environments for business opportunities, challenges and risks;</li> <li>▪ Demonstrate the ability to understand and apply different marketing techniques and tools in international environments with different cultures;</li> <li>▪ Explain the main business models used by international marketers.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction  Week 2 Why Go International?  Week 3 The Context of Global Trade  Week 4 Understanding the International Environment  Week 5 Conducting International Research – Opportunity Analysis  Week 6 International Market Segmentation &amp; Niche Marketing Strategies  Week 7 Global Marketing Strategies  Week 8 Mid-term Exam.</p>			

Week 9 Market Entry Strategies  
Week 10 International Product and Service Management  
Week 11 Pricing in International Markets  
Week 12 Student Check Point Presentations  
Week 13 Special Topics in International Marketing  
Week 14 Student Project Presentations to the Client

#### Study literature and study aids

##### ***Required***

- Cateora, P., Graham, J., & Gilly, M. (2012). *International Marketing*. McGraw-Hill/Irwin.

##### ***Recommended***

- Mühlbacher, H., Dahringer, L., & Leih, H. (2006). *International marketing: A global perspective*. London: International Thomson Business Press.

<b>Course Name</b>	<b>International Media</b>			
<b>Course Type</b>	BA-JM: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Andrew Giarelli, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>International media study invites many approaches, from the theoretical to the analytical to the practical. We shall practice all three – theorizing, analyzing and practicing international journalism in this intensive course. Because we need to limit such a broad subject, we shall mostly focus on news media history, current national news media systems and new media, press freedom issues, and war and human rights coverage in Europe, Russia and its neighbors, China, and the Near East.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of individual country news media systems as well as regional and global news networks and their history</li> <li>▪ Understand and analyze key international media issues such as: press freedom and government controls, ownership concentration, social media horizons</li> <li>▪ Contextualize international stories like wars through a deeper understanding of media systems that cover them</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Can Media Be Fair and Balanced in Coverage of International Conflict?  Week 2 Media Coverage of War 2: Ukraine  Week 3 The History of News In Europe  Week 4 visit from Radio Free Europe/Radio Liberty  Week 5 News Media Landscape: United Kingdom  Week 6 News Media Landscape: Russia  Week 7 News Media Landscape: China.  Week 8 Student Presentations 1: Single Country Media Report.  Week 9 News Focus: In-class analyses of ongoing major stories  Week 10 Press Freedom Issues  Week 11 New Media and News Media I  Week 12 New Media and News Media II  Week 13 Student Presentations 2: Multi-Country Issue Analysis  Week 14 Final Exam</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Hachten, W. A., &amp; Scotton, J. F. (2015). <i>The world news prism: Digital, Social and Interactive</i>. Wiley-</li> </ul>			

Blackwell.

- Silverman, C. (ed.). (2014). *Verification handbook: An ultimate guideline on digital age sourcing for emergency coverage*. Maastricht. European Journalism Centre.
- Thussu, D. K. (2005). *War and the media: Reporting conflict 24/7*. London: SAGE.

### **Recommended**

Selected stories and opinion pieces from:

- *Global Voices*. <https://globalvoices.org/>
- *Public Radio International (PRI)*. <https://www.pri.org/>
- *EUobserver*. <http://www.euobserver.com/>
- *VoxEurop*. <http://www.voxeurop.eu/en>
- *Radio Free Europe/Radio Liberty*. <https://www.rferl.org/>
- *VICE Media Group*. [https://news.vice.com/en\\_us](https://news.vice.com/en_us)

Selected analyses from:

- European Journalism Centre. (2020). *Media Landscapes: Expert Analyses of the State of Media*. <https://medialandscapes.org/>
- *The Institute for War & Peace Reporting*. <http://iwpr.net/>
- *International Press Institute*. <http://www.freemedia.at/>
- *The Committee to Protect Journalists*. <http://www.cpj.org/>

<b>Course Name</b>	<b>International Organizations</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mgr. Zuzana Fellegi, LL.M. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course explains the history, functioning and impact of international organisations in international relations today. It introduces main theoretical concepts which provide students with necessary knowledge in order to analyse development and activities of selected organisation such as the UN, EU, WTO, IMF, World Bank, NATO, and COE. Furthermore, it examines case studies of recent international events giving students the opportunity to critically analyse concrete actions of international organisations and to understand their potentials, limits and effects on global development.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the history, purpose, and internal structure of major international organisations;</li> <li>▪ Understand the main theoretical concepts developed around the study of international organisations and apply them while analysing individual organisations and their activities;</li> <li>▪ Analyse activities of international organisations in the fields of security, trade, development, and human rights;</li> <li>▪ Think critically and to provide possible solutions of present problems concerning different organisations;</li> <li>▪ Demonstrate effective presentation and discussion skills;</li> <li>▪ Discuss the possibilities of further development and impact of international organisations in the context of changing international relations.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 History and typology of international organisations  Week 2 International law and actors of international organisations  Week 3 Theoretical approaches to international organisations  Week 4 The UN system  Week 5 The EU governance  Week 6 Other regional organisations (OAS, AU, Arab League, ASEAN)  Week 7 Security (UN, NATO)  Week 8 Review &amp; midterm exam  Week 9 Trade and economic cooperation (WTO)  Week 10 Monetary issues  Week 11 Development (World Bank)  Week 12 Human rights and humanitarian issues (UN, COE)  Week 13 Globalisation &amp; the future development of int. organisations  Week 14 Final exam</p>			

## Study literature and study aids

### Required

- Archer, C. (2014). *International organizations* (4th ed.). London; New York: Routledge.
- Barkin, S. (2013). *International organization: Theories and institutions* (2nd ed.). New York: Palgrave Macmillan.
- Hurd, I. (2013). *International organizations: Politics, law, practice* (2nd ed.). Cambridge: Cambridge University Press.
- Pease, K-K. S. (2011). *International organizations: Perspectives on governance in the twenty-first century* (5th ed.). New York: Longman.
- Peet, R. (2009). *Unholy trinity: The IMF, World Bank and WTO* (2nd ed.). New York: Zed Books.
- Rittberger, V. (2011). *International organization. Polity, politics and policies* (2nd ed.). London; New York: Palgrave Macmillan.
- Weiss, F., & Coate, P. (2013). *The United Nations and changing world politics* (7th ed.). Boulder: Westview Press.
- Woods, N. (2006). *The Globalizers: The IMF, the World Bank, and their borrowers*. Ithaca: Cornell University Press.

### Recommended

- Bache, I., Bulmer, S., George, S. & Palmer, O. (2015). *Politics in the European Union* (4th ed.). Oxford: Oxford University Press.
- Baylis, J., Smith, S., & Owens, P. (2019). *The globalization of world politics: an introduction to international relations* (8th ed.). Oxford: Oxford University Press.
- Best, J. (2014). *The return of the public in global governance*. Cambridge: Cambridge University Press.
- Bomberg, E., Peterson, J., & Corbett, R. (2012). *The European Union: how does it work* (3rd ed.). Oxford: Oxford University Press.
- Colomer, J. (2014). *How global institutions rule the world*. Palgrave Macmillan.
- Fischer, K. (2015). *Handbook on international organisations: A comprehensive guide*. Springer.
- Hanhimaki, J. (2015). *The United Nations: A very short introduction* (2nd ed.). Oxford: Oxford University Press.
- Hough, P. (2013). *Understanding Global Security* (3rd ed.). Routledge.
- Karns, M. P., Mingst, K. A., & Stiles, K. W. (2015). *International organizations: the politics and processes of global governance* (3rd ed.). Boulder; London: Lynne Rienner.
- Mingst, K. (2011). *The United Nations in the 21st century (Dilemmas in world politics)*. Westview Press.
- Reus-Smit, C., & Snidal, D. (2010). *The Oxford Handbook of international relations*. Oxford: Oxford University Press.
- Wiess, T.G., & Wilkinson, R. (2014). *International organization and global governance*. London; New York: Routledge.



<b>Course Name</b>	<b>International Political Economy</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	David Lipka, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will explore international political economy (IPE) from a theoretical, empirical, and normative perspective. It starts with explanation of institutions from economic, sociological and philosophical perspective and assesses their relevance for economic development. The course will stress the specifics of economic way of thinking and will place political economy into broader discourse of philosophy and social science. Emphasis will also be put on juxtaposing economic and political ways of organizing society and identifying the limits of both. In the second part the course concentrates on evaluating the political/economic interactions of states and non-states. It further examines impacts of macro statist and non-statist activity upon individuals.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically assess theoretical and empirical literature in political economy</li> <li>▪ Understand key theoretical concepts of political economy</li> <li>▪ Identify reasons for and against government interventions in various cases on micro and macro level</li> <li>▪ Discern different types of arguments used in the debates on policy issues</li> <li>▪ Express and defend their own position on policy issues in oral and written presentations</li> <li>▪ Cooperate in teams</li> <li>▪ Write a policy paper</li> <li>▪ Critically assess other students' written and oral presentations</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction, goals,  Week 2 Causes of Economic Development  Week 3 Political economy, from Smith to Smith  Week 4 Political economy and social systems  Week 5 Robust political economy, Socialism and market economy  Week 6 Limits of economic reasoning  Week 7 Problems of collective action  Week 8 Political economy of the climate change  Week 9 Globalization and Culture  Week 10 Migration  Week 11 Inequality and globalization  Week 12 Institutional change and development,  Week 13 Free trade versus fair trade  Week 14 Final examination</p>			

## Study literature and study aids

### Required

- Acemoglu, D. (2019). It's good jobs, stupid. Economics for Inclusive Prosperity (blog). <https://econfp.org/policy-brief/its-good-jobs-stupid/>.
- Alesina, A., Miano, A., & Stantcheva, S. (2018). Immigration and redistribution. *Working Paper 24733. National Bureau of Economic Research*. <https://doi.org/10.3386/w24733>.
- Ausubel, J. S. (2015). *The return of nature*. The Breakthrough Institute. <https://thebreakthrough.org/journal/issue-5/thereturn-of-nature>.
- Belk, R. W. (1996). Hyperreality and globalization: Culture in the age of Ronald McDonald. *Journal of International Consumer Marketing* 8(3,4), 23-37.
- Boettke, P. J., & Leeson, P. T. (2004). Liberalism, socialism, and robust political economy. *Journal of Markets and Morality*, 7(1), 99–111.
- Caplan, B. (2001). Rational irrationality and the microfoundations of political Failure. *Public Choice* 107(3–4), 311–331.
- Clemens, M. A. (2011). Economics and emigration: Trillion-dollar bills on the sidewalk? *The Journal of Economic Perspectives*, 25(3), 83–106.
- Cowen, T. (2002). The fate of culture. *The Wilson Quarterly* 26(4), 78–84.
- Duflo, E. (2004). *Evaluating the impact of development aid programmes: the role of randomised evaluations*. Paper presented at the 2nd Annual AFD-EUDN Conference: Development aid: Why and how? Towards strategies for effectiveness. November 25, Paris.
- Dragusanu, R., Giovannucci, D., & Nunn, N. (2014). The economics of fair trade. *The Journal of Economic Perspectives*, 28(3), 217–236.
- Easterly, W., & Pfutze, T. (2008). Where does the money go? Best and worst practices in foreign aid.” *The Journal of Economic Perspectives*, 22(2), 29–52.
- Haidt, J. (2013). Moral psychology for the twenty-first century. *Journal of Moral Education*, 42(3), 281–297.
- Henrich, J. (2015). *The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter*. Princeton University Press. Chapters 12, 13.
- McCloskey, D. (2010). Bourgeois dignity: A revolution in rhetoric. <https://www.cato-unbound.org/2010/10/04/deirdre-mccloskey/bourgeois-dignity-revolution-rhetoric>
- Milanovic, B. (2013). Global income inequality in numbers: In history and Now. *Global Policy*, 4(2), 198–208.
- Nordhaus, W. (2019). Climate change: The ultimate challenge for economics. *American Economic Review*, 109(6), 1991–2014.
- Norman, J., Read, R., Bar-Yam, Y., & Taleb, N. N. (2015). Climate models and precautionary measures. *Science and Technology*. <https://fooledbyrandomness.com/climateletter.pdf>
- Ostrom, E. (2010). Beyond markets and states: Polycentric governance of complex economic systems. *The American Economic Review*, 100(3), 641–672.
- Sandel, M. J. (2013). Market reasoning as moral reasoning: Why economists should re-engage with political philosophy. *Journal of Economic Perspectives*, 27(4), 121–140.
- Smith, V. L. (2013). Adam Smith: From propriety and sentiments to property and wealth. *Forum for Social Economics*, 42(4), 283-297.
- Thaler, R. H., & Sunstein, C. R. (2003). Libertarian paternalism. *The American Economic Review*, 93(2), 175–179.

### Podcasts:

- Frank Dikotter on Mao's Great Famine. The Library of Economics and Liberty. August 6, 2018.
- Tyler Cowen on Stubborn Attachments, Prosperity, and the Good Society. The Library of Economics and Liberty, August 7, 2017.

### Recommended

- Henrich, J. (2015). *The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter*. Princeton University Press.
- Library of Economics and Liberty – ECONTALK. <http://www.econtalk.org/>
- McCloskey, D. (2010). *Bourgeois dignity: Why economics can't explain the modern world*. University of Chicago Press.

<b>Course Name</b>	<b>International Relations Research Methods</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to International Relations				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Mgr. George Hays II, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Mgr. George Hays II, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>By reading a wide range of selected articles, analyzing them, and peer grading the analyses, the students will be exposed to different forms of methodology as they are actually used. This should make a stronger connection in the students' minds about the philosophy and function of methodology in practice. By analyzing the articles, the students should learn how to both use and present different forms of methodology, as well as which forms work better in various areas of inquiry. They should also learn proper structure, citation, and threading of an argument. Through anonymous peer grading, the previous goals are reinforced as well as providing for a greater demand of accuracy by the student, since they are acting as teachers. In addition to this, the students see what their peers are doing and how, what works better and what works not so well, what points were missed that should not have been, etc. Hidden within this whole process is a rigorous introduction to the courses, materials, and standards that the students have to look forward to during their studies. The ultimate goal is that the students will be overall better thinkers, readers, and writers going forward, providing for better and more engaging class time as well as better and more engaging assignments.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of different epistemological positions in conducting research</li> <li>▪ Grasp and apply the uses of theory in qualitative research</li> <li>▪ Understand and demonstrate the link between a research question, research methods and sources</li> <li>▪ Write methodologically sound qualitative research designs and criticize the methods used in other social science research projects</li> <li>▪ Develop the ability to conduct basic academic research and analytical writing with the usage of proper citations, appropriate to the undergraduate level</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Course  Week 2 Ontology and Epistemology  Week 3 Explaining  Week 4 Understanding  Week 5 Explaining and Understanding?  Week 6 Allies and Threats  Week 7 Geopolitics  Week 8 European Parliament Elections  Week 9 Europe as a Political Actor</p>				

Week 10 Conceptualizing Power  
 Week 11 History and Appeasement  
 Week 12 Philosophy and Ideas  
 Week 13 National and International Orders  
 Week 14 Exam

**Study literature and study aids**

**Required**

- Browne, M. N., & Keeley, S. M. (2012). *Asking the right questions: A guide to critical thinking*. NY: Pearson.
- Bryman, A. (2008). *Social Research Methods*. Oxford: Oxford University Press.
- Hollis, M. (2008). *The Philosophy of Social Science*. Cambridge: Cambridge University Press.

**Recommended**

- Allison, G. (1969). Conceptual Models of the Cuban Missile Crisis. *The American Political Science Review*, 63(3), 689-718.
- Gray, D. (2009). *Doing Research in the Real World*. Sage Publications.
- Gray, C. (2004). In Defence of the Heartland: Sir Halford Mackinder and His Critics a Hundred Years On. *Comparative Strategy*, 23(1), 9-25.
- Guzzini, S. (2005). The Concept of Power: a Constructivist Analysis. *Millennium Journal of International Studies*, 33(3), 495-521.
- Hume, D. (1981). *An Enquiry Concerning Human Understanding*. Indianapolis : Hackett Publishing Company.
- Krotz, U. (2009). Momentum and Impediments: Why Europe Won't Emerge as a Full Political Actor on the World Stage Soon. *Journal of Common Market Studies*, 47(3), 555-578.
- Malici, A. (2005). Discord and Collaboration between Allies. *The Journal of Conflict Resolution*, 49(1), 90-119.
- March, J., & Olsen, J. (1998). The Institutional Dynamics of International Political Orders. *International Organization*, 52(4), 943-969.
- Ripsman, N. & Levy, J. (2008). Wishful Thinking or Buying Time? The Logic of British Appeasement in the 1930s. *International Security*, 33(2), 148-181.
- Weber, T. (2009). When the Cat is Away the Mice Will Play: Why Elections in the European Parliament are About Europe After All. *Politique europeenne*, 28, 53-71.

<b>Course Name</b>	<b>Intervention, Statebuilding and Sovereignty</b>				
<b>Course Type</b>	BA-PS-CDS: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Human Rights				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Pamir Halimzai, M.A.– 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course provides a broad understanding of intervention in troubled societies. It looks at how a coalition of states intervene and then rebuild, rehabilitate conflict-ridden states like Afghanistan. An interesting phenomenon in the case of Afghanistan was the establishment of Provincial Reconstruction Teams (PRTs) where experts and security forces from a single or a few countries carry out reconstruction works. This was the first time such teams were formed. International statebuilding efforts however, quite often, do not yield desired results.</p> <p>Through this course, the students will understand and will be able to analyze the <i>sovereignty paradox</i> emerging as a result of intervention. They will comprehend how understanding sovereignty or a state as ‘a thing out there’ has ontological and epistemological consequences. Students will be able to understand the limits and shortcomings of international, the UN and the OECD statebuilding efforts. The course focuses on the history of intervention, statebuilding and addresses contemporary issues and debates vis-à-vis statebuilding practices along with the notion of Responsibility to Protect (R2P) enacted and enforced by the UN.</p> <p>Students will learn about modern warfare and surveillance technologies like drones and comprehend how their use give a new dimension to intervention and their implications on legal and political sovereignty.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ fully comprehend the content of Intervention, Sovereignty and Statebuilding.</li> <li>▪ analyze and assess the statebuilding efforts in different countries</li> <li>▪ understand and efficiently utilize various theoretical approaches.</li> <li>▪ grasp the role of international governmental and non-governmental institutions involved in intervention and statebuilding</li> <li>▪ develop critical thinking</li> <li>▪ refine their research/ academic writing skills</li> <li>▪ interpret and analyze relevant data</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introductory lecture</p> <p>Week 2 (Military and Economic) Intervention and Sovereignty</p> <p>Week 3 Statebuilding: theory and practice</p> <p>Week 4 21<sup>st</sup> Century Interventionism and Statebuilding</p> <p>Week 5 Military Intervention and its discontents - 1</p> <p>Week 6 Military Intervention and its discontents - 2</p>				

Week 7 Peacebuilding and Statebuilding after Civil War  
 Week 8 Midterm Exam  
 Week 9 Postwar Pathways to New Institutions  
 Week 10 CASE: Afghanistan  
 Week 11 CASE: Iraq  
 Week 12 By Way of Conclusion: Confrontations and Contradictions of Statebuilding  
 Week 13 Student Presentations  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Albert, M., Jacobson, D., & Lapid, Y. (eds.). (2001). *Identities, borders, orders: Rethinking international relations theory*. Minneapolis, MN: University of Minnesota Press.
- Sisk, T. D. (2013). *Statebuilding: Consolidating peace after civil war*. Cambridge: Polity Press.
- Chandler, D. & Sisk, T. D. (2013). *Routledge Handbook of International Statebuilding*. New York: Routledge.

**Recommended**

- Benedek, W. et al. (2011). *Human Security Perspectives: Sustainable Peacebuilding*. Graz, Austria: ETC, University of Graz.
- Fukuyama, F. (2004). *State-building: Governance and world order in the 21st century*. Ithaca, NY: Cornell University Press.
- Ghani, A. & Lockhart, C. (2009). *Fixing Failed States*. New York: Oxford University Press.
- Hansen, L. (2006). *Security as Practice: Discourse analysis and the Bosnian war*. Abingdon: Routledge.
- Malmvig, H. (2006). *State sovereignty and intervention: A discourse analysis of interventionary and non-interventionary practices in Kosovo and Algeria*. Abingdon, Oxon: Routledge.
- Reilly, B. & Nordlund, P. (2008). *Political parties in conflict-prone societies*. Tokyo: United Nations University Press.
- Blanco, R. (2012). *Peace through Government: Delineating the post-conflict state-building dispositif*. *Astrolabio - Revista internacional de filosofía*, 13(1699-7549), 63-81.
- Cordesman, A. H. (2010). *How America corrupted Afghanistan?* Washington D.C: CSIS.
- Edwards, L. M. (2010). *State-building in Afghanistan: a case showing the limits?* *International Review of Red Cross*, 92(880), 967-991.
- Fair, C. C., Kaltenthaler, K. & Miller, W. (2014). *Pakistani Opposition to American Drone Strikes*. *Political Science Quarterly*, 129(1), 1-33.
- Hynek, N. & Eichler, J. (2011). *Post-decisional and alliance-dependent: The Czech engagement in Logar*. In N. Hynek & P. Marton (eds.), *Statebuilding in Afghanistan: Multinational contributions to reconstruction*. 226-242. New York: Routledge.
- Olsson, C. (2008). *Military interventions and the concept of the political: Bringing the political back into the interactions between external forces and local societies*. In D. Bigo & A. Tsoukala (eds.), *Terror, Insecurity and Liberty: Illiberal practices of liberal regimes after 9/11*. 146-178. Abingdon, Oxon: Routledge.
- Zoellick, R. (2009). *Fragile states: Securing development*. *Survival*, 50(6), 67-84.
- OECD, 2009. *Statebuilding in fragile situations – How can donors ‘do no harm’ and maximise their positive impact?* London: London School of Economics and PricewaterhouseCoopers LLP.
- OECD. (2009). *Concepts and dilemmas of State building in fragile situations: From fragility to resilience*. *OECD Journal on Development*, 9(3), [https://doi.org/10.1787/journal\\_dev-v9-art27-en](https://doi.org/10.1787/journal_dev-v9-art27-en).



<b>Course Name</b>	<b>Investment Analysis and Portfolio Management</b>				
<b>Course Type</b>	BA-BA-ACF: Compulsory BA-BA-ECF: Compulsory		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	David John Muir, MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This is an introductory course in Investment. The basics will be covered. An understanding of Corporate Finance is built upon from the outside of a company, looking at what an investor might wish to see. Portfolio theory, analytical techniques, methods of stock selection, and the nature of investments are all used to develop notions of the most recent investment techniques.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ explain the use of investment as an activity in the current financial system;</li> <li>▪ use any one of the decision-making models (Technical, Fundamental, Quantitative) demonstrated in the course;</li> <li>▪ understand and be able to explain use of portfolio theory</li> <li>▪ utilize attribution analysis;</li> <li>▪ discuss the numerous factors which affect the investment environment;</li> <li>▪ perform most of the functions required both manually, and with a spreadsheet.</li> </ul> <p><b>Course Outline</b> Week 1 Course Introduction Week 2 Performance Attribution Week 3 Fundamental, Quantitative and Technicals Week 4 Risk and Return Some Basic Concepts Week 5 Value, Growth and Eclectic Investing Week 6 Efficient Markets and Behavioral Finance Week 7 Mid-term Test Week 8 Diversification - Debt related instruments, Concept of Diversification Week 9 Diversification - Portfolio Theory Week 10 Analysing Stocks (Capital Market, Security Market Line) Week 11 Bond Investing (Present Value vs. Risk, Types of bonds , Balancing the Portfolio) Week 12 Portfolio Presentations Week 13 Portfolio Presentations Week 14 Final Exam</p>				

**Study literature and study aids*****Required***

- Bodie, Z. (2012). *Essentials of investments*. New York, NY: McGraw-Hill.
- Fabozzi, F. J. (2007). *Fixed income analysis*. Hoboken, N.J: Wiley.

***Recommended***

- Reilly, F.K., & Brown, K. C. (2009). *Investment analysis and portfolio management*. Australia : South-Western Cengage Learning.
- Solnik, B. (2015). *Global investments*. Boston : Pearson/Prentice Hall.



<b>Course Name</b>	<b>Islam and the West</b>		
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-SEC: Required optional BA-PS-CDS: Required optional BA-PS-SPD: Required optional	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
		<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Politics of Religion and Ethnicity BA-IR-SEC: Evivalence: Global Migration BA-PS-CDS: Equivalence: Politics of Religion and Ethnicity BA-PS-SPD: Equivalence: Politics of Religion and Ethnicity		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Ebru Akcasu, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces students to the history of the ‘Near and Middle East’ through surveying its history of interactions with the region that has come to be known as ‘the West.’ It begins by problematizing approaches to the topic of ‘Islam and the West,’ questioning, for example, whether the two are comparable. The course then proceeds to evaluate the validity of the implied dichotomy against an historical backdrop that includes both war and peace. Rather than categorizing contact between ‘Islam and the West’ into these categories, the course aims approach the history from the perspective of exchange. The temporal scope is from the emergence of Islam through the Mandate period.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify paradigmatic shifts that have shaped studies of ‘Islam and the West.’</li> <li>▪ Demonstrate the ability to think critically about the complex history of exchange between the societies of the ‘Near and Middle East,’ and Europe and North America.</li> <li>▪ Give examples of how the societies under study have shaped one another, and how their understandings and relationships with one another have evolved over time.</li> <li>▪ Interpret the relevance of the topics and themes covered for current affairs.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to ‘Islam and the West’  Week 2 The Emergence and Spread of Islam  Week 3 The Crusades  Week 4 The Renaissance  Week 5 Early-Modern Renegades  Week 6 The Age of Revolutions  Week 7 Review Session for Mid-Term Exam.  Week 8 Midterm Exam  Week 9 At the Dawn of the Nineteenth Century  Week 10 European Imperialism and Modernity  Week 11 Nations and Nationalism in the Balkans and the Middle East  Week 12 The Road to War and the Mandate Period</p>		

Week 13 Islam, the West, and the Media  
 Week 14 Exam Week, Papers Due

### Study literature and study aids

#### Required

- Brown, Carl L. (ed.). (1996). *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East*. New York: Columbia UP.
- Hanioglu, Ş. (2008). *A Brief History of the Ottoman Empire*. Princeton: Princeton UP.
- Robinson, F. (1996). *The Cambridge Illustrated History of the Islamic World*. New York: Cambridge University Press.
- Rogan, E. (2009). *The Arabs: A History*. New York: Basic Books.
- Said, E. W. (1979). *Orientalism*. New York: Vintage.

#### Recommended

- Almond, I. (2009). *Two Faiths, One Banner: When Muslims Marched with Christians across Europe's Battlegrounds*. Cambridge, Mass.: Harvard University Press.
- Al-Azm, S. (1981). Orientalism and Orientalism in Reverse. *Khamsin*, 8, 5-26.
- Amanat, A. (2008). *The Pivot of the Universe: Nasir al-Din Shah and the Iranian Monarchy, 1831 – 1896*. London: I. B. Tauris.
- Anscombe, F. (2012). The Balkan Revolutionary Age. *The Journal of Modern History* 48(3), 572-606.
- Bisaha, N. (2004). *Creating East and West: Renaissance Humanists and the Ottoman Turks*. Philadelphia: University of Pennsylvania Press.
- Blanks, D., & Western, R. (1999). *Views of Islam in Medieval and Early Modern Europe: Perception of other*. New York: St. Martin's Press.
- Blumi, I. (2011). *Foundations of Modernity: Human Agency and the Imperial State*. London: Routledge.
- Deringil, S. (1998). *The Well-protected Domains: Ideology and the Legitimation of Power in the Ottoman Empire, 1876-1909*. London: I.B. Tauris.
- Dursteler, E. (2009). Fatima Hatun née Beatrice Michiel: Renegade Women in the Early Modern Mediterranean. *The Medieval History Journal*, 12, 355-382.
- Fortna, B. (2002). *Imperial Classroom: Islam, the State, and Education in the Late Ottoman Empire*. New York: Oxford UP.
- Freitag, U., Fuhrmann, M., Lafi, N., & Riedler, F. (eds.). *The City in the Ottoman Empire: Migration and the Making of Urban Modernity*. London: Routledge.
- Hodgson, M. (1974). *Venture of Islam, Vol. 1*. Chicago: University of Chicago Press.
- Holt, P. M. (1986). *The Age of the Crusades: The Near East from the Eleventh Century to 1517*. London: Longman.
- İnalçık, H. (2008). *Turkey and Europe in History*. Istanbul: Eren.
- Keddie, N. R. (1983). *An Islamic Response to Imperialism: Political and Religious Writings of Sayyid Jamal al-Din al-Afghani*. Berkeley: University of California Press.
- Said, E. W. (1981). *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. New York: Pantheon Books.
- Sajdi, D. (ed.). (2007). *Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century*. London: I.B. Tauris.

<b>Course Name</b>	<b>Jewish Cinema</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: Kafka in Prague				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Kevin Johnson, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course explores cinema through a Jewish lens. Observing periods from the great figures of early cinema, to the unsung heroes of the silent years, to modern filmmakers with their behemoth budgets. Through exploration of filmic themes, students will discover the impetus with which filmmaking has become one of the strongest and most malleable media of modern arts for change. Through seminar discussions, screenings, workshops and field trips, we will examine not only how films are made, but also what impact Jewish Cinema has made on the lives of everyday Europeans – and how that has changed throughout the 20th and 21st Centuries respectively.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyze and access primary documentation about Jewish Cinema</li> <li>▪ Name and describe Jewish Cinema’s major figures, events and movements.</li> <li>▪ Outline and explain the history of Jews in Cinema from the beginning of filmmaking to today</li> <li>▪ Identify the main obstacles to and primary contributions of Jews in film production</li> <li>▪ Creatively capture course content in an artistic final project.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Jewish Cinema, Samuel Goldwyn  Week 2 Elizabethan Artefacts of the <i>Ghetto</i>  Week 3 The Modern Filmic Jew  Week 4 Jewish Humor  Week 5 Memory and Tradition: Post-war Trauma  Week 6 Great Leaps in Jewish Cinema  Week 7 Book to Film: Adaptation  Week 8 Charlie Kaufmann  Week 9 Jewish Cinema Arab Lands  Week 10 LGBT themes in Jewish Cinema  Week 11 Adapting for Hollywood  Week 12 Emerging Eastern European Traditions  Week 13 Course Review  Week 14 Final Exam</p>				

## Study literature and study aids

### Required

- Abrams, N. (2012). *The New Jew in Film: Exploring Jewishness and Judaism in Contemporary Cinema*. New Brunswick: Rutgers University Press. Retrieved from [www.jstor.org/stable/j.ctt1bj4q14](http://www.jstor.org/stable/j.ctt1bj4q14)
- Brook, V. (2016). *Jews in American Cinema and Media*. DOI: 10.1093/obo/9780199791286-0218.
- Sokoloff, Naomi. *Cinema Studies/Jewish Studies, 2011–2013: Ajs Review* <https://www.cambridge.org/core/journals/ajs-review/article/cinema-studiesjewish-studies-20112013/F96776CC9CAFE0390A73955568C2B420>

### Recommended

- Strickland, D. H. (2003). *Saracens, Demons, and Jews: Making Monsters in Medieval Art*. Princeton.
- Blumenkranz, B. (1966). *Le Juif Médiéval au Miroir de l'art Chrétien*. Paris.
- Rogin, M. (1992). Blackface, White Noise: The Jewish Jazz Singer Finds His Voice. *Critical Inquiry*, 18(3), 417-453.
- Wistrich, R. S. (1991). *Antisemitism: The Longest Hatred*. London: Thames Methuen. pp. 3-97.
- Boskin, J., & Dorinson, J. (1985). Ethnic Humor: Subversion and Survival. *American Quarterly*, 37(1), 81-97.
- Salamensky, S. I. (2013). Culture, Memory, Context: Reenactments of Traumatic Histories in Europe and Eurasia. *International Journal of Politics, Culture, and Society*, 26(1), 21-30.
- Whitfield, S. (1998). Yentl. *Jewish Social Studies*, 5(1/2), new series, 154-176. [www.jstor.org/stable/4467547](http://www.jstor.org/stable/4467547)
- Stähler, A., & Kern-Stähler, A. (2009). The Translation of Testimony and the Transmission of Trauma: Jonathan Safran Foer's *Everything is Illuminated* and Liev Schreiber's Film Adaptation. In V. Guignery (ed.), *Voices and Silence in the Contemporary English Novel*. Newcastle upon Tyne. Cambridge Scholars Publishing. pp. 160-184.

### Movies

- Der Golem (1915)
- Der Gelbe Schein (1918)
- The Jazz Singer (1927)
- Der Purimspiler (1937)
- The Merchant of Venice
- Cohen Brothers: Big Lebowski, A Serious Man
- Annie Hall, The Frisco Kid, The Producers (1967)
- Fiddler on the Roof, Yentl, *Fiddler: Miracle of Miracles* Documentary
- Crimes and Misdemeanors
- Everything is Illuminated
- Adaptation, David Cronenberg – At the Suicide of the Last Jew in the World in the Last Cinema in the World
- Routes of Exile: A Moroccan Jewish Odyssey (VHS), Marock, Adieu Mères (وداعا أمهات)
- Call Me By Your Name, Disobedience
- JoJo Rabbit
- Ida, Exodus (1960)
- The Fifth Horseman Is Fear

### Websites

- Jewish Film Archives <https://www.myjewishlearning.com/category/study/jewish-culture/jewish-film>
- Jewish Cinema <https://yivoencyclopedia.org/article.aspx/Cinema>
- <http://jewishfilm.org>

<b>Course Name</b>	<b>Jewish Experience in Central Europe</b>				
<b>Course Type</b>	BA-HS-CES: Required optional BA-HS-JEW: Required optional BA-IR-CEE: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-CES: History of Racism & Anti-Semitism Equivalence BA-HS-JEW: Jewish Prague BA-IR-CEE: Equivalence: The Holocaust and Jewish Cultural Destruction				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ivy Helman, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course investigates the history and experiences of Central European Jewry. We will compare the cultural heritage, religious life, political situation, identity formation and self-understanding of Jews in Central Europe starting in the 9th century through today. We will spend considerable time in the following time periods: before, during and after the breakdown of Austria-Hungary, the Second World War and communism. This history course will examine the experiences of Jews throughout Central and Eastern Europe: from Germany in the West to Russia, Hungary and Ukraine in the East and everything in between. In this broad survey, we will pay specific attention to gender and class analysis in our approach to this material. In addition, together, we will explore the complicated history of anti-Semitism as it affected Jewish life in Central Europe as well as the numerous ways Jews flourished in Central Europe in spite of it.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe what it means to be Jewish in Central Europe from the ~17th-21st centuries (religiously and culturally)</li> <li>▪ Understand the fundamentals of Jewish history in Central Europe</li> <li>▪ Identify the main obstacles in the life of Central European Jewry (in different time periods)</li> <li>▪ Critically discuss and evaluate main interpretations of the Holocaust</li> <li>▪ Assess the role class and gender played in one's Jewish experience in Central Europe</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Central Europe and Judaism  Week 2 Jewish Arrival to Central Europe, Jewish Museum  Week 3 Trip to the Jewish Museum in Prague  Week 4 Different Jewish Experiences between 1600-1750  Week 5 The Rise of Hasidism  Week 6 The Jewish Experience in Greater Poland  Week 7 The Jews of Russia  Week 8 Haskalah.  Week 9 Austrian-Hungarian Jews before and after WWI.  Week 10 Comparison of the Inter-War Years Elsewhere  Week 11 The Holocaust  Week 12 Field Trip to Terezin  Week 13 Jews, Communism and Today.</p>				

**Study literature and study aids**

**Required**

- Sorkin, D. (2010). Beyond the East-West Divide: Rethinking the Narrative of the Jews' Political Status in Europe, 1600-1750. *Jewish History*, 24(3/4), Special Issue on Tradition and Transformation in Eighteenth-Century Europe: Jewish Integration in Comparative Perspective, 247-256.
- Petiška, E. (1991). *Golem: A Guide to the Old Jewish Town of Prague*. Praha: Svoboda.
- Rozenblit, M. (2001). The Dissolution of the Monarchy. *Reconstructing a National Identity: The Jews of Habsburg Austria during World War I*. NY: Oxford University Press.
- Valley, E. (1999). A History of the Jews in Prague. *The Great Jewish Cities of Central and Eastern Europe*, Jason Aronson.

**Recommended**

- Brutzkus, J. (1943). Trade with Eastern Europe, 800-1200. *The Economic History Review*, 13(1/2), 31-41.
- Hundert, G. D. (2008). The Contexts of Hasidism. In Hundert, G. D., *Jews in Poland-Lithuania in the Eighteenth Century: A Genealogy of Modernity*. 160-185. University of California Press.
- Stone, D. (1991). Jews and the Urban Question in Late Eighteenth Century Poland. *Slavic Review*, 50(3), 531-541.
- Bartov, O. (2007). On Eastern Galicia's past & present. *Daedalus*, 136. 115-118. 10.1162/daed.2007.136.4.115.
- Pinchuk, B.-C. (2000). The Shtetl: An Ethnic Town in the Russian Empire. *Cahiers du Monde russe*, 41(4), 495-504.
- Bartal, I. (2005). *The Jews of Eastern Europe, 1772-1881*. The University of Pennsylvania Press.
- Feiner, S. (2009). Haskalah Attitudes Toward Women. In *Jewish Women: A Comprehensive Historical Encyclopedia*. Jewish Women's Archive. <<http://jwa.org/encyclopedia/article/haskalah-attitudes-toward-women>>.
- Bemporad, E. (2008). Behavior Unbecoming a Communist: Jewish Religious Practice in Soviet Minsk. *Jewish Social Studies, New Series*, 14(2), 1-31.
- Ofer, D. & Weitzman, L. J. (eds.), *Women in the Holocaust*. New Heaven: Yale University Press.
- Avishai, M., & Motzkin, G. (1996). The Uniqueness of the Holocaust. *Philosophy & Public Affairs*, 25(1), 65-83.
- Bonifas, A. (1992). A 'Paradisiacal' Ghetto of Theresienstadt: The Impossible Mission of the International Committee of the Red Cross. *Journal of Church and State*, 34(4), 805-818.
- Spinelli, J. (2003). *Milkweed*. New York, Random House.
- Eros, F. (1993). The Construction of Jewish Identity in Hungary in the 1980s. *Civilisations*, 42(2), 141-150.
- Givental, E. (2011). A Tale of Two Cities: Reestablishing Cultural Identities in Eastern Europe. *Yearbook of the Association of Pacific Coast Geographers*, 73, 52-68.
- Zoufalá, M. (2014). *Jewish Studies in the 21<sup>st</sup> Century: Prague, Europe, World*. Wiesbaden: Otto Harrassowitz.
- Katz, J. (1993). *Tradition and Crisis: Jewish Society at the End of the Middle Ages*. New York: Schocken Books.
- Faierstein, M. (1991). Hasidism. The Last Decade in Research. *Modern Judaism*, 11(1), 111-124.
- Feiner, S. (1996). The Pseudo-Enlightenment and the Question of Jewish Modernization. *Jewish Social Studies, New Series*, 3(1), 62-88.
- Rozenblit, M. (2001). *Reconstructing a National Identity: The Jews of Habsburg Austria during World War I*. New York, Oxford: Oxford University Press.



<b>Course Name</b>	<b>Jewish Prague</b>			
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: Jewish Experience in Central Europe			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Ivy Helman, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course explores Jewish life in Prague from its beginning in the tenth century to today, paying specific attention to five historical time periods: arrival in Prague, the ghetto, the Inter-War Years, the Totalitarian states (Nazis and Communism) and modern-day life. Through seminar discussions, workshops and fieldtrips, we will examine the daily lives of the average Jew as well as those of renown in each of these respective time periods. This course focuses on the religious, cultural and political legacy of Prague’s Jews in the midst of complicated and often difficult experiences of anti-Semitism.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Outline and explain the history of Jews in Prague from their arrival to today</li> <li>▪ Analyze and access primary documentation (in translation) about Jewish Prague</li> <li>▪ Identify the main obstacles to and primary contributions of Jews in Prague</li> <li>▪ Name and describe Jewish Prague’s major figures, events and movements.</li> <li>▪ Creatively capture course content in an artistic final project.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Content 1: The City of Prague  Week 2 Content 2: The Early Years of Settlement to the Ghetto  Week 3 Workshop: Stories and Personalities 1: Telling Our Story of Jewish Prague  Week 4 Workshop: Stories and Personalities 2: The Ghetto  Week 5 Context 3: The Ghetto: Living in and Moving out  Week 6 Context 4: Emancipation and the End of the Ghetto  Week 7 Field Trip – Prague’s City Museum  Week 8 Context 5: Assimilation and Anti-Semitism  Week 9 Workshop: Stories and Personalities: Industrialists, Zionists, Musicians, Writers and Artists  Week 10 Field Trip to Jewish Museum in Prague  Week 11 Context and Story 1: The Shoah and Helda Magolius Kovaly  Week 12 Field Trip to Terezin  Week 13 Context and Story 2: Communism and Helda Magolius Kovaly  Week 14 Final Projects Presentation</p>			

**Study literature and study aids**
**Required**

- Rybár, C. (1991). *Jewish Prague: Gloses on history and kultur: a guidebook*. Prague: TV Spektrum.
- Margolius-Kovály, H. (2012). *Under a cruel star: A life in Prague 1941-1968*. London: Granta.
- Moscheles, J. (1920). Prague: A Geographical Sketch of the Town. *Geografiska Annaler*, 2(1), 67-79.
- Hecht, L. (2005). The Beginning of Modern Jewish Historiography: Prague: A Center on the Periphery. *Jewish History*, 19(3/4), 347-373.
- Bondy, R. (1998). Women in Theresienstadt and the Family Camp in Birkenau. In D. Ofer, & L. J. Weitzman (eds.), *Women in the Holocaust*. 310-326. New Haven: Yale University Press.
- Bonifas, A. (1992). A “Paradisiacal” Ghetto of Theresienstadt: The Impossible Mission of the International Committee of the Red Cross. *Journal of Church and State*, 34(4), 805-818.

**Recommended**

- Brutzkus, J. (1943). Trade with Eastern Europe, 800-1200. *The Economic History Review*, 13(1/2), 31-41.
- Kieval, H. J. (2011). Jewish Prague, Christian Prague, and the Castle in the City’s ‘Golden Age.’ *Jewish Quarterly Monthly*, 18, 202-215.
- Wischnitzer, M. (1954). Origins of the Jewish Artisan Class in Bohemia and Moravia, 1500-1648. *Jewish Social Studies*, 16(4), 335-350.
- Israel, J. I. (1983). Central European Jewry during the Thirty Years' War. *Central European History*, 16(1), 3-30.
- Carter, F. W. (1973). The Industrial Development of Prague 1800-1850. *The Slavonic and East European Review*, 51(123), 243-275.
- Giustino, C. M. (2005). Persistent Anti-Jewish Hostility and Modern Technologies: The Entanglement of Old and New and the Radicalization of Politics in Prague around 1900. *Historical Reflections / Réflexions Historiques*, 31(3), 351-372.
- Kieval, H. J. (1985). In the Image of Hus: Refashioning Czech Judaism in Post- Emancipatory Prague. *Modern Judaism*, 5(2), 141-157.
- Sayer, D. (1996). The Language of Nationality and the Nationality of Language: Prague 1780-1920. *Past & Present*, 153, 164-210.
- Kieval, H. J. (1996). Death and the Nation: Ritual Murder as Political Discourse in the Czech Lands. *Jewish History*, 10(1), 75-91.
- Yudkin, L. (2014). Eruption of Creative Genius in Central Europe. *European Judaism*, 47(1), 72-75.
- Lichtenstein, T. (2014). Jewish power and powerlessness: Prague Zionists and the Paris Peace Conference. *East European Jewish Affairs*, 44(1), 2–20.
- Veselská, M. (2008). The Story of the Torah Scrolls from the Collections of the Jewish Museum in Prague after the Second World War. *European Judaism*, 41(1), 113–123.



<b>Course Name</b>	<b>Journalism and Media Ethics</b>				
<b>Course Type</b>	BA-JM: Required optional			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Anthony Ozuna, M.A.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The First Amendment to the U.S. Constitution grants “freedom of the press,” yet, there are no minimum standards of education for journalists, no entrance exams, no license to practice, and no systematic reviews of a journalist’s performance. The press is free to watch the government and all-powerful institutions to ensure that they’re doing what they are supposed to do for their citizens. But, who watches the watchdogs to ensure they too are doing their job and not abusing their power?</p> <p>Invasion of privacy, inaccuracy, bias, cheating, and deception are examples of unethical behavior. Some journalist may resort to such means in order to achieve positive ends for society. Meanwhile, corporations have consolidated their ownership of the media, increasingly controlling a crucial ingredient of democracy: news and information. At the same time, the news media has experienced budgetary cuts, downsizing, and shrinking foreign news bureaus. Does this present lost news for the consumer? The events of 9/11 have also changed the way journalists cover war and terrorism. Sometimes questioning or writing too much can put one’s patriotism on the line. How is democracy then being served?</p> <p>This course will have regular guests from media to examine the state and role of the media around the world, from the government-controlled media of the Middle East to the unregulated press of Western countries. Speakers may include controversial filmmakers, media executives, and international reporters who have covered different regions of the world, including Iran, America, Iraq, Kosovo, Uzbekistan, Egypt, Afghanistan, and of course the Czech Republic and Slovakia.</p> <p>Students will be expected to navigate through the web of media ethics by learning from the real-life experiences of guest speakers, as well as active class debates and presentations. They will also learn to use philosophical principles and models to recognize and analyze typical ethical issues that confront journalists and others working in media. This class will help students to be better journalists and public speakers. It will also improve students’ moral reasoning skills, hopefully, for life.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate developed a rationale for thinking through ethical problems relating to journalism and media</li> <li>▪ Consider fair-minded solutions to ethical issues in journalism and media</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Intro to course and to ethical decision making.</p> <p>Week 2 Information ethics: seeking the truth.</p>				

Week 3 What is news? A pragmatic critique of news and examining what drives news coverage.  
 Week 4 Misrepresenting yourself to get a story.  
 Week 5 Journalist's loyalties: torn between competing allegiances.  
 Week 6 Public relations: advocate or adversary.  
 Week 7 Media economics: how economic and legislative initiatives control and limit information  
 Week 8 The mass media in a democratic society: keeping a promise.  
 Week 9 Telling the truth behind enemy lines.  
 Week 10 Objectivity: Is it possible and should we still try?  
 Week 11 Privacy Issues: How much is too much information?  
 Week 12 The economic case for moral reasoning in journalism. Does Adam Smith's Laissez-faire economics work to the advantage of free press?  
 Week 13 Green Journalism: a futuristic way of connecting how we live and understanding environmental issues  
 Week 14 Final Exam

<b>Study literature and study aids</b>	
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***Required***

- Patterson, P., & Wilkins, L. (2013). *Media Ethics: Issues and Cases*. New York: McGraw Hill.

***Recommended***

- The Poynter Institute website at: [www.poynter.org](http://www.poynter.org)
- *Columbia Journalism Review* at: [www.CJR.org](http://www.CJR.org)
- *American Journalism Review* at: [www.AJR.org](http://www.AJR.org)

<b>Course Name</b>	<b>Jurisprudence – Legal Theory</b>				
<b>Course Type</b>	BA-IR-ILA: Compulsory BA-PS-CPL: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will address the nature of jurisprudence and western theories of law, especially the classical, modern and contemporary natural theories of law and theories on positive law, then, the imperative and command theories of law, legal positivism, incl. liberalism and utilitarianism in law, Kelsen’s theory of law, Hart’s concept of law, Dworkin’s integrity and interpretation of law.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Elaborate upon the nature of jurisprudence; discuss legal positivism, the Hart-Fuller debate, Dworkin’s criticism; moral theory; natural law; legal reason, and give an in-depth analysis of select legal texts.</li> <li>▪ Demonstrate critical assessment of legal theories and debate by questioning their internal consistency and coherence as well as their foundational assumptions;</li> <li>▪ Apply abstract philosophical argument to real problems and contexts;</li> <li>▪ Produce a sustained and well-constructed argument orally and in written form.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Jurisprudence. Ancient Greek and Roman thinking on law  Week 2 Jewish and Christian Roots of Western Law  Week 3 Medieval Jurisprudence  Week 4 Classical and Modern Natural Law Theories  Week 5 Imperative or Command Theories of Law  Week 6 Modern Legal Positivism and Justice  Week 7 School Midterm Exam  Week 8 Kelsen’s Theory of Law  Week 9 H. Hart’s Concept of Law  Week 10 Discussions on Hart’s Concept of Law  Week 11 Ronald Dworkin and John Rawls  Week 12 John Rawls  Week 13 Feminist Legal Theories  Week 14 School Final Exam</p>				

**Study literature and study aids****Required**

- Freeman, M. (2008). *Lloyd's Introduction to jurisprudence*. London: Sweet & Maxwell.
- Hart, H. (2012). *The Concept of Law*. Birmingham, AL: Gryphon Editions.
- Penner, J. (2005). *Introduction to jurisprudence and legal theory: Commentary and materials*. Oxford: Oxford Univ. Press.
- Dworkin, R. (2012). *A Matter of Principle*. In R. Dworkin, *Law's empire*. Oxford: Hart.
- Dworkin, R. (2012). *Taking Rights Seriously*. In R. Dworkin, *Law's empire*. Oxford: Hart.
- Thomas, Aquinas Saint. (n.d.). *Treatise on law, Summa theologica, question 90-97*. Chicago: Gateway.

**Recommended**

- Finnis, J. M. (2011). *Natural law and natural rights*. Oxford: Clarendon.
- Kelsen, H., Litschewski, P. B., & Paulson, S. L. (2001). *Introduction to the problems of legal theory: A translation of the first edition of the Reine Rechtslehre or Pure theory of law*. Oxford: Clarendon Press.
- Aristotle. *Politics*. <https://www.iep.utm.edu/aris-pol/>.
- Plato. *Republic*. <https://www.iep.utm.edu/republic/>.
- Socrates, Apology by Plato. <http://classics.mit.edu/Plato/apology.html>.

<b>Course Name</b>	<b>Justice in Politics and International Relations</b>				
<b>Course Type</b>	BA-IR-ILA: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Janusz Salamon, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of this course is to introduce students to the main philosophical debates about the meaning of justice in domestic politics and international and transnational political and economic relations (as political theorists make a distinction between "international justice" and "global justice"). One of the main educational goals of this course is to draw the attention of students to the importance of deep understanding and critical assessment of the arguments about justice used in public discourse, which in the absence of respect for methodological rigor quickly slips into intellectual anarchy and cheap populism that make social cohesion, political consensus, economic progress and fruitful international cooperation difficult to achieve. While in the course of the semester the ideas of the great thinkers of the past will be invoked, the central focus will always be on the concepts and arguments which are still relevant <i>today</i>, both for political and economic theory and for political and economic practice.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Outline and analyze the main theories of justice</li> <li>▪ Comprehend and have a clear understanding of the fundamental disagreements between various approaches to social and economic justice</li> <li>▪ Compare and contrast the ways these theories are applied in practice by active participants in contemporary social, political, and economic life</li> <li>▪ Assess the practical consequences of the application of various conceptions of justice in social and economic policy making in a variety of contexts</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Justice, desert and virtue in pre-modern and modern political discourse</p> <p>Week 2 Justice and equality: "Equality of what" debate</p> <p>Week 3 Justice and utility: Utilitarian approach of justice</p> <p>Week 4 Justice and fairness: John Rawls in search for balance between freedom and equality</p> <p>Week 5 Justice and entitlement: Robert Nozick's libertarian theory of justice and its neo-liberal applications</p> <p>Week 6 Justice and community: Communitarian critique of the liberal and libertarian conceptions of justice</p> <p>Week 7 Cosmopolitanism versus anti-cosmopolitanism: Arguments for and against helping foreigners</p> <p>Week 8 Globalizing the discourse on justice: Rawls's "Law of Peoples"</p> <p>Week 9 Globalizing the discourse on justice: Nussbaum and Sen versus Rawls</p> <p>Week 10 Negative duties and positive duties in the vision of global justice: Pogge and Singer on world hunger, affluence and global solidarity</p> <p>Week 11 Lifeboat ethics and spaceship ethics: Global solidarity and global sustainability</p> <p>Week 12 Universality of human rights and cultural exceptionalism: Gender inequality and cultural diversity</p>				

Week 13 International hospitality: the rights of refugees and migrants  
Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Sandel, M. (2009). *Justice: What Is the Right Thing To Do?* London: Penguin Books.
- Rawls, J. (1971). *A Theory of Justice*. Cambridge: Harvard University Press.
- Ryan, A. (1993). *Justice*. Oxford Readings in Politics. Oxford University Press.
- Pogge, T. & Moellendorf, D. (eds.). (2008). *Global Justice: Seminal Essays*. New York: Paragon House.

#### **Recommended**

- Nozick, R. (1974). *Anarchy, State, and Utopia*. New York: Basic Books.
- Walzer, M. (1983). *Spheres of Justice*. New York: Basic Books.
- Sen, A. (2009). *The Idea of Justice*. Harvard University Press.
- Nussbaum, M. (2006). *Frontiers of Justice*. Harvard University Press.
- Schmitz, D. (2006). *Elements of Justice*. Cambridge University Press.
- Clayton, M. & Williams, A. (2004). *Social Justice*. Blackwell Readings in Philosophy. Blackwell.
- Ryan, J. (1996). *Economic Justice*. Westminster John Know Press.

<b>Course Name</b>	<b>Kafka in Prague</b>		
<b>Course Type</b>	BA-HS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-CES: Czech Culture in Film & Literature / Secessionist Art, Architecture and Culture in Vienna and Prague Equivalence BA-HS-JEW: Jewish Cinema		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Richard Stock, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Franz Kafka (1883–1924) has become recognized as one of the leading figures in world literature. Perhaps more than any other major author, Kafka is associated with one geographical location: the city of Prague. Kafka lived almost his whole life in Prague, especially on and around Old Town Square. However, Kafka’s works themselves are not explicitly about Prague, nor are they set in Prague. Prague and the Central European experience at the turn of the 20<sup>th</sup> century rather bubbles up through his fiction when you read and seriously consider his stories.</p> <p>This course will focus therefore on Kafka’s fiction. Kafka the historical person will be considered as will the cultural and historical milieu of the time and place. These cultural and historical issues, however, extend beyond Kafka’s time and space of living since his work became famous after his death and after being translated into English and other languages. In addition, since the Velvet Revolution in 1989, Kafka’s works are still undergoing a kind of renaissance and rediscovery in today’s Prague.</p> <p>Obviously, reading and thinking about Kafka’s fiction while resident in Prague is a unique opportunity and experience. So, the course considers “Kafka in Prague” in many different ways.</p> <p>The works that will be read in the course are organized in a chronological manner, along with relevant critical material for each work. However, less time-bound thematic issues will also be addressed in a less linear fashion, such as the cultural and historical interaction with the fiction, Kafka’s development as a writer, the impact of Kafka’s biographical story on his stories, Kafka’s use of animal characters, and the narrative innovations that Kafka implemented. The course will focus on a selection from Kafka’s many well-known short stories and one of his three novels. Kafka’s works will be studied in English translation; they were originally written in German.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand the story line and the main issues of each story/novel on the syllabus.</li> <li>▪ understand the main idea of at least one critical article on each story or novel on the syllabus.</li> <li>▪ understand the intersection of German, Jewish, and Czech identities in Prague in the early 20th century.</li> <li>▪ understand Franz Kafka’s biography and how his lived life impacts his fiction.</li> <li>▪ understand how Franz Kafka developed as a writer of fiction over the course of his short life.</li> <li>▪ understand the types of narrative innovation that Franz Kafka implemented, and the effect these innovations have on his stories.</li> <li>▪ be able to write an effective literary analysis essay.</li> <li>▪ be able to prepare and deliver an effective in-class presentation.</li> <li>▪ be able to effectively participate in class discussions on literature and literary criticism.</li> <li>▪ will know different ways of thinking about literature, culture, and literary analysis.</li> <li>▪ will be able to articulate how Kafka's writing is connected to his historical and cultural context.</li> </ul>		

### Course Outline

Week 1 Introduction to the course, introduction to the historical and cultural background, introduction to Kafka's fiction and the criticism on the fiction

Week 2 Breakthrough Kafka

Week 3 Breakthrough Kafka

Week 4 Breakthrough Kafka

Week 5 Middle Kafka

Week 6 Middle Kafka

Week 7 Visit to "The City of K.", a Kafka museum

Week 8 Midterm Exam

Week 9 Novel Kafka

Week 10 Novel Kafka

Week 11 Novel Kafka

Week 12 Late Kafka

Week 13 Late Kafka

Week 14 Final Exam

### Study literature and study aids

#### Required

- Kafka, F. (1988). *The trial*. London: Picador.
- Kafka, F., Updike, J., & Glatzer, N. N. (2011). *The complete stories*. New York, NY: Schocken.
- Swales, M. (1981). Why Read Kafka? *The Modern Language Review*, 76, 2, 357-366.
- Trahan, E. (1963). "A Common Confusion": A Basic Approach to Franz Kafka's World. *The German Quarterly*, 36, 3, 269-278.
- Nabokov, V. (1980). Franz Kafka: The Metamorphosis. In F. Bowers (Ed.), *Lectures on literature*. San Diego: Harcourt Brace Jovanovich.
- Koelb, C. (1982). Kafka and the Scene of Reading. *The German Quarterly*, 55(4), 511-525.
- Smith, Z. (2003). The Limited Circle Is Pure. *Jewish Quarterly*, 50, 3, 15-22.
- Wallace, D. F. (2009). This is water: Some thoughts, delivered on a significant occasion about living a compassionate life. New York: Little Brown.
- Cohn, D. (1968). Kafka's Eternal Present: Narrative Tense in "Ein Landarzt" and Other First-Person Stories. *Pmla*, 83, 1, 144-150.
- Wallace, D. F. (April 01, 2011). Laughing with Kafka. *Log*, 22, 47-50.

#### Recommended

- Coots, S. (2002). *Kafka: A beginner's guide*. London: Hodder & Stoughton.
- Gray, R. D. (1980). *Kafka: A collection of critical essays*. Englewood Cliffs, N.J: Prentice-Hall.
- Bloom, H. (2010). *Franz Kafka*. New York: Bloom's Literary Criticism.
- Rolleston, J. (2006). *A companion to the works of Franz Kafka*. Rochester, N.Y: Camden House.
- Sokel, W. H. (2002). *The myth of power and the self: Essays on Franz Kafka*. Detroit, Mich: Wayne State University Press.
- Thiher, A. (1990). *Franz Kafka: A study of the short fiction*. Boston: Twayne Publishers
- Bloom, H. (1987). *Franz Kafka's The Trial*. New York u.a: Chelsea House Publ.
- Bloom, H. (2008). *Franz Kafka's The metamorphosis*. New York: Bloom's Literary Criticism.
- Rolleston, J. (1977). Twentieth century interpretations of 'The trial': A collection of critical essays. Englewood Cliffs: Prentice-Hall.
- Sussman, H. (1993). *The trial: Kafka's unholy trinity*. New York: Twayne Publishers.
- Salfellner, H. (2014). *Franz Kafka and Prague: A literary guide*. Prague: Vitalis.
- Kafka, F., & Brod, M. (1999). *The diaries of Franz Kafka, 1910-23*. London: Vintage.
- Murray, N. (2014). *Kafka*. London: Abacus.



<b>Course Name</b>	<b>Language &amp; Power</b>		
<b>Course Type</b>	BA-JM-MED: Compulsory BA-HS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Equivalence BA-HS-PAS: The Art of Persuasion BA-HS: Equivalence BA-HS-SPL: Psychology – Language & the Mind		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>	Eva Eckert, Ph.D.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	Eva Eckert, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Language and Power is an advanced course on society, ideology and politics that analyzes language use in relation to power. Language is a unique communication system that sustains power, defines humanity and constructs our history. Through language we spread ideologies, create communities, transfer information and manage social discourse. We use language power to control political, economic and social domains, manipulate the public, advertise products, forefront political agenda, gain control over minds as well as territories. The power of language is exercised in marginalizing minorities and immigrants, and advancing global languages and marginalizing local ones. Language empowers us by enabling the transfer of information and sharing of imagination.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will have:</p> <ul style="list-style-type: none"> <li>▪ gained insights into the factors endorsing power in language;</li> <li>▪ explored questions on the interaction of language, ideology, communication and power;</li> <li>▪ discussed relevant theoretical literature;</li> <li>▪ investigated assigned topics independently by collecting and analyzing data;</li> <li>▪ applied what learned in class to current problems and posed questions;</li> <li>▪ framed a research project by a relevant theory and collected primary data to document it;</li> <li>▪ presented the project in class;</li> <li>▪ and wrote up a research paper, following a relevant thesis, research questions and a strategy.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Language and power: Speaking and being human  Week 2 Language power to humanize  Week 3 Discourse and power  Week 4 Language control over the public: The power of rhetorics  Week 5 Language in mind control: Ideology and propaganda  Week 6 Language, power and protest  Week 7 Midterm exam  Week 8 Language, responsibility and disobedience: Civil resistance  Week 9 Ideology of unity and homogeneity: Nation and language  Week 10 Ideology of correctness: Power of standard language  Week 11 Ideology of diversity and globalization  Week 12 Biodiversity, ecology and economy  Week 13 Final exam, Student research presentations</p>		

Week 14 Student research presentations

**Study literature and study aids**

**Required**

- Fairclough, N. (2001). Language and Discourse. In N. Fairclough, *Language and Power*. Routledge.
- Giles, H. (2009). *The Process of Communication Accommodation*. In N. Coupland, & A. Jaworski (eds.), *The New Sociolinguistics Reader*. 276-286. Red Globe Press.
- Mooney, A., & Evans, B. (2015). *Language, Society and Power: An introduction*. Routledge.
- Stubbs, M. (1997). *Language and the Mediation of Experience: Linguistic Representation and Cognitive Orientation*. In F. Coulmas (ed.), *Handbook of Sociolinguistics*. Blackwell Publishing.

**Recommended**

- van Dijk, T. (2008). *Discourse and Power*. New York: Palgrave Macmillan.
- Halliday, M. (1979). Language in a social perspective. In M. Halliday, *Explorations in the Functions of Language*. London: Edward Arnold.
- Fidelius, P. (1992[1989]). The Language of Communist Power. In M. Goetz-Stankiewicz (ed.), *Good-bye, samizdat: twenty years of Czechoslovak underground writing*. pp. 193-204. Evanston: Northwestern University Press.

<b>Course Name</b>	<b>Law of International Organizations</b>				
<b>Course Type</b>	BA-IR-ILA: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Zuzana Fellegi, LL.M. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> International organizations are becoming increasingly important actors in international relations, regulating growing number of areas and spreading their influence over national states. To enforce legality and stability of their work, most of their activities are based on legal instruments with differing binding degree and impact. This course aims to introduce the complex legal framework which governs work of the most important organizations including the UN, EU, CoE, ICC, WTO, IMF and WB. The students will acquire fundamental information on structure and activities of these organizations trough analysis of some of the major documents such as the UN Charter, selected UN Security Council and General Assembly resolutions, landmark decisions of the ICJ, ECJ and ICC as well as selected trade and financial treaties. The course is well suited for all students who aspire to acquire complex and profound knowledge of the work of international organizations and their status and impact in the world affairs.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ assess current international political, economic and social situations and the most pertinent problems;</li> <li>▪ think critically and provide possible solutions for present problems;</li> <li>▪ analyze activities and legal acts of international actors in the field of security, trade, development, environment, and human rights;</li> <li>▪ evaluate effectiveness of national and international law and different dispute settlement mechanisms;</li> <li>▪ analyze legislation, cases, media reports and opinions to advocate possible law reforms;</li> <li>▪ select and organize relevant legal information from a variety of sources in order to evaluate and present this information from different perspectives;</li> <li>▪ discuss the possibilities of further development of international actors and relations in the context of globalization;</li> <li>▪ discuss the possibilities of further development and the impact of international organizations in the context of changing international relations.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction to the course; division of individual research topics Week 2 International Organizations – definition and theoretical approaches Week 3 State, state sovereignty and inter-governmental organizations Week 4 International law and international rights and obligations Week 5 Role and influence of non-state actors: MNCs, NGOs, networks and social movements Week 6 Midterm exam Week 7 United Nations – Activities, UN SC and UN GA Resolutions</p>				

Week 8 United Nations – Activities, UN SC and UN GA Resolutions  
 Week 9 European Union – Structure, Founding Treaties, failed Constitution  
 Week 10 European Union – Activities , most important Regulations and Directives  
 Week 11 Security Issues – UN, NATO, landmark intervention decisions  
 Week 12 Economic governance and development – WTO, IMF, WB, major trade treaties and trade dispute; key principles of IMF and WB loans  
 Week 13 Human rights and humanitarian issues – UN, CoE, EU, major human rights treaties and landmark human rights courts’ decisions  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Barkin, S. (2013). *International Organization: Theories and Institutions*. New York: Palgrave Macmillan.
- Hurd, I. (2013). *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press.
- Rittberger, V. (2011). *International Organization. Polity, Politics and Policies*. NY: Palgrave Macmillan.

#### Recommended

- Archer, C. (2014). *International Organizations*. London; New York: Routledge.
- Chesterman, S. (2016). *Law and practice of the United Nations: Documents and Commentary*. New York: Oxford University Press.
- Klabbers, J. (2015). *An Introduction to International Organizations Law*. Cambridge: Cambridge University Press.
- Pease, K.-K. S. (2010). *International Organizations: Perspectives on Governance in the Twenty-First Century*. New York: Longman.
- Peet, R. (2009). *Unholy Trinity: The IMF, World Bank and WTO*. New York: Zed Books.
- Weiss, F., & Coate, P. (2013). *The United Nations and Changing World Politics*. Boulder: Westview Press.
- Woods, N. (2006). *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Ithaca: Cornell University Press.

<b>Course Name</b>	<b>Law &amp; Media Relations in the Arts</b>				
<b>Course Type</b>	BA-VA-AMC: Required optional		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Cultural Journalism				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Massimiliano Pastore, J.D., M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course aims at providing an insight of legal issues in arts and media management. Students will learn about artists' rights such as copyright, moral rights, and the right of re-sale. They will be led to explore court cases revolving around copyright infringement, freedom of expression and its limitations, the management of media, exclusivity rights and licensing. Furthermore, students will be given the basic framework for communicating with the press, online communications and various marketing strategies in the arts.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the legal notions of intellectual property rights</li> <li>▪ Review contracts involving artists and cultural organizations</li> <li>▪ Demonstrate a working knowledge of the most significant legal issues surrounding arts</li> <li>▪ Understand media relations, online communication and marketing strategies in the arts</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction. Principles of copyright law applied to arts.  Week 2 Copyright infringement.  Week 3 Moral rights: disclosure, withdraw from publication, authorship, integrity  Week 4 The EU artist's right of resale (<i>droit de suite</i>). The music copyright.  Week 5 The license agreement. Principles of property and contract law.  Week 6 The artist-dealer relationship. Principles of contract law.  Week 7 Consolidation and review. Mid-term examination  Week 8 Media relations  Week 9 Online communications  Week 10 Marketing management and branding  Week 11 Freedom of expression and its limits.  Week 12 Disposition of art: sales, auctions. Contracts of loans for exhibitions  Week 13 Art insurance. Fundamental principles of insurance contracts  Week 14 Final Exam</p>				

**Study literature and study aids*****Required***

- Prowda, J. B. (2013). *Visual Arts and the Law*. Lund Humphries.
- Kotler, N. G., P. Kotler, & W.I. Kotler. (2008). *Museum marketing and strategy: Designing missions, building audiences, generating revenue and resources* (2nd ed.). Jossey-Bass.

***Recommended***

- Bently, L., Sherman, B. (2014). *Intellectual Property Law*. OUP Oxford.

<b>Course Name</b>	<b>Legacies of Totalitarianism: Post-Totalitarian Europe</b>				
<b>Course Type</b>	BA-IR-CEE: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Democratization and Survival of Autocrats				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Aviezer Tucker, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course examines the common legacies of post-totalitarian societies. Totalitarian legacies are the lasting changes that totalitarianism imprints on different societies, despite their different long-term historical legacies and the immediate socio-economic circumstances of their exit from Communism. After totalitarianism, some of the radical revolutionary transformation of society is irreversible. The extermination, enslavement, imprisonment, terror, expropriation, suppression of talent, exclusion from education, and the isolation of society from the outside world, live on through their effects. The societies that emerge out of totalitarianism are scarred by totalitarianism for generations. This course sets to understand and explain these lingering legacies of totalitarianism.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend and have a clear understanding of totalitarianism, late-totalitarianism and post-totalitarianism.</li> <li>• Understand and analyze the past twenty-five years in the former Soviet Bloc.</li> <li>• Place in context and lend perspective to post-totalitarian Europe in comparison with post-authoritarian and democratic Europe.</li> </ul> <p><b>Course Outline</b>  Week 1 Class Information, Discussion on Class Expectations, Introduction to the issue  Week 2 Theories of “transition”  Week 3 Revolution and Restoration  Week 4 Rule of Law  Week 5 Transitional Justice, Lustration and other sanctions I  Week 6 Transitional Justice, Lustration and other sanctions II  Week 7 Restitution  Week 8 Midterm Exam  Week 9 Privatization  Week 10 Restitution  Week 11 The Czech Transition  Week 12 Post-Communist Populism  Week 13 Neo-Illiberal Democracy  Week 14 Final Exam</p>				

**Study literature and study aids****Required**

- Tucker, A. (2015). *The Legacies of Totalitarianism: A Theoretical Framework*. Cambridge University Press.

**Recommended**

- Aron, L. (2007). *Russia's Revolution: Essays 1989-2006*. Washington DC: AEI Press.
- Krygier, M., & Czarnota, A. (eds.), *The Rule of Law after Communism: Problems and Prospects in East-Central Europe*. Aldershot: Ashgate.
- Sajó, A. (2002). Introduction: Clientelism and Extortion: Corruption in Transition. In S. Kotkin, & A. Sajó (eds.), *Political Corruption in Transition: A Skeptic's Handbook*. 1-21. Budapest: Central European University Press.
- Stan, L. (2010). *Transitional justice in Eastern Europe and the former Soviet Union: Reckoning with the Communist past*. London: Routledge.
- Elster, J. (2004). *Closing the Books: Transitional Justice in Historical Perspective*. Cambridge: Cambridge University Press.
- Tucker, A. (2000). *The Philosophy and Politics of Czech Dissidence: From Patocka to Havel*. Pittsburgh: Pittsburgh University Press.
- Article in *Aspen Review Central Europe*.



<b>Course Name</b>	<b>Leadership</b>			
<b>Course Type</b>	BA-BA-ENT: Required optional BA-BA-PML: Required optional	<b>Recommended Year of Study</b>	2. - 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-PML: Equivalence: Foundations of Leadership			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Joshua Hayden, Ed.D. – 100 % Stephen Ray Smith, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course is a detailed study of the principles and theories of leadership and management. The student will learn a systematic, logical way of thinking about leadership and management within organizations. Through various Instructors and their involvement in teaching administered and self-assessment instruments, students will be able to personalize leadership development profiles for their personal and professional advancement.</p> <p>Topics covered include: compare and contrast management and leadership, ethical behavior of leaders, emotional intelligence, change management, motivation of followers, power and influence, leading teams, and life-long learning.</p> <p>The course involves in depth reading from leading texts, journals, and popular literature in the field of leadership and management as well as considering the attributes and behaviors of leaders as individuals, identify relationship building aspects of leadership, explain social architecture of leadership, conduct a basic literature review of a selected topic and Make an oral presentation to the class regarding the topic selected for the literature review.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Compare and contrast management and leadership.</li> <li>▪ Discuss the nature of leadership.</li> <li>▪ Outline evolving theories of leadership.</li> <li>▪ Describe personal aspects of leadership.</li> <li>▪ Identify relationship building aspects of leadership.</li> <li>▪ Explain social architecture of leadership.</li> <li>▪ Address leadership and management issues from a theoretical perspective.</li> <li>▪ Understanding moral and ethical issues in different leadership and management styles.</li> <li>▪ Recognize the need for flexibility in their approach to solving organizational problems.</li> </ul> <p><b>Course Outline</b> Week 1 What Does It Mean to Be a Leader Week 2 Traits, Behaviors, and Relationships Week 3 Contingency Approaches Week 4 The Leader as an Individual Week 5 Leadership Mind and Heart Week 6 Courage and Moral Leadership Week 7 Motivation and Empowerment Week 8 Developing Leadership Diversity Week 9 Leadership Power and Influence</p>			

Week 10 Creating Vision and Strategic Direction  
Week 11 Shaping Culture and Values  
Week 12 Leading Change  
Week 13 Oral presentations for literature review  
Week 14 Final Exam

**Study literature and study aids**

***Required***

- Daft, R. L. (2011). *The Leadership Experience*. Florence : Cengage Learning.

<b>Course Name</b>	<b>Leadership and the Self</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Psychology Equivalence BA-HS-SPL: Decision Making / Managerial Psychology				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Presentation, term paper, active participation, attendance				
<b>Course Guarantor</b>	Joshua Hayden, Ed.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Joshua Hayden, Ed.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Leadership is personal because it engages our values, involves trust, and instills identity. The notion of the self and its connection to the practice of leadership goes at least as far back at Plato’s Republic. Modern psychology in the 20<sup>th</sup> Century began to take up traditionally philosophical inquiry into personal authenticity and through the positive psychology movement deepened the knowledge base in the connection between self-awareness, influence, and organizational performance. This course explores the connection between knowledge of the self and leadership effectiveness. Many recent studies have established the connection between leader self-awareness and relational competences such as teamwork, goal-performance and communication. We will explore themes such as self-disclosure, trust, power, self-regulation, and emotional intelligence in terms of the relationship to an effective leadership process. Students will use psychological assessments and tools to understand themselves and their leadership strengths and weaknesses.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the reciprocal relationship between the internal and the external dimensions of leadership;</li> <li>▪ Synthesize the relationship between an area of psychological inquiry (e.g. narcissism) in terms of its relationship to the leadership process;</li> <li>▪ Analyze their own personality and internal defense mechanisms that come into play when attempting to influence others toward a common pursuit;</li> <li>▪ Articulate their own leadership philosophy—including their personal commitments and habits that flow from it;</li> <li>▪ Explain bad leadership in terms of its psychological antecedents within a case study approach.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Leadership and Psychology  Week 2 Self-governance and self-regulation  Week 3 What makes us who we are? Identity and Leadership  Week 4 Personality Profile: Myers Briggs Type Inventory; Is leadership really just about charisma?  Week 5 Positive Psychology: Virtue, leadership and talent  Week 6 The Dark Triad and Bad Leadership (Getting into the shadows)  Week 7 Leadership and Self-deception  Week 8 Ancient Wisdom and Modern Psychology: The Enneagram  Week 9 Emotional Intelligence  Week 10 Self-compassion and humility: What the research says  Week 11 Leader self-disclosure and vulnerability</p>				

Week 12 Spirituality and Leadership  
 Week 13 Presentations on Research  
 Week 14 Final Exam

**Study literature and study aids**

***Required***

- Bennis, W. (1989). *On Becoming a Leader*. New York: Basic Books.
- Eurich, T. (2018). *Insight: The Surprising Truth About How Others See Us, How We See Ourselves, and Why the Answers Matter More Than We Think*. New York: Currency.
- Thacker, K. (2016). *The Art of Authenticity: Tools to become an authentic leader and your best self*. New Jersey: John Wiley and Sons, Inc

***Recommended***

- Riso-Hudson Enneagram Type Indicator (RHETI) [https://tests.enneagraminstitute.com/orders/create](https://tests enneagraminstitute.com/orders/create)
- StrengthsFinder 2.0 by Gallup: <https://store.gallup.com/p/en-ie/10108/top-5-cliftonstrengths>

<b>Course Name</b>	<b>Leading Teams</b>			
<b>Course Type</b>	BA-BA-PML: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>	PharmDr. Mgr. Ivana Schmidtová			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	PharmDr. Mgr. Ivana Schmidtová - 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is about how teams develop, the roles of team members, team dynamics, conflict management, and how to create, lead/manage and assess an effective team. Students participate in team experiences in order to apply the theory, skills, and concepts taught in the classroom. In addition, when teams are virtual, meaning not co-located, there are different dynamics that come into play for leading teams, often making it more difficult. Adding to the range of dynamics for team leadership of all types of teams is the fact that today many teams will be also multi-cultural. Leading and managing these types of teams will also be covered in detail.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe and demonstrate an understanding of the various roles for team members and leaders /managers</li> <li>▪ Understand and demonstrate knowledge of what criteria are most important when building effective teams and leading them.</li> <li>▪ Understand and demonstrate knowledge of the key role that effective teams play in the organizations of today and the importance of leading and managing these teams</li> <li>▪ Describe and demonstrate an understanding of the basics of team roles, team dynamics, and team decision-making in order to function constructively in team settings.</li> <li>▪ Demonstrate an ability to evaluate the effectiveness of a team;</li> <li>▪ Understand and demonstrate an ability to explain how high-performing teams develop and how leaders/managers influence that development;</li> <li>▪ Demonstrate an ability and understanding of how to recognize negative behaviors and roles of a team, and offer solutions to remedy them;</li> <li>▪ Understand the importance of teamwork and utilizing the skills of building effective teams in various situations;</li> <li>▪ Demonstrate an understanding and ability to implement strong team communication skills in leading others and how to use those skills to influence others;</li> <li>▪ Understand and use leadership theory to take actions that improve the effectiveness of a team and implement these skills in real world situations</li> <li>▪ Demonstrate an understanding of the benefits and difficulties inherent in leading and managing virtual teams</li> <li>▪ Demonstrate an understanding of the benefits and difficulties inherent in leading and managing cross-functional teams</li> <li>▪ Demonstrate an understanding of the benefits and difficulties inherent in leading and managing cross-cultural teams</li> </ul> <p><b>Course Outline:</b></p> <p>Week 1 Introducing Teams and the Course</p>			

Week 2 Why Teams?  
 Week 3 Team Building Development  
 Week 4 Team Member Roles  
 Week 5 Motivating Teams  
 Week 6 Team Decision-Making  
 Week 7 Midterm and Presentations  
 Week 8 Virtual Teams MW  
 Week 9 Measuring and Assessing Team Performance  
 Week 10 Cross-Cultural Teams and Cross-Functional Teams  
 Week 11 Path-Goal Theory  
 Week 12 Managing Conflict/Difficulties in Teams  
 Week 13 Creating a High-Performing Team Culture DP  
 Week 14 Group Presentations #2

### Study literature and study aids

#### Required

- Northouse, P. G. (2016). *Leadership: Theory and practice*. Los Angeles: Sage.

#### Recommended

- BELBIN Associates. (n.d.). *Belbin's Nine Team Roles*. <https://www.belbin.com/about/belbin-team-roles/>
- Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development. *Human Resource Development International*, 13(1), 111-120.
- Duhigg, Ch. (2016, February 25). *What Google learned from its quest to build the perfect team*. The New York Times Magazine. <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
- Gurchiek, K. (2017, March 23). NCAA Basketball Coach Offers Lessons in Leading High-Performing Teams. <https://www.higheredjobs.com/articles/articleDisplay.cfm?ID=1243>
- Katzenbach, J. R., & Smith, D. K. (2005). The discipline of teams. *Harvard Business Review*, 83, 7-8.
- Loder, V. (2015). How great leaders motivate their teams. <https://www.forbes.com/sites/vanessaloder/2015/02/25/how-great-leaders-motivate/#7eb1919b2a55>
- Mind Tools. (n.d.). *Improving Group Dynamics: Helping Your Team Work More Effectively*. <https://www.mindtools.com/pages/article/improving-group-dynamics.htm>
- Schaffer, R. H. (1991). Demand better results and get them. *Harvard Business Review*, 69, 2.
- Weiss, J., & Hughes, J. (2005). Want collaboration? Accept—and actively manage—conflict. *Harvard Business Review*. <https://hbr.org/2005/03/want-collaboration-accept-and-actively-manage-conflict>

<b>Course Name</b>	<b>Legal English – Law in Action</b>				
<b>Course Type</b>	BA-BA-IBL: Compulsory BA-IR-ILA: Required optional BA-PS-CPL: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Scott Prange, J.D., M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce and familiarise students with both written and spoken legal English, expanding not only their general language abilities, but also giving them the opportunity to advance their technical skills and identify the differences between the UK, US, and other international systems' usage. It will serve as a complement to the other first year core legal classes and as a general introduction to law. Through classroom discussion, exercises, writing and moots students will transition from being new to the law and Legal English to being future lawyers.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify and differentiate legal terms of art from layman English;</li> <li>▪ integrate legal English and terms of art in their technical writing;</li> <li>▪ engage with and present research;</li> <li>▪ compare and contrast various legal systems and functions;</li> <li>▪ evidence understanding of topical legal issues;</li> <li>▪ analyse facts and produce appropriate and concise written response;</li> <li>▪ identify and compose common legal texts such as letters and memorandum;</li> <li>▪ present and defend legal arguments in writing and orally</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The Legal Profession and the Practice of Law  Week 2 Legal Grammar and Style  Week 3 The Language of Contract Law  Week 4 The Language of Tort Law  Week 5 The Language of Criminal Law and Procedure  Week 6 The Language of Civil Law and Procedure  Week 7 Midterm: Explication of Law Review Article  Week 8 The Language of Evidence  Week 9 The Language of Negotiation and Dispute Resolution  Week 10 The Language of Mediation and Arbitration  Week 11 Advocacy and Drafting Legal Documents for Court  Week 12 Language in the Courtroom  Week 13 Oral Presentation Skills  Week 14 Final Presentations/ Exam: Moot Court</p>				

### Study literature and study aids

#### **Required**

- Krois-Linder, A. (2006). *International Legal English*. Cambridge University Press.
- Martin, E., & Law., E. (2013). *A Dictionary of Law (Oxford Quick Reference)*. Oxford University Press.

#### **Recommended**

- Cutts, M. (2013). *Oxford Guide to Plain English*. Oxford University Press.
- Burchfield, R.W. (2004). *Fowler's Modern English Usage*. Oxford University Press.
- Krois-Linder, A. (2009). *Introduction to International Legal English*. Student Guide ed. edition. Cambridge University Press.
- Haigh, R. (2012). *Legal English*. Oxford University Press.
- Haigh, R. (2006). *Oxford Handbook of Legal Correspondence*. Oxford University Press.
- Brown, G. D., & Rice, S. (2007). *Professional English in Use: Law*. Cambridge University Press.



<b>Course Name</b>	<b>Legal Ethics &amp; Professional Responsibility</b>				
<b>Course Type</b>	BA-LLB: Required			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Attendance and participation				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Dr. Richard Akel – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to introduce students to the basic concepts and rules of law. The main objective of the course is to equip students with a practical understanding of the law, not just to give them a theoretical knowledge. In other words, students should learn how a lawyer approaches legal problems, and become sufficiently familiar with the relevant rules so that they too can advise a hypothetical client of what his rights and liabilities are likely to be in a particular situation, for example, if he is charged with a crime, or considers that his private rights have been violated and wishes to sue the perpetrator.</p> <p>The course surveys the principal rules governing civil and criminal actions, examines how courts operate, what sources of law are available to them, and looks in detail at typical legal problems and at some of the some of the commonest crimes and civil wrongs (breaches of contract and contracts) which citizens and companies are likely to deal with. A selection of these rules is studied in reasonable depth. In the process, it is hoped that students will, as well as acquiring an overall knowledge of law, also gain a feel for “how law works in practice”.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate a clear understanding of the main concepts of law, in particular the nature of legal rights and the remedies available to plaintiffs when their rights are breached (legal wrongs)</li> <li>▪ Describe the structure, personnel (judges, lawyers and parties to the action) and function of courts and the particular rules governing the conduct of legal actions</li> <li>▪ Distinguish clearly between the concepts of public and private law, and between natural persons and legal persons</li> <li>▪ Understand and be able to illustrate how the jurisdiction of courts over places and persons operates</li> <li>▪ Describe the principal legal rules relating to the law of property, contract, tort, and criminal law, and be able to apply them effectively to particular day-to-day problems</li> <li>▪ Describe the principal sources of law and explain (in outline) how these have come into being</li> <li>▪ Make effective use of relevant cases and statutes in support of legal arguments</li> <li>▪ Use appropriate legal terminology and language with reasonable confidence and accuracy.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Rights and Wrongs; Problems of Causation and Punishment</p> <p>Week 2 Courts and Legal Procedure</p> <p>Week 3 Contract Law, Contract Language &amp; Negotiations</p> <p>Week 4 End of Contracts &amp; Beginning of Torts &amp; Negligence</p> <p>Week 5 Specific Issues in Negligence &amp; Practice Mediation</p> <p>Week 6 In-Class Mediation covering Previous Negotiations &amp; Drafting</p> <p>Week 7 Midterm exam</p> <p>Week 8 Criminal Law</p> <p>Week 9 Defamation Law – Libel and Slander</p>				

Week 10 International Human Rights Law  
Week 11 Class Presentations  
Week 12 Class Presentations  
Week 13 Class Presentations  
Week 14 Final Exam

**Study literature and study aids**

***Required***

- Hart, H. L. A. (1994). *The concept of law*. Oxford.
- Schlesinger, R. et al. (2009). *Schlesinger's comparative law: cases, text, materials*. New York: Foundation Press.
- Simon, T. W. (2001). *Law and philosophy: An introduction*. Boston, MA: McGraw-Hill.

<b>Course Name</b>	<b>Legal Systems and Civil Law</b>				
<b>Course Type</b>	BA-PS-CPL: Compulsory		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Carollann Braum, J.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Carollann Braum, J.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The Civil (Roman) Law and the Common (Anglo) Law legal systems make up a large part of the global legal order. While many of their approaches and principles are similar, there can also be stark differences. This course will explore both systems and look at how laws develop, how cases and disputes are decided, as well as the positive and negative aspects of both systems. Students will gain an understanding of why law is different in different areas, especially the considering historical, cultural and religious backgrounds in different regions.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand how and why legal systems in different regions developed the way they did;</li> <li>▪ Be able to identify ways that different legal disputes (contract, crimes, etc.) will be handled and resolved in different jurisdictions;</li> <li>▪ Explain how legal systems have impacted the societies where they function, and vice versa;</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 History of the Civil Law legal system</p> <p>Week 3 History of the Common Law legal system</p> <p>Week 4 The Court Systems and alternative dispute resolutions in various areas of laws (how the law functions in different systems, trials and)</p> <p>Week 5 The Role of Lawyers and Judges (primary differences in their responsibilities and approaches)</p> <p>Week 6 Procedures for changes and developments of the law (emphasis on how law develops – including through court cases, judges, and legislators, as well as individuals through referendums and initiatives - in common law and civil law systems)</p> <p>Week 7 Midterm Exam</p> <p>Week 8 Criminal Law (what the criminal law process looks like in both systems – from arrest to conviction to and how crimes are defined and approaches)</p> <p>Week 9 Constitutional Law (how constitutional law is made and analysed, as well as how society’s cultural, historical and economic values impact the design and implementation of constitutional law)</p> <p>Week 10 Contract Law (how contracts are made and enforced)</p> <p>Week 11 Tort Law and Non-Criminal Topics (how non-criminal harm is managed in the different systems, including negligence, personal injury, defamation, nuisance and other areas)</p> <p>Week 12 Intellectual Property Law (types of intellectual property, including patents, trademarks, copyrights, etc., and how they are protected in the different systems)</p>				

Week 13 Course Revision  
Week 14 Final Exam

**Study literature and study aids**

***Required***

- Merryman, J. H., Pérez-Perdomo, R. (2007). *The civil law tradition: An introduction to the legal systems of Western Europe and Latin America*. Stanford, CA: Stanford University Press.
- Slapper, G., & Kelly, D. (2017). *The English legal system*. London: Routledge.
- Rosenfeld, M., & Sajó, A. (2013). *The Oxford handbook of comparative constitutional law*. Oxford: Oxford University Press.

<b>Course Name</b>	<b>Macroeconomics</b>			
<b>Course Type</b>	BA-BA-BEC: Compulsory BA-BA-ECF: Compulsory	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Ing. Jiří Lahvička, Ph.D			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Ing. Jiří Lahvička, Ph.D. – 100 % PhDr. Mgr. Ing. Tomáš Evan, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>As an introduction to macroeconomic theory, this course employs standard macroeconomic approaches and looks at the economy as a whole to gain an understanding of how it works. The course introduces the main macroeconomics concepts and topics: GDP, economic growth, national income, unemployment, inflation, the role of government, fiscal policy, the role of central banks and monetary policy, international monetary arrangements, bubbles and crashes. Students will learn why some countries are rich while others are not, what causes the unemployment or what the effects of inflation are. In addition, the course includes research concerning capitalist economies since the recent world-wide economic crash.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss and analyse macroeconomic events using standard economic concepts such as demand and supply;</li> <li>▪ Connect fluctuations in inflation, unemployment and economic growth;</li> <li>▪ Understand the goals, tools and limitations of fiscal and monetary policies;</li> <li>▪ Understand the basic working of financial markets;</li> <li>▪ Realize the international linkages between economies;</li> <li>▪ Realize the existence of different historical schools of economic thought and the differences between them;</li> <li>▪ Understand the main macroeconomic statistics, be able to work with the data and produce simple macroeconomic analyses.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course; Macroeconomics as a Science, methodology and research; Building on previous knowledge, Supply and Demand, Production</p> <p>Week 2 Economic growth around the world; Why are some nations rich and some poor? Institutions and Policies, Culture, Resources; Economic Growth and public policy</p> <p>Week 3 How to measure economy? Growth and GDP</p> <p>Week 4 Introducing the financial system; Saving and investment; The basic tools of finance</p> <p>Week 5 Inflation and Unemployment; Measuring the cost of living; Identifying unemployment; Working paper: the practical part (PC lab)</p> <p>Week 6 The short-run trade-off between inflation and unemployment; the Philips Curve and its applications; Review for the midterm</p> <p>Week 7 Mid-term Exam</p> <p>Week 8 The government and the Economy: Monetary policy; Monetary system; Money growth and Inflation; Money multiplier</p> <p>Week 9 Aggregate demand and aggregate supply; Business cycle and short-run economic fluctuations;</p> <p>Week 10 The government and the Economy: Fiscal policy influences aggregate demand; Fiscal and Monetary</p>			

policy interactions

Week 11 Six debates over macroeconomic policy; Should the government try to stabilize the economy, fight recessions, aim at zero inflation, balance its budget, encourage saving, make rules or use discretion?

Week 12 International trade and international balance of payments; Trading in open economy; Exchange rates, trade deficits and policies

Week 13 Summary and review for the final exam, Presentations of Working papers

Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Mankiw, G. N.; Rashwan, M. H. (2012). *Principles of economics*. Andover: Cengage Learning.

#### **Recommended**

- Samuelson, P.A., Nordhouse, W. D. (2009). *Economics*. Dubuque, IA: McGraw-Hill Education.

#### **Online resources**

- Bank for International Settlements. <http://www.bis.org/>
- Bloomberg [market information]. <http://www.bloomberg.com/markets/>
- CIA World Fact Book. <https://www.cia.gov/library/publications/the-world-factbook/index.html>
- Deutsche Bank Research. <http://www.dbresearch.com/>
- Economic Freedom Index. <http://www.heritage.org/index/Ranking.aspx>
- EUROSTAT. <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>
- Financial Times [limited access with free registration]. <http://www.ft.com/home/europe>
- Goldman Sachs Economics Research. <http://www2.goldmansachs.com/ideas/index.html>
- IMF - International Monetary Fund. <http://www.imf.org/external/index.htm>
- National Bureau of Economic Research – NBER. <http://www.nber.org/>
- OECD. <http://www.oecd.org>
- Political Economy Research Institute. <http://www.peri.umass.edu/nc/201/>
- Transparency International. <http://www.transparency.org/>
- The Wall Street Journal. <http://europe.wsj.com/home-page>
- World Bank. <http://www.worldbank.org/>

<b>Course Name</b>	<b>Managerial Accounting</b>			
<b>Course Type</b>	BA-BA-ACF: Compulsory		<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>	doc. Ing. Lubomír Lízal, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	doc. Ing. Lubomír Lízal, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course deals with the presentation of information on which cost conscious management decisions will be made. Management accounting teaches how to decide the amount of funding needed for a given project. It also covers areas like budgetary control and standard costing.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of terms and concepts using in business decision-making</li> <li>▪ Understand and analyze how accounting information is prepared and how it is used in making management decisions</li> <li>▪ Prepare cost reports for different production systems</li> <li>▪ Evaluate the consequences of different business decisions using differential analysis</li> <li>▪ Produce the Master Budget of the company and interpret the differences between planned and actual performance</li> </ul> <p><b>Course Outline</b>  Week 1 Review of financial accounting  Week 2 Job Costing  Week 3 Process Costing  Week 4 Quality and cost management. ABC  Week 5 Cost-Volume-Profit Analysis  Week 6 Preparation for Mid-Term exam  Week 7 Mid-Term exam and direction for homework  Week 8 Differential analysis  Week 9 Budgeting  Week 10 Capital budgeting  Week 11 Standard costs  Week 12 Responsibility accounting – segmental analysis  Week 13 Revision of the whole course. Preparation for final exam  Week 14 Final Exam</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Drury, C. (2016). <i>Management accounting for business</i>. Cengage Learning.</li> <li>▪ Hermanson, R. H. (1999). <i>Financial accounting : a business perspective</i>. Richard D Irwin.</li> </ul> <p><b>Recommended</b></p>			

- Kennedy, F., Widener, S., & Fullerton, R. (2010, August 15). *Accounting for a lean environment*. AAA 2011 Management Accounting Section (MAS) Meeting Paper. doi: 10.2139/ssrn.1659386
- Reyhanoglu, M. (2004, July 1). *Activity based costing system – Advantages and disadvantages*. doi: 10.2139/ssrn.644561



<b>Course Name</b>	<b>Managerial Economics</b>			
<b>Course Type</b>	BA-BA-BEC: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Economic Thought			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 % Mgr. Katarína Stehlíková, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is focused on application of economic thinking on various problems and decisions faced by managers. The course covers several concepts from contemporary microeconomics: game theory, principal agent theory and contract theory, decision making under uncertainty, and behavioral economics. The course first builds a theoretical foundation and then applies the theories to specific problems faced by managers using case studies and examples from businesses.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain and apply to specific situations the following economic concepts and theories relevant: principal-agent theory, game theory and its basic solution concepts, theory of contracts</li> <li>• Explain and apply to specific situations the concepts studied by behavioral economics, specifically: intertemporal choice, decision making under uncertainty, various deviations from rational decision making</li> <li>• Analyze existing real-world situations and apply the theories to identify possible problematic areas; recommend and defend solutions</li> <li>• Discuss the application to the theories to specific situations, such as: organizational design, design of incentives for employees, outsourcing, nonprofit organizations</li> <li>• Present and defend own findings, in writing and orally</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to economic thinking, basic principles and current topics in microeconomics.  Week 2 Game theory: foundations, simultaneous games – key solution concepts, Nash equilibrium.  Week 3 Game theory: sequential games, key solution concepts.  Week 4 Problems with asymmetry of information: introduction, adverse selection, experiment.  Week 5 Problems with asymmetry of information: incentive conflicts, Principal-agent problem / moral hazard.  Week 6 Decision making under uncertainty – microeconomic foundations: Expected value / utility, attitudes towards risk, risk pooling/sharing.  Week 7 Behavioral economics: Introduction, Values and preferences, Intertemporal choice; Reference point, Loss aversion, Prospect theory  Week 8 Midterm exam; Behavioral economics: Cognitive fallacies: Status quo bias, Anchoring, Framing, Free price  Week 9 Motivation of employees: incentive design and compensation models.  Week 10 Organizational design – strategic interactions, allocation of decision rights.  Week 11 Organizational design: vertical integration vs. outsourcing, intro to theory of the firm, transaction costs  Week 12 Challenges in nonprofit organizations – problems with defining the objective function, motivation of employees/volunteers, budget constraint.</p>			

Week 13 Case studies

Week 14 Final exam

### Study literature and study aids

#### **Required**

- Brickley, J., Smith, C. W., Zimmerman, J. (2015). *Managerial economics and organizational architecture*. Dubuque, IA : McGraw-Hill Education.

#### **Recommended**

- Laffont, J. J., Martimort, D. (2002). *The theory of incentives: The principal-agent model*. Princeton, N.J.: Princeton University Press.
- Wilkinson, N., Klaes, M. (2018). *An Introduction to behavioral economics*. London : Macmillan Education Palgrave.
- *The Economist*, newspaper

<b>Course Name</b>	<b>Managerial Psychology</b>			
<b>Course Type</b>	BA-BA-PML: Required optional BA-HS-SPL: Required optional	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-PML: Prerequisites: Introduction to Management BA-BA-PML: Equivalence: Psychology of Leadership BA-HS-SPL: Prerequisites: Introduction to Psychology BA-HS-SPL: Equivalence: Decision Making / Leadership and the Self			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Eva Švejdarová, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Eva Švejdarová, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course presents an overview of psychological approaches, methods, tools and resources enabling students to obtain knowledge and skills needed to be an effective manager and leader in the current business environment. It provides students with the comprehensive background in the application of psychology in the workplace, with the focus on development of practical skills and constant reference to the real life situations and issues.</p> <p>Students will understand concepts of general psychology and various applied psychological and managerial topics related to the individual, group and organizational behavior, such as personality characteristics and measurement, cognitive and learning styles, emotional intelligence, motivation, decision making, effective communication, presentation skills, leadership styles, teamwork, negotiation, conflict resolution, organizational culture and change, psychological aspects of human resources management, coaching, etc.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand fundamentals of psychology and basic psychological theories related to the practical execution of management and leadership.</li> <li>▪ Understand the unique character of personality, use tools to identify and measure different personality types and apply the knowledge in people management.</li> <li>▪ Understand and apply relevant concepts of intelligence, abilities, emotions, communication, decision making, creativity, and coaching to improve interpersonal skills.</li> <li>▪ Understand and apply relevant theories of motivation to the management of people in organizations.</li> <li>▪ Understand and manage individual, group and organizational behavior using effective human resources tools and practices.</li> <li>▪ Apply psychological principles and knowledge in the areas of recruitment &amp; selection, training &amp; development, performance appraisal, rewards, retention, conflict resolution, communication, coaching etc.</li> <li>▪ Understand the importance of values and ethics for creating the strong company culture.</li> <li>▪ Identify intercultural differences and understand their relevance to managers and employees in work organizations especially in a global economy.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Overview. Introduction to Managerial Philosophy and Psychology  Week 2 Basic Concepts of General Psychology, Management and Organizational Behavior  Week 3 Perceptions, Values and Attitudes  Week 4 Personality: Identification of Individual Characteristics and Personality Types  Week 5 Intelligence, Abilities, Cognitive and Learning Styles, Decision Making, Creativity</p>			

Week 6 Emotions and Moods, Emotional Intelligence  
 Week 7 Exam (Part I; Mid-term Exam)  
 Week 8 Motivation at Work  
 Week 9 Psychological Aspects of Leadership  
 Week 10 Fundamentals of Group Behavior  
 Week 11 Exam (Part II; Case Study)  
 Week 12 Effective Communication, Presentation Skills, Negotiation, Conflict Resolution, Mentoring and Coaching  
 Week 13 Exam (part III; Final Exam)  
 Week 14 Feedback on Final Exam/Overall Performance. Final Group Exercise

### Study literature and study aids

#### Required

- Altman, Y., Bournois, F., & Boje, D. M. (2008). *Managerial psychology*. SAGE Publications.

#### Recommended

- Aamodt, M. G. (2013). *Applying psychology to work*. Wadsworth Cengage Learning.
- Anderson, N., et al. (2006). *Handbook of industrial, work and organizational psychology: Personnel psychology*. Vol. 1. London : SAGE Publications.
- Anderson, N., et al. (2006). *Handbook of industrial, work and organizational psychology*. Vol. 2. London : SAGE Publications.
- Barker, R. C. (1988). *The power of decision*. New York : A Perigee Book.
- Cascio, W. F. (1987). *Applied psychology in personnel management*. Englewood Cliffs : Prentice-Hall.
- Cooper, C. L., & Robertson, I. T. (1994). *Key reviews in managerial psychology: Concepts and research for practice*. New York : Wiley.
- Daft, R. L., Kendrick, M., & Vershinina, N. (2010). *Management*. Andover : South- Western Cengage Learning.
- DeNisi, A. S., & Griffin, R. W. (2011). *Human resource management*. Mason : South Western Cengage Learning.
- Dipboye, R. L., Smith, C. S., & Howell, W. C. (1994). *Understanding industrial and organizational psychology: An integrated approach*. Fort Worth : Harcourt Brace College Publishers.
- Haslam, S. A., Reicher, S., & Platow, M. (2011). *The new psychology of leadership: Identity, influence, and power*. New York: Psychology Press.
- Hoyle, R. H., Harris, M. J., & Judd, C. M. (2002). *Research methods in social relations*. Wadsworth.
- Jewell, L. N. (1985). *Contemporary industrial/organizational psychology*. St. Paul : West Publishing.
- Jones, G.R., & George, J. M. (2009). *Contemporary management*. Boston : McGraw-Hill.
- Landy, F. J., & Conte, J. M. (2010). *Work in the 21st century*. Hoboken : Wiley- Blackwell.
- Leavitt, H. J. (1989). *Readings in managerial psychology*. University of Chicago Press.
- Leavitt, H. J., & Bahrami, H. (1988). *Managerial psychology: Managing behavior in organizations*. University of Chicago Press.
- Luthans, F. (2010). *Organizational behavior*. New York : McGraw-Hill.
- Metcalf, H. C. (1980). *The psychological foundations of management*. Easton: Hive Publishing.
- Moran, R., Harris, P., & Moran, S. (2011). *Managing cultural differences : Leadership skills and strategies for working in a global world*. Burlingto : Elsevier.
- Myers, D. G. (2008). *Psychology*. New York : Worth publishers.
- Nisonko, S. (2010). *Managerial psychology: Appraisal of potentials for competitive advantage*. Pittsburgh: Red Lead Press.
- Robbins, S. P., Judge, T. A., & Campbell, T. T. (2009). *Organizational behaviour*. Upper Saddle River: Pearson Prentice Hall.
- Robbins, S. P. (2008). *Self-assessment library 3.4: Insights into your skills, interests and abilities*. Upper Saddle River : Pearson Prentice Hall.
- Rosenberg, M. B. (2003). *Nonviolent communication : A language of life*. Encinitas : PuddleDancer Press.
- Spillane, R. R., & Martin, J. (2005). *Personality and performance : Foundations for managerial psychology*. Sydney : UNSW Press.
- Woods, S. A., & West, M. A. (2010). *The psychology of work and organizations*. Andover South- Western Cengage Learning.
- Zimbardo, P. G., Johnson, R. L., & McCann, V. (2009). *Psychology : Core concepts*. Boston : Pearson.

<b>Course Name</b>	<b>Marketing Communications</b>			
<b>Course Type</b>	BA-BA-MKT: Compulsory BA-JM-PRM: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MKT: Prerequisites: Introduction to Marketing BA-JM-PRM: Prerequisites: Introduction to Marketing			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>	MgA. Alena Foustková			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	MgA. Alena Foustková – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course will thoroughly guide students to initially understand what the specific marketing objectives that certain organizations plan to achieve are and how the different promotional tools and communications channels can be utilized in order to successfully achieve them. The initial question as to WHY such objectives should be achieved is then followed by WHICH media and promotional tools are adequate to be combined. Consumer behavior and the Core Marketing strategy of segmentation, targeting, positioning and differentiation will be briefly discussed in order to further grasp which media tools are appropriate. The concept of Integrated Marketing Communication (IMC) will be discussed and applied. Both traditional and non-traditional media channels will be identified including their advantages and disadvantages.</p> <p>After having discussed what is to be achieved through marketing communications, the later part of the semester will be dedicated to HOW marketing communications are done in reality. Individual and group projects and case studies will allow the students to create real Creative briefs and a Communication Plan for a real company and its assigned marketing objective. Emphasis will be placed on comprehending theoretical concepts as well as applying creativity and the final project to truly encompass all the elements related to Marketing Communications.</p> <p>Lastly, the latest trends in media, consumer behavior and marketing will be discussed as well as the social implications these all have on society. After this course, students should be able to identify a marketing objective and create a sound Communication plan integrating the latest trends.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify different marketing objectives and how they may be achieved through the correct mixture of communication channels and promotional tools</li> <li>▪ Comprehend and apply strong strategic frameworks within which to make appropriate IMC decisions</li> <li>▪ Comprehend and have a clear understanding of Traditional and Modern Media channels and their role today</li> <li>▪ Understand the concepts and theories of Integrated Marketing Communications (IMC) strategy so that strategy and concept go hand-in-hand with tactics and creative implementation</li> <li>▪ Apply the ability to find solutions to a variety of media problems; analytical skills / critical skills</li> <li>▪ Design an IMC communication plan for a specific brand including a tactical offer</li> <li>▪ Implement an IMC Strategy using a brief template and across media from on-line to off-line</li> <li>▪ Gain a workable knowledge of implementing a Media and Communication Plan Understand creative advertising</li> <li>▪ Understand the difference between the marketing objectives in a creative advertising brief</li> <li>▪ Be able to apply strong creative ideas to the creative brief</li> </ul>			

### **Course Outline**

Week 1 Course introduction, assignments, and organizational matters  
 Week 2 Consumer Behavior and Segmentation  
 Week 3 Societal implications regarding marketing growth, media and promotion  
 Week 4 Integrated Marketing Communication / IMC  
 Week 5 Marketing planning + planning media strategy, Relationship building Media channels  
 Week 6 Traditional Media types and their place in the IMC  
 Week 7 Midterm Exam  
 Week 8 Developing creative messages, Creative process, how to write a Creative Brief  
 Week 9 Creative strategy and the Creative Process, Creative execution  
 Week 10 Creative methods  
 Week 11 The scope of advertising, from local to global  
 Week 12 Guest lecture  
 Week 13 The Future of Marketing Communications  
 Week 14 Final team presentations of the Marketing Strategy, Creative ideas + Media plan

### **Study literature and study aids**

#### **Required**

- Arens, W., Weigold, M., & Arens, Ch. (2013). *Contemporary Advertising and Integrated Marketing Communications*. McGraw-Hill/Irwin.
- Fleet, D. (2008). *Strategic Communications Planning – Your comprehensive guide to effective strategic corporate communications planning*. <http://davefleet.com/blog/2008/08/06/strategic-communications-planning-a-free-ebook/>

#### **Recommended online resources:**

- *BrandChannel (by Interbrand)*: [brandchannel.com](http://brandchannel.com)
- *BrandForward*: [brandforward.com](http://brandforward.com)
- *Brand Keys Research*: [brandkeys.com](http://brandkeys.com)
- *BuildingBrands*: [buildingbrands.com](http://buildingbrands.com)
- Cornerstones of good marketing communications:
- *Global Integrated Marketing*: [www.ehow.com/facts\\_7304408\\_globalintegrated-marketing-communication.html](http://www.ehow.com/facts_7304408_globalintegrated-marketing-communication.html)
- *Journal of Marketing*
- *Journal of Integrated Marketing Communications*
- *McKinsey & Company (McKinsey Quarterly)*: [mckinseyquarterly.com](http://mckinseyquarterly.com)
- *Prophet Strategy*: [prophet.com](http://prophet.com)
- *Social Media today*: <https://www.socialmediatoday.com/>
- [www.trendhunter.com/trends/salvation-army-guerrilla-campaign](http://www.trendhunter.com/trends/salvation-army-guerrilla-campaign)
- [www.vitaminimc.com/](http://www.vitaminimc.com/)
- [www.imediaconnection.com/](http://www.imediaconnection.com/)
- [www.mediapost.com/publications](http://www.mediapost.com/publications)



<b>Course Name</b>	<b>Media in a Democracy</b>				
<b>Course Type</b>	BA-JM: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Politics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to analyze the complex relationships between people, power, and information – or rather, citizens, democratically elected governments, and media outlets. Starting out as nothing more than distributors of religious pamphlets and government propaganda, news media outlets have become, in the last 30 years, a global force of once unimaginable scale and power. We will review their assumed role as the people’s watchdog and the protector of the informed citizen, against a backdrop of private interests and rising corporate oligopolies. It is our aim, therefore, to understand mass media power and how it relates to the idea of maintaining democratic values. We will continue by looking at the seismic impact the internet has had on information dissemination; namely: social media, open source content, blogging and podcasts, fake news, and the impact of algorithms on the polarization of political opinion. With such a plethora of knowledge at our fingertips, are citizens of democracies today more able than ever to exercise their people-power, or are these notions of democratic empowerment nothing more than illusive ideals?</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the history of ideas related to and general foundations of the concept of democracy</li> <li>▪ Understand the history of print media and mass information dissemination</li> <li>▪ Be able to define the triad relationship between, democratic governments, democratic citizens, and a free press</li> <li>▪ Think critically about the growth in the power of the mass media since the 1980s</li> <li>▪ Explain the paradoxical relationship between democratic governments and media regulation</li> <li>▪ Explain how the expansion of the internet has affected the dissemination of information worldwide</li> <li>▪ Draw conclusions</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introductory Lecture: The Histories and Principles of Democracy</p> <p>Week 2 The Fundamentals of Free Speech &amp; The Informed Citizen</p> <p>Week 3 The Role of a Free Press</p> <p>Week 4 Public Relations &amp; the Malleable Masses</p> <p>Week 5 Democracy, Media, &amp; the Free Market</p> <p>Week 6 Safeguards to Democracy: The Paradox of Government Regulation</p> <p>Week 7 MID-TERM EXAM</p> <p>Week 8 An Information Revolution: Has the Internet Changed Democracy?</p> <p>Week 9 Global Threats to Democracy</p> <p>Week 10 Student Presentations Pt. 1</p>				

Week 11 Student Presentations Pt. 2

Week 12 Guest Lecture: RFE/RL's Role in Forwarding Democratic Principles

Week 13 'Entertaining Democracy:' Hollywood's Impact on Public Opinion

Week 14 FINAL EXAM

### Study literature and study aids

#### **Required**

Selected chapters:

- Curran, J. (2011). *Media and democracy*. Oxford: Routledge.
- Dewey, J., & Rogers, M. L. (2016). *The public and its problems: An essay in political inquiry*. Athens: Swallow Press.
- Herman, E. S., & Chomsky, N. (2002). *Manufacturing consent: The political economy of the mass media*. New York: Pantheon.
- Lichtenberg, J. (2003). *Democracy and the mass media: A collection of essays*. Cambridge: Cambridge UP.
- Lippman, W. (2011). *Public Opinion*. Createspace Independent Publishing Platform.
- Mill, J. S., & Lindsay, A. D. (2016). *On liberty and other essays*. Middletown: Digireads.
- McChesney, R. W. (2000). *Rich media, poor democracy: Communication politics in dubious times*. New York: The New Press.
- Raaflaub, K. A., Ober, J., & Wallace, R. W. (2009). *Origins of democracy in ancient Greece*. Berkeley: UCP.
- Wu, T. (2020). *The attention merchants: The epic scramble to get inside our heads*. Vancouver: Langara College.

Movies (available on Youtube):

- *The Facebook Dilemma* (Pts. 1 & 2) (2018)
- *Manufacturing Consent* (1988)
- *Miss Representation* (2011)
- *The Century of the Self* (Pt. 1) (2002)
- *Shadows of Liberty* (2012)

#### **Recommended**

Movies:

- *All the President's Men* (1976)
- *Mad City* (1997)
- *Network* (1976)
- *The Post* (2017)
- *Wag the Dog* (1997)



<b>Course Name</b>	<b>Methods and Research in Art History</b>		
<b>Course Type</b>	BA-VA-HIS: Compulsory	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>	Karen Grunow-Hårsta, Ph.D.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This is a seminar course to explore theories and concepts of art historical discourses. Critical discourse, essays and excerpts from books, visual analysis and cultural theory will be used as tools to connect discourses from art theories, art exhibitions, readings and research of the past two centuries.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of art historical approaches.</li> <li>▪ Write a research paper.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Art as History  Week 2 Style  Week 3 Vienna School of Art History  Week 4 Iconography and Semiology  Week 5 Modernity and Postmodernity I  Week 6 Modernity and Postmodernity II  Week 7 Photography  Week 8 Gender  Week 9 Deconstruction  Week 10 Abjection and Decadence  Week 11 Art History and the Exhibition  Week 12 Visit of an Exhibition  Week 13 Presentations  Week 14 Presentations</p>		
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Preziosi, D. (ed.). (2009). <i>The Art of History: A Critical Anthology</i>. Oxford University Press.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Barthes, R. (1967). <i>The Death of the Author</i>.</li> <li>▪ Benjamin, W., &amp; Underwood, J. A. (2008). <i>The work of art in the age of mechanical reproduction</i>. Penguin Books.</li> </ul>		

- Greenberg, C. (2006). Avant-Garde and Kitsch. In *Art and culture: Critical essays*. Beacon Press.
- Greenberg, C. (2006). Modernist Painting. In *Art and culture: Critical essays*. Beacon Press.
- Kaschnitz von Weinberg, G. (2000 [1933]). Remarks on the Structure of Egyptian Sculpture. In *The Vienna School Reader: Politics and Art Historical Method in the 1930s* (pp 199-242).
- Krauss, R. (1979). Grids. *October*, 9, 51-64. doi:10.2307/778321
- Kristeva, J. (1984). *Powers of horror: An essay of abjection*. Columbia University Press.
- Novotny, F. (2000 [1938]). Cézanne and the End of Scientific Perspective. In *The Vienna School Reader: Politics and Art Historical Method in the 1930s* (pp 379-433).
- Pächt, O. (2000 [1933]). Design Principles of Fifteenth-Century Northern Painting. In *The Vienna School Reader: Politics and Art Historical Method in the 1930s* (pp. 243-321).
- Riegl, A. (2000 [1900]). The Place of the Vapheio Cups in the History of Art. In *The Vienna School Reader: Politics and Art Historical Method in the 1930s* (pp. 105-129).
- Sedlmayr, H. (2000 [1934]). Bruegel's *Macchia*. In *The Vienna School Reader: Politics and Art Historical Method in the 1930s* (pp. 323-376).
- Sonntag, S. (1973). *On Photography*. RosettaBooks.
- Urban, O. (2010). Decadence now!: za hranicí krajnosti. Arbor vitae, Pro arte.

<b>Course Name</b>	<b>Methods in the Human Sciences: Critical Writing, Analysis &amp; Interpretation</b>				
<b>Course Type</b>	MA-HU: Compulsory		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Response essay, presentation, participation,				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Dr. Einat Adar – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This core course for the Humanities M.A. is an advanced introduction to the close-reading, analysis and interpretation of cultural texts, and the presentation of the results of close-reading, analysis and interpretation in written form. Students will learn to analyze the formal, intrinsic features of cultural texts, formulate interpretations based upon their analyses combine them with extrinsic theoretical paradigms in a critical manner.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ close-read, analyze and interpret cultural texts on their own</li> <li>▪ understand how different theoretical paradigms affect the interpretation of cultural texts</li> <li>▪ apply different theoretical paradigms to cultural artefacts, and compare different approaches</li> <li>▪ actively analyze and present different scholarly interpretations of cultural texts, and formulate their own perspective</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: What is critical writing and why do we need it</p> <p>Week 2 Popular Culture 1</p> <p>Week 3 Popular Culture 2</p> <p>Week 4 The Gothic Novel</p> <p>Week 5 Human monsters</p> <p>Week 6 Constructions of identity</p> <p>Week 7 Drama I</p> <p>Week 8 Embodiment</p> <p>Week 9 New Materialisms</p> <p>Week 10 Drama II</p> <p>Week 11 Surveillance and confinement</p> <p>Week 12 The place of humanities in public discourse</p> <p>Week 13 Student presentations</p> <p>Week 14 Student presentations and summary</p>				

## Study literature and study aids

### Required

- Camilla Fojas, “Migrant Domesticity and the Fictions of Imperial Capitalisms”, in *Zombies Migrants and Queers: Race and Crisis Capitalism*, Urbana, University of Illinois Press: 2017, missing page numbers.
- Brooke, Allen, “The Lure of Versailles” in *The Hudson Review*, Winter 2013, online: <https://hudsonreview.com/2013/03/the-lure-of-versailles/>
- Atia Sattar, “Zombie Performance” in Edward P. Comentale and Aaron Jaffe (eds.) *The Year’s Work at the Zombie Research Center*, Bloomington and Indianapolis: Indiana University Press, 2014, pp. 248-275.
- Andrea Ruthven, “Zombie Postfeminism” in Edward P. Comentale and Aaron Jaffe (eds.) *The Year’s Work at the Zombie Research Center*, Bloomington and Indianapolis: Indiana University Press, 2014, pp. 341-360.
- Mary Shelley, *Frankenstein*, EBD, 1818.
- Mark Mossman, “Acts of Becoming: Autobiography, Frankenstein, and the Postmodern Body” in *Postmodern Culture* vol. 13 no. 3, 2007, pp. 167-184.
- Judith Halberstam, *Skin Shows: Gothic Horror and the Technology of Monsters*, Durham and London: Duke University Press, 1995, pp. 28-52.
- H.L. Malchow, “Frankenstein’s Monster and Images of Race in Nineteenth-Century Britain” in *Past & Present*, no. 139, 1993, pp. 90-130.
- Cynthia Pon, “‘Passages’ in Mary Shelley’s *Frankenstein*: Toward a Feminist Figure of Humanity?”, in *Modern Language Studies* vol. 30 no. 2, 2000, pp. 33-50.
- Samuel Beckett, *Happy Days*, in *The complete Dramatic Works*, London: Faber and Faber, 1990, pp. 135-168.
- S.E. Gontarski, “Literary Allusions in *Happy Days*” in *On Beckett*, London: Anthem Press, 2014, pp. 309-325
- Anna McMullan, *Performing Embodiment in Samuel Beckett’s Drama*, London and New York: Routledge, 2010, pp. 45-56.
- Patrick Whitmarsh, “‘So it is I who speak’: Communicating Bodies in Samuel Beckett’s *Happy Days* and *The Unnamable*”, in *Journal of Modern Literature* vol. 42 no. 4, 2019, pp. 111-128.
- Julie Bates, “The Political and Aesthetic Power of the Everyday in Beckett’s *Happy Days*” in *The Journal of Beckett Studies* vol. 28 no. 1, 2019, pp. 52-66.
- Nawal El Saadawi, “Twelve Women in a Cell” in *The Essential Nawal El Saadawi: A Reader*, London and New York: Zed Books, 1984, pp. 261-309.
- Michel Foucault, *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan, New York: Vintage Books, 1995, pp. 195-228.
- Bruno Latour, *Reassembling the Social: An Introduction to Actor-Network Theory*, Oxford: Oxford University Press, 2005, 175-190.
- Robert Frost, “The Gift Outright” (1961); Maya Angelou, “On the Pulse of Morning” (1993); Miller Williams, “Of History and Hope” (1997); Elizabeth Alexander, “Praise Song for the Day” (2009), Richard Blanco, “One Today” (2013), Amanda Gorman, “The Hill We Climb” (2021) on [www.poetryfoundation.com](http://www.poetryfoundation.com)

### Recommended

- J. Hillis Miller, “The Critic as Host”, *Critical Inquiry* 3:3 (1977), pp. 439-447.
- Umberto Eco with Richard Rorty, Jonathan Culler, and Christine Brooke-Rose, *Interpretation and Overinterpretation*, Cambridge: Cambridge University Press, 1992.

<b>Course Name</b>	<b>Microeconomics</b>			
<b>Course Type</b>	BA-BA-BEC: Compulsory BA-BA-ECF: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>	Ing. Miroslav Svoboda, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Ing. Miroslav Svoboda, Ph.D. – 100 % Mgr. PhDr. Ing., Tomáš Evan, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>A basic introduction to microeconomic theory. This course explores those theories that explain in detail how an economy works. It introduces supply and demand, the firm, price theory, production and cost, with an application of these and other relevant theories to problems in the market economy. In this course, we will study different types of market structure, different kinds of firms' reaction to customers' demand and competitors' strategy and government interventions. Special attention will be devoted to game theory and strategic interactions. All the concepts will be applied to real life examples.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Have a clear understanding of the necessary terminology as consumer, producer, market, prices, regulations, taxes, externalities etc.</li> <li>▪ Comprehend the basic concepts of economic thinking such as benefits, costs, market interactions, consumption, production, competition, demand, supply</li> <li>▪ Understand and analyze simple models describing the market environment and the behavior of its agents, for example: demand and supply diagram (in all basic market models as perfect competition, monopoly etc.), production possibility frontier and strategic interactions (games)</li> <li>▪ Place the studied concepts in the context of real life situations, analyze social interactions and phenomena by application of above mentioned tools</li> <li>▪ Understand effects of microeconomic policies on the market outcomes, including welfare considerations</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course organization, Introduction to Microeconomics Introduction to Microeconomics</p> <p>Week 2 Supply &amp; Demand Supply &amp; Demand</p> <p>Week 3 Elasticity Elasticity</p> <p>Week 4 Market &amp; Government Policy Market &amp; Government Policy</p> <p>Week 5 Market Efficiency Market Efficiency</p> <p>Week 6 Taxation Taxation</p> <p>Week 7 Externalities</p>			

	Externalities
Week 8	Public Goods & Common Resources Public Goods & Common Resources
Week 9	Production and Costs Production and Costs
Week 10	Perfect Competition Perfect Competition
Week 11	Monopoly & Price Discrimination Monopoly & Price Discrimination
Week 12	Oligopoly & Game Theory Oligopoly & Game Theory
Week 13	Further Topics in Microeconomics Further Topics in Microeconomics
Week 14	Further Topics in Microeconomics, Economic games Final exam

<b>Study literature and study aids</b>
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**Required**

- Mankiw, G. N. (2014). *Principles of microeconomics*. South-Western Pub.

**Recommended**

- Frank, R., & Bernanke, B. (2012). *Principles of economics*. The McGraw-Hill Series in Economics.
- Nicholson, W., & Snyder, C. (2012). *Microeconomic theory: Basic principles and extension*. Mason, OH: Cengage Learning.

<b>Course Name</b>	<b>Middle Eastern Society and State</b>				
<b>Course Type</b>	BA-PS-CDS: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Emergence of the Modern Middle East				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Gabriela Ōzel Volfov – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed to address selected themes relevant for a deeper understanding of the Middle Eastern region and its peoples with a special focus on gender, nationalism and religion. The main objective of the course is to familiarise the students with major questions that concern the ways in which societies are politically organized and interact with the state in the Middle East. The course will aim to challenge the notion that there is an unchanging Middle East where things remain the same in terms of human rights, authoritarianism or religious fundamentalism. Historical context will also be considered in order to understand the current dynamics in the region, including the popular revolts in the Arab world, but also in Iran and Turkey.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a complex understanding of the Middle East and its role in international politics</li> <li>▪ Be familiar with concepts and analytical tools applied to study the state, society and politics in the Middle East and be aware of the different perspectives and debates within the field</li> <li>▪ Demonstrate a deeper understanding of the role that nation, gender and religion play in the construction of societal and political forces in the Middle East and problematize issues such as religious fundamentalism, Islamic feminism, authoritarianism, etc.</li> <li>▪ Formulate and present persuasive oral and written arguments on historical, social, political and cultural aspects of Middle Eastern society and state</li> <li>▪ Demonstrate critical independent and reflective thought about the region and challenge the global media coverage of the events in the region</li> <li>▪ Apply a comparative viewpoint when analyzing the various state, society forms and political systems in the Middle East</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 Orientalism and the Study of the Middle East</p> <p>Week 3 History of European Colonialism in the Middle East</p> <p>Week 4 Nationalism, Modernization and State-Building in the Middle East</p> <p>Week 5 Contemporary Middle East: From Authoritarianism to Democracy and Back</p> <p>Week 6 Religious and Ethnic Minorities in the Middle East</p> <p>Week 7 Women and Gender Relations in the Middle East</p> <p>Week 8 Mid term Exam</p> <p>Week 9 Islam and Politics in the Middle East</p>				

Week 10 The Arab-Israeli Conflict  
 Week 11 The Arab Spring Revolutions  
 Week 12 The War in Syria and the Regional Threat of ISIS  
 Week 13 Course Conclusions  
 Week 14 Final Exam

**Study literature and study aids**

***Required***

- Said, E. (1979). *Orientalism*. Vintage Books Edition.
- Owen, R. (1992). *State, Power and Politics in the Making of the Modern Middle East*. London: Routledge.
- Beverly, M.-E. (2011). *Contemporary Politics in the Middle East*. Polity Press.

***Recommended***

- Lee, R. D. (2013). *Religion and Politics in the Middle East*. Westview Press.
- Gelvin, J. L. (2012). *The Arab Uprisings. What Everyone Needs to Know*. Oxford University Press.
- Moghadam, V. M. (2012). Engendering Democracy after the Arab Spring. *Journal of the Indiana Academy of the Social Sciences*, 15(1), article 2. <https://digitalcommons.butler.edu/jiass/vol15/iss1/2/>
- Kumaraswamy, P.R. (2006). Who am I? The Identity Crises in the Middle East. *Middle East Review of International Affairs*, 10(1), 63-73.
- Lust-Okar, E. (ed.). (2004). Special Issue on Enduring Authoritarianism: Lessons from the Middle East for Comparative Theory (*Comparative Politics*), 36(2), January 2004 [6 articles].



<b>Course Name</b>	<b>Moot Court</b>				
<b>Course Type</b>	BA-IR-HMR: Required optional BA-IR-ILA: Required optional BA-PS-CPL: Required optional BA-PS-HMR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Scott Prange, J.D., M.A.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The main objective is to provide non-law bachelor's degree students with both a theoretical foundation and practical experience in international dispute resolution. An interest in developing writing skills and oral advocacy skills is required, but the course is taught to accommodate students who may not have a previous background in studying law.</p> <p>Students will work in two teams in a fictitious international dispute, the facts of which will be outlined for students in the "moot court compromis" – this document will form the basis of further student work. (The student teams will also be composed of law students from the University of London LLB programme, who will be registered separately for a full-year moot court class for law students). By combining law-students and non-law students in the moot court exercise, students will gain practical multidisciplinary experience which reflects very well the kind of multidisciplinary cooperation between lawyers and business/commerce professions that takes place in such disputes when representing clients.</p> <p>Students will also learn and apply methodological and writing skills while preparing both written submissions (written pleadings). In addition, students will practice oral argumentation skills when preparing for the final oral moot court session (presentation of oral arguments before a panel of judges).</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>▪ be proficient in using relevant research sources in the area of international dispute resolution, including international treaties, law journals and other sources and tools (including electronic research tools such as WestLaw)</li> <li>▪ be able to critically analyze a case / fact pattern, prepare written pleadings and arguments while correctly identifying and respecting the main issues of the case,</li> <li>▪ be proficient in oral presentation skills in the context of a moot court competition</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class Information, Discussion of Class Expectations and Syllabus</p> <p>Week 2 Preparing for a moot court, working methodology, background class for non-law students</p> <p>Week 3 Background class on applicable substantive law (to be determined in accordance with the topic of the moot court compromis)</p> <p>Week 4 Background class on applicable substantive law (to be determined in accordance with the topic of the moot court compromis)</p>				

Week 5 Research strategies  
 Week 6 Legal citation and form  
 Week 7 Teamwork and team coordination, team consultations with Instructors and their involvement in teaching;  
     Workshop on selected topics of procedure and substantive law, as per moot court topic  
 Week 8 Teamwork and team coordination, team consultations with Instructors and their involvement in teaching;  
     Workshop on selected topics of procedure and substantive law, as per moot court topic  
 Week 9 Teamwork and team coordination, consultations with Instructors and their involvement in teaching;  
     Workshop on writing skills  
 Week 10 Teamwork and team coordination, consultations with Instructors and their involvement in teaching;  
     Workshop on writing skills; Assignment: first draft of written pleadings due  
 Week 11 Oral Moot Court Practice Session  
 Week 12 Oral Moot Court Practice Session  
 Week 13 Oral Moot Court Practice Session; Assignment: final written pleadings due  
 Week 14 Final Oral Moot Court session *in lieu* of final exam

### Study literature and study aids

#### **Required**

- Spillane, M. (2008). *International Moot Court: An Introduction*. Pub: International Debate Educations Association.
- *The Moot Court Compromis* (fact pattern), to be distributed in class.

#### **Recommended**

- Gaubatz, J. (1999). *The Moot Court Book: A Student Guide to Appellate Advocacy*. Contemporary legal education series. LexisNexis.
- Murray, M., & DeSanctis, C. (2013). *Advanced Legal Writing and Oral Advocacy: Trials, Appeals and Moot Court*. Foundation Press.

<b>Course Name</b>	<b>Nations and Nationalism</b>				
<b>Course Type</b>	BA-HS: Compulsory BA-IR: Compulsory BA-PS: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Prerequisites: European History II				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	prof. PhDr. Milada Poliřenská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Poliřenská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will examine the formation of modern national identities, especially in Europe. After a study of the different scholarly theories on nationalism, the focus will be on the historical circumstances in which nationalism emerged and on the different ideological bases that supported the emergence of modern nations. This course will place emphasis on:</p> <ul style="list-style-type: none"> <li>▪ the birth of the idea of the nation and its consequences from the 16th to the 19th century</li> <li>▪ the question of the multinational states and the unsuccessful attempt to eliminate national tensions by trying to create nation-states after World War I</li> <li>▪ the National Socialist and Communist stance on nationalism and its consequences</li> <li>▪ the comparison between different concepts of what defines a nation</li> <li>▪ the contemporary significance and importance of nationalism</li> </ul> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will:</p> <ul style="list-style-type: none"> <li>▪ Have a clear understanding of the complexities inherent to the definition of a nation</li> <li>▪ Understand the birth and the development of some of the world's oldest and biggest nations</li> <li>▪ Lend perspective to the role played by nationalism in modern history</li> <li>▪ Be able to clearly analyze the development of a modern nation not studied in class and replace it in its historical context and theoretical framework</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Theories, definitions and categories  Week 2 Origins and typology of nationalism  Week 3 The birth of modern nationalism: England  Week 4 "More English than the English": the American nation  Week 5 Absolutism and the French nation  Week 6 Kulturnation and German nationalism  Week 7 Mid-term exam  Week 8 Nationalism in Central Europe in the context of multi-national monarchies  Week 9 Is there a Jewish nation? The particular case of Jewish nationalism: Zionism and non-Zionist Jewish nationalism at the end of the 19 th and in the 20 th century  Week 10 World War I and the National Question The Versailles system and the problem of minorities in Central Europe  Week 11 Fascist and Nazi ideology and policy  Week 12 Russian nationalism from Peter the Great to Mikhail Gorbachev. The consequences of the fall of the</p>				

Berlin Wall

Week 13 Nationalism and colonialism

Week 14 Final Exam

**Study literature and study aids**

**Required**

- Anderson, B. R.O'.G. (2016). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London, New York: Verso.
- Gellner, E. (1992). *Nations and Nationalism*. Ithaca, N.Y.: Cornell University Press.
- Hobsbawm, E.J. (1997). *Nations and Nationalism since 1780. Programme, Myth, Reality*. Cambridge University Press.
- Hroch, M. (1985). *Social Preconditions of National revival in Europe. A Comparative Analysis of the Social Composition of Patriotic Groups among Smaller European Nations*. Cambridge University Press.
- Smith, A. D. (2004). *The Antiquity of Nations*. Cambridge: Polity Press.

**Recommended**

- Agnew, H. L. (1993). *Origins of the Czech National Renaissance*. Pittsburgh and London: University of Pittsburgh Press.
- Baycroft, T. (1998). *Nationalism in Europe, 1789-1945*. Cambridge Perspectives in History. Cambridge: Cambridge University Press.
- Berlin, I. (1990). The Bent Twig: On the Rise of Nationalism. In I. Berlin, *The Crooked Timber of Humanity: Essays in the History of Ideas*. 238-261. London: John Murray.
- Bosworth, R. J. B. (2007). *Nationalism*. London: Pearson Education.
- Breuille, J. (1992). *Nationalism and the State*. Manchester: Manchester University Press.
- Greenfeld, L. (1992). *Nationalism: Five Roads to Modernity*. Cambridge: Harvard University Press.
- Hastings, A. (1996). *The Construction of Nationhood: Ethnicity, Religion and Nationalism*. Cambridge: Cambridge University Press.
- Ichijo, A., & Uzelac, G. (eds.). (2007). *When is the Nation? Towards an Understanding of Theories of Nationalism*. London & New York: Routledge.
- Kedourie, E. (1994). *Nationalism*. Oxford: Blackwell Publishers.
- Leff Skalník, C. (1988). *National Conflict in Czechoslovakia: The Making and Remaking of a State, 1918-1987*. Princeton University Press.
- Mosse, G. L. (1995). *The Fascist Revolution: Toward a General Theory of Fascism*. New York: Howard Fertig.
- Musil, J. (ed.). (1995). *The End of Czechoslovakia*. Budapest: Central European University Press.
- Pryzel, I. (1998). *National Identity and Foreign Policy. Nationalism and Leadership in Poland, Russia and Ukraine*. Cambridge University Press.
- Özkirimli, U., & Spyros A. S. (2008). *Tormented by History: Nationalism in Greece and Turkey*. London: Hurst.
- Sugar, P. (ed.). (1995). *Eastern European Nationalism in the 20th Century*. Massachusetts: American University Press.
- Tipton, C. L. (ed.). (1972). *Nationalism in the Middle Ages*. New York: Rinehart & Winston.

<b>Course Name</b>	<b>NATO in the 20th and 21st Century</b>				
<b>Course Type</b>	BA-IR-SEC: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Civil-Military Relations				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Presentation, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Kristina Soukupova, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The main aim of this course is to provide students with a grounding with regards to the roles, functions, history and operation of North Atlantic Treaty Organization (NATO) since its establishment till present day. This course is offered as the first and only joint course of AAU and NATO Allied Command Transformation Innovation Hub. The arrangement of the course is such that almost all classes are divided into two halves, where the first half is taught by a lecturer at the AAU campus and the second half via video conference call with experts directly from NATO. Students will have a great opportunity to learn not only theory, but also discuss real practical outcomes of various concepts with NATO experts.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will have:</p> <ul style="list-style-type: none"> <li>▪ Understood the past and current roles and functions of NATO.</li> <li>▪ Analyzed the historical, political and security dynamics that NATO forms and is formed by.</li> <li>▪ Grasped the complexity of the organization and the context in which it operates.</li> <li>▪ Developed an appreciation of the key challenges NATO faces.</li> <li>▪ Gained an appreciation of general trends that is tempered with an understanding of the specific features of individual countries and NATO Member States.</li> <li>▪ Understood the relationship between the theory and operational reality of NATO operations.</li> <li>▪ Transferable and soft skills: <ul style="list-style-type: none"> <li>▫ Students perfect their critical thinking, comparative and analytical skills</li> <li>▫ Enhance their presenting capabilities</li> <li>▫ Improve their research and debating skills</li> </ul> </li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction; Basic concepts. What is NATO? Why was it established, by whom, when? Washington Treaty; What are military organizations for? Pros/cons of having them.</p> <p>Week 2 Introduction – Cont; The role of NATO during Cold War. NATO vs. Warsaw Pact. NATO structure and governance.</p> <p>Week 3 Post-Cold War NATO; 1990s – New role for NATO? The end of Cold War and its effect on NATO; NATO enlargement, criteria, expectations and reality</p> <p>Week 4 NATO and the New Wars; NATO and the new wars culminating to Kosovo crisis; Need of UN resolution, NATO vs. Alliance of the Willing</p> <p>Week 5 NATO in the post 9/11 Era. NATO and the War on Terror; NATO GUEST SPEAKER</p> <p>Week 6 ISAF – The role of NATO in Afghanistan; NATO GUEST SPEAKER</p> <p>Week 7 Simulation/War Game</p>				

Week 8 NATO and Russia; NATO GUEST SPEAKER

Week 9 NATO and other international organizations (UN, EU, OSCE, African Union, NGOs, etc); NATO GUEST SPEAKER

Week 10 NATO – Current and Future Challenges; NATO GUEST SPEAKER

Week 11 Student Presentations; NATO GUEST SPEAKER

Week 12 Student Presentations; NATO GUEST SPEAKER

Week 13 Student Presentations; NATO GUEST SPEAKER

Week 14 Student Presentations

### Study literature and study aids

#### Required

- Leppgold, J. (1998). NATO's Post Cold War Collective Action Problem. *International Security*, 23(1), 78-106.
- Glaser, Ch. L. (1993). Why NATO is Still Best: Future Security Arrangements for Europe. *International Security*, 18(1), 5-50.
- Sloan, S. R. (1995). US Perspectives on NATO's Future. *International Affairs*, 71(2), 217–231.
- McCalla, R. B. (1996). NATO's Persistence after the Cold War. *International Organization*, 50(3), 445-475.
- de Nevers, R. (2007). NATO's International Security Role in the Terrorist Era. *International Security*, 31(4), 34-66.
- White, S., Korosteleva, J., & Allison, R. (2006). NATO: The View from the East'. *European Security*, 15(2), 165-190.
- NATO. (2010). NATO 2020: assured security; dynamic engagement. <http://www.nato.int/strategic-concept/expertsreport.pdf>

#### Recommended

- Borawski, J. (1995). Partnership for Peace and beyond. *International Affairs*, 71(2), 233–246.
- Gibler, D. M., & Sewell, J. A. (2006). External Threat and Democracy: The Role of NATO Revisited. *Journal of Peace Research*, 43(4). Special Issue on Alliances (July, 2006).
- Cornish, P. (2004). NATO: The Practice and Politics of Transformation. *International Affairs*, 80(1), 63–74.
- Kostadinova, T. (2000). East European Public Support for NATO Membership: Fears and Aspirations. *Journal of Peace Research*, 37(2), 235-249.
- Wallander, C. A. (2000). Institutional Assets and Adaptability: NATO after the Cold War. *International Organization*, 54(4), 705-735.
- Reiter, D. (2001). Why NATO Enlargement Does Not Spread Democracy. *International Security*, 25(4), 41-67.
- Waterman, H., Zagorcheva, D., & Reiter, D. (2001/02). NATO and Democracy. *International Security*, 26(3), 221-235.
- Weber, S. (1992). Shaping the Postwar Balance of Power: Multilateralism in NATO. *International Organization*, 46(3).
- Duffield, J. S. (1994/95). NATO's Functions after the Cold War. *Political Science Quarterly*, 109(5), 763-787.
- *Arms Race or Arms Control in the Middle East?* Middle East Report, 177, Jul. – Aug., 1992.
- Lake, D. R. (2009). The Limits of Coercive Airpower: NATO's "Victory" in Kosovo Revisited. *International Security*, 34(1), 83-112.
- Wedgwood, R. (1999). NATO's Campaign in Yugoslavia. *The American Journal of International Law*, 93(4), 828-834.
- Petras, J. (1999). NATO: Saving Kosova by Destroying It. *Economic and Political Weekly*, 34(23), 1414-1417.
- NATO. (1999). *NATO's role in relation to the conflict in Kosovo*. <http://www.nato.int/kosovo/history.htm>
- Smith, R. (2005). *The Utility of Force: The Art of War in the Modern World*. Penguin.
- Dandeker, C. (2007). The End of War? The Strategic Context of International Missions in the Twenty First Century. In M. Christiansson (Ed.). *Eight Essays in War Studies*. Stockholm: Military Academy Karlberg.
- Gordon, P. H. (2002). NATO and the War on Terrorism a Changing Alliance. *The Brookings Review*, 20(3), 36-38.
- Sjursen, H. (2004). On the Identity of NATO. *International Affairs*, 80(4), 687–703.



- Sperling J., & Webber, M. (2009). NATO: From Kosovo to Kabul. *International Affairs*, 85(3), 491–511.
- Farrell, T., & Rynning, S. (2010). NATO’s transformation gaps: transatlantic differences and the war in Afghanistan. *Journal of Strategic Studies*, 33(5), 673-700.
- Kreps, S. (2010). Elite consensus as a determinant of alliance cohesion: why public opinion hardly matters for NATO-led operations in Afghanistan. *Foreign Policy Analysis*, 6(3), 191-215.
- NATO. (2015). ISAF's mission in Afghanistan (2001-2014). [http://www.nato.int/cps/en/natohq/topics\\_69366.htm](http://www.nato.int/cps/en/natohq/topics_69366.htm)
- Hunter, E. R. (2000). Solving Russia: Final piece in NATO's puzzle. *The Washington Quarterly*, 23(1), 113-134.
- Andrew, J. P., & Trenin, D. (1997). Developing NATO – Russian Relations. *Survival*, 39(1), 5-18.
- Antonenko, O., & Giegerich, B. (2009). Rebooting NATO – Russia Relations. *Survival*, 51(2), 13-21.
- Duffield, J. S. (1992). International Regimes and Alliance Behavior: Explaining NATO Conventional Force Levels. *International Organization*, 46(4), 819-855.
- Kille, K. J., & Hendrickson, R. C. (2011). Explaining International Organizations: NATO and the United Nations: Debates and Trends in Institutional Coordination. *Journal of International Organizations Studies*, 2(1), 28-49.
- Duke, S. (2008). The Future of EU–NATO Relations: a Case of Mutual Irrelevance Through Competition? *European Integration*, 30(1), 27-43.
- Smith, J. S. (2011). EU-NATO Cooperation: a Case of Institutional Fatigue? *European Security*, 20(2), 243-264.
- Hartley, K. , & Sandler, T. (1999). NATO Burden-Sharing: Past and Future. *Journal of Peace Research*, 36(6), 665-680.
- Noetzel, T., & Schreer, B. (2009). Does a Multi-Tier NATO Matter? The Atlantic Alliance and the Process of Strategic Change. *International Affairs*, 85(2), 211-226.
- Gordon, J., Johnson, S., Larrabee, F. S., & Wilson, P. A. (2012). NATO and the Challenge of Austerity. *Survival*, 54(4), 121-142.
- Holmberg, A. (2011). The Changing Role of NATO: Exploring the Implications for Security Governance and Legitimacy. *European Security*, 20(4), 529-546.
- Berdal, M., & Ucko, D. (2009). NATO at 60. *Survival*, 51(2), 55-76.
- NATO. (2015). Current security challenges and the role of NATO and the European Union: Speech delivered by the Chairman of the NATO Military Committee, General Petr Pavel, at the European Parliament (22 Oct. 2015). [http://www.nato.int/cps/en/natohq/opinions\\_124128.htm?selectedLocale=en](http://www.nato.int/cps/en/natohq/opinions_124128.htm?selectedLocale=en)

<b>Course Name</b>	<b>News &amp; Copy Editing</b>			
<b>Course Type</b>	BA-JM-JRN: Compulsory		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Reporting II			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>	Andrew Giarelli, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 % Michael Kahn, M.S. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Today’s news editor works in a multi-platform environment and faces an unprecedented range of stylistic, legal and ethical challenges. This course will treat those challenges as a whole, because that is how editors face them on any given day: editing for accuracy and clarity, editing for fairness and balance, editing to avoid legal and ethical improprieties. We will start with line editing, with emphasis on grammar, punctuation and tight writing. Then we will work on content editing, checking story organization and reporting, including how to ensure fairness and balance in controversial stories. Finally we will explore a range of case studies involving ethical and legal journalism dilemmas.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a clear knowledge and understanding of the range of issues facing a contemporary news editor;</li> <li>▪ Demonstrate competence in analyzing and editing news writing for grammar, punctuation, style, clarity, context, fairness and balance;</li> <li>▪ Identify and analyze legal and ethical issues in print and digital journalism;</li> <li>▪ Apply legal and ethical standards to historical and contemporary case studies;</li> <li>▪ Demonstrate a working knowledge of the influence and impact of social media abuses, fake news, propaganda, and privacy issues in today’s evolving media landscape.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and overview  Week 2 Grammar 1; Ethics (Institutional)  Week 3 Grammar 2; Ethics (Personal)  Week 4 Punctuation; Ethics Case Studies  Week 5 Style, Legal Rights and Responsibilities  Week 6 Copy Editing 1; Legal Issues  Week 7 Copy editing 2; Guest speaker  Week 8 Social Media  Week 9 Fake News  Week 10 Privacy  Week 11 Propaganda  Week 12 Trust  Week 13 Global Overview and Guidelines  Week 14 Final Exam</p>			



**Study literature and study aids*****Required***

- Minthorn, D., Jacobsen, S., Froke, P. (eds.). (2015). Associated Press stylebook 2015 and briefing on media law. New York: Basic Books.
- Knowlton, S. R., & Reader, B. (2009). *Moral reasoning for journalists*. Westport, Connecticut: Praeger.

***Recommended***

- Daily reading of *Prague Monitor* and the *Radio Praha* website.

<b>Course Name</b>	<b>Non-Violent Conflict: Theory and Application</b>				
<b>Course Type</b>	BA-IR-SEC: Compulsory BA-PS-CDS: Compulsory		<b>Recommended Year of Study</b>	1.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides a theoretical as well as practical overview of nonviolent direct action. Our goal will be to evaluate and critically assess the nature of nonviolent struggle. By nonviolence, we refer to non-institutional forms of dissent and protest. Also known as civil resistance or civil disobedience, nonviolent direct action has been historically pivotal in enabling regular people to achieve political goals. There is something extraordinary about nonviolent protest and the dynamics of nonviolence have led many to investigate the phenomenon both normatively and positively. This course will cover three types of nonviolent direct action: 1) individual usage of nonviolence; 2) group-level usage of nonviolent direct action for political purposes; 3) group-level usage of nonviolent direct for self-determination (independence/nationalist movements). Substantial emphasis will be placed on regime transition and the role of nonviolence in democratization.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyze and understand the relationship between nonviolent movements, their relative success or failure, and how such movements impact history/Understand the main theories of nonviolence, specifically Gene Sharp's (1973) work.</li> <li>▪ Understand the tactical considerations that nonviolent movements undergo.</li> <li>▪ Identify trends in how authoritarian governments respond to nonviolent dissent.</li> <li>▪ Understand the strategies nonviolent movements implement in order to overcome state repression.</li> <li>▪ Understand the interaction of state repression with nonviolent dissent.</li> <li>▪ Identify multiple roles that media organizations play during nonviolent uprisings.</li> <li>▪ Relate the emergence of new information technologies (social media) to activities of nonviolent movements.</li> <li>▪ Understand the role of external actors, namely NGOs, in nonviolent conflict.</li> <li>▪ Produce several pieces of writing via in-class short responses that reflect understanding of popular theories and concepts of nonviolence.</li> <li>▪ Carry out an in-depth presentation on a historical or contemporary instance of nonviolent direct action.</li> <li>▪ Produce a research paper of academic quality (research and writing skills).</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Nonviolence  Week 2 Theories of Political Power; Gene Sharp's ideas on power and regime transition  Week 3 Gandhian Nonviolence</p>				

- Week 4 Christian Pacifism
- Week 5 The Relationship between Nonviolent protest and social movement success rates
- Week 6 Repression Backfire
- Week 7 Feminism and Nonviolence
- Week 8 Radical Flanks in Nonviolent campaigns
- Week 9 State Repression and Nonviolence I
- Week 10 State Repression and Nonviolence II
- Week 11 Cross-national assessments of Nonviolence
- Week 12 Nonviolent movements and the Militar
- Week 13 Critiques of Nonviolence
- Week 14 Final Exam

### Study literature and study aids

#### Required

- Chenoweth, E., & Stephan, M. J. (2011). *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. Columbia University Press.
- Chenoweth, E., & Schock, K. (2015). Do contemporaneous armed challenges affect the outcomes of mass nonviolent campaigns? *Mobilization: An International Quarterly*, 20(4), 427-451.
- Celestino, M. R., & Gleditsch, K. S. (2013). Fresh carnations or all thorn, no rose? Nonviolent campaigns and transitions in autocracies. *Journal of Peace Research*, 50, 3, 385-400.
- Celikates, R. (2016). Rethinking civil disobedience as a practice of contestation—Beyond the liberal paradigm. *Constellations*, 23(1), 37-45.

#### Recommended

- Sharp, G. (1973). *198 Methods of Nonviolence Action*. Available at:
- <http://www.aeinstein.org/nonviolentaction/198-methods-of-nonviolent-action/>
- Schock, K. (2013). The Practice and Study of Civil Resistance, *Journal of Peace Research*, 50(3), 277-290.
- Sharp, G. (2010). *From Dictatorship to Democracy*. East Boston: Albert Einstein Institution.
- Hendrick, G. (1956). The Influence of Thoreau's "Civil Disobedience" on Gandhi's Satyagraha. *New England Quarterly*, 462-471.
- Carew, R. (1986). The use of nonviolence as a framework for social work activity in the area of social change: a course outline. *International Social Work*, 29(4), 293-305.
- Gandhi, M. (1987). *Mahatma Gandhi and Leo Tolstoy Letters*. Long Beach Publications.
- Anisin, A. (2014). The Russian Bloody Sunday Massacre of 1905: A Discursive Account of Nonviolent Transformation. *Politics, Groups, and Identities*, 2(4), 643-660.
- Sutton, J., Butcher, Ch. R., & Svensson, I. (2014). Explaining political jiu-jitsu institution-building and the outcomes of regime violence against unarmed protests. *Journal of Peace Research*, 51(5), 559-573.
- McGuinness, K. (1993). Gene Sharp's Theory of Power: A feminist critique of consent. *Journal of Peace Research*, 30(1), 101-115.
- Schaftenaar, S. (2017). How (wo)men rebel: Exploring the effect of gender equality on nonviolent and armed conflict onset. *Journal of Peace Research*, October, <https://doi.org/10.1177/0022343317722699>.
- Duduoet., V. (2013). Dynamics and factors of transition from armed struggle to nonviolent resistance. *Journal of Peace Research*, 50(3), 401-413.
- Hill, D. W. Jr., & Jones, M. Z. (2014). An empirical evaluation of explanations for state repression. *American Political Science Review*, 108(3), 661-687.
- Chenoweth, E., & Perkoski, E. (2017). How Risky is Nonviolent Dissent? Nonviolent Uprisings and Mass Killings. <http://dx.doi.org/10.2139/ssrn.3045189>
- Degaut, M. (2017). Out of the Barracks: The Role of the Military in Democratic Revolutions. *Armed Forces & Society*, 45(1), 78-100. <https://doi.org/10.1177/0095327X17708194>.
- Nepstad, S. E. (2013). Mutiny and nonviolence in the Arab Spring exploring military defections and loyalty in Egypt, Bahrain, and Syria. *Journal of Peace Research*, 50(3), 337-349.
- Gelderloos, P. (2007). *How nonviolence protects the state*. Cambridge, Mass: South End Press.

<b>Course Name</b>	<b>Non-Violent Conflict: Theory and Application</b>				
<b>Course Type</b>	MA-IR: Required optional			<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Written exam, Term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides a theoretical as well as practical overview of nonviolent direct action. Our goal will be to evaluate and critically assess the nature of nonviolent struggle. By nonviolence, we refer to non-institutional forms of dissent and protest. Also known as civil resistance or civil disobedience, nonviolent direct action has been historically pivotal in enabling regular people to achieve political goals. There is something extraordinary about nonviolent protest and the dynamics of nonviolence have led many to investigate the phenomenon both normatively and positively. This course will cover three types of nonviolent direct action: 1) individual usage of nonviolence; 2) group-level usage of nonviolent direct action for political purposes; 3) group-level usage of nonviolent direct for self-determination (independence/nationalist movements). Substantial emphasis will be placed on regime transition and the role of nonviolence in democratization.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyze and understand the relationship between nonviolent movements, their relative success or failure, and how such movements impact history/Understand the main theories of nonviolence, specifically Gene Sharp’s (1973) work.</li> <li>▪ Understand the tactical considerations that nonviolent movements undergo.</li> <li>▪ Identify trends in how authoritarian governments respond to nonviolent dissent.</li> <li>▪ Understand the strategies nonviolent movements implement in order to overcome state repression.</li> <li>▪ Understand the interaction of state repression with nonviolent dissent.</li> <li>▪ Identify multiple roles that media organizations play during nonviolent uprisings.</li> <li>▪ Relate the emergence of new information technologies (social media) to activities of nonviolent movements.</li> <li>▪ Understand the role of external actors, namely NGOs, in nonviolent conflict.</li> <li>▪ Produce several pieces of writing via in-class short responses that reflect understanding of popular theories and concepts of nonviolence.</li> <li>▪ Carry out an in-depth presentation on a historical or contemporary instance of nonviolent direct action.</li> <li>▪ Produce a research paper of academic quality (research and writing skills).</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Nonviolence  Week 2 Theories of Political Power; Gene Sharp’s ideas on power and regime transition  Week 3 Gandhian Nonviolence  Week 4 Christian Pacifism  Week 5 The Relationship between Nonviolent protest and social movement success rates</p>				

Week 6 Repression Backfire  
 Week 7 Feminism and Nonviolence  
 Week 8 Radical Flanks in Nonviolent campaigns  
 Week 9 State Repression and Nonviolence I  
 Week 10 State Repression and Nonviolence II  
 Week 11 Cross-national assessments of Nonviolence  
 Week 12 Nonviolent movements and the Militar  
 Week 13 Critiques of Nonviolence  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Celestino, M. R., & Gleditsch, K. S. (2013). Fresh carnations or all thorn, no rose? Nonviolent campaigns and transitions in autocracies. *Journal of Peace Research*, 50(3), 385-400.
- Celikates, R. (2016). Rethinking civil disobedience as a practice of contestation—Beyond the liberal paradigm. *Constellations*, 23(1), 37-45.
- Chenoweth, E., & Stephan, M. J. (2011). *Why civil resistance works: The strategic logic of nonviolent conflict*. Columbia University Press.
- Chenoweth, E., & Schock, K. (2015). Do contemporaneous armed challenges affect the outcomes of mass nonviolent campaigns? *Mobilization: An International Quarterly*, 20(4), 427-451.

**Recommended**

- Anisin, A. (2014). The Russian bloody sunday massacre of 1905: A discursive account of nonviolent transformation. *Politics, Groups, and Identities*, 2(4), 643-660.
- Carew, R. (1986). The use of nonviolence as a framework for social work activity in the area of social change: a course outline. *International Social Work*, 29(4), 293-305.
- Degaut, M. (2017). Out of the Barracks: The role of the military in democratic revolutions. *Armed Forces & Society*, 45(1), 78-100.
- Duduoet., V. (2013). Dynamics and factors of transition from armed struggle to nonviolent resistance. *Journal of Peace Research*, 50(3), 401-413.
- Gandhi, M. (1987). *Mahatma Gandhi and Leo Tolstoy Letters*. Long Beach Publications.
- Gelderloos, P. (2007). *How nonviolence protects the state*. Cambridge, Mass: South End Press.
- Hendrick, G. (1956). The influence of Thoreau's "Civil Disobedience" on Gandhi's Satyagraha. *New England Quarterly*, 462-471.
- Hill, D. W. Jr., & Jones, M. Z. (2014). An empirical evaluation of explanations for state repression. *American Political Science Review*, 108(3), 661-687.
- Chenoweth, E., & Perkowski, E. (2017). *How risky is nonviolent dissent? Nonviolent uprisings and mass killings*. <http://dx.doi.org/10.2139/ssrn.3045189>
- McGuinness, K. (1993). Gene sharp's theory of power: A feminist critique of consent. *Journal of Peace Research*, 30(1), 101-115.
- Nepstad, S. E. (2013). Mutiny and nonviolence in the Arab Spring exploring military defections and loyalty in Egypt, Bahrain, and Syria. *Journal of Peace Research*, 50(3), 337-349.
- Sharp, G. (1973). *198 methods of nonviolence action*. Available at: <http://www.aeinstein.org/nonviolentaction/198-methods-of-nonviolent-action/>
- Sharp, G. (2010). *From dictatorship to democracy*. East Boston: Albert Einstein Institution.
- Schaftenaar, S. (2017). How (wo)men rebel: Exploring the effect of gender equality on nonviolent and armed conflict onset. *Journal of Peace Research*, October, <https://doi.org/10.1177/0022343317722699>.
- Schock, K. (2013). The practice and study of civil resistance. *Journal of Peace Research*, 50(3), 277-290.
- Sutton, J., Butcher, Ch. R., & Svensson, I. (2014). Explaining political jiu-jitsu institution-building and the outcomes of regime violence against unarmed protests. *Journal of Peace Research*, 51(5), 559-573.

<b>Course Name</b>	<b>Operations Management</b>				
<b>Course Type</b>	BA-BA-MGT: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Management <b>Equivalence:</b> Supply Chain Management				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Pietro Andrea Podda, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pietro Andrea Podda, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course examines decision making in operations management, focusing on those who are responsible for producing the goods and services sold by a manufacturing or service organization. This course will be taught with as many practical examples as possible. Topics include process analysis and design, quality and productivity management, Justin-Time (JIT) analysis, and the role of these topics in formulating and executing competitive strategy.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the key principles involved in the management of operations in manufacturing and service organizations.</li> <li>▪ Describe how studying operations management concepts, service issues and associated management issues can improve performance of manufacturing and service operations.</li> <li>▪ Appreciate the role of the Operations Manager and comprehend the types of decisions they make</li> <li>▪ Apply operations management techniques to resolve management issues</li> <li>▪ Demonstrate the relationship between customers, corporate management and value creation and the role of technology in linking them.</li> <li>▪ Describe the application of project management and human management in operations management.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Process Fundamentals  Week 3 Process Fundamentals, cont.  Week 4 Capacity Planning  Week 5 Total Quality Management  Week 6 Facility Location &amp; Layout  Week 7 mid-term exam  Week 8 Linear Programming  Week 9 Linear Programming, cont.  Week 10 Project Planning  Week 11 Project Planning, cont.  Week 12 Economic Order Quantity  Week 13 final presentations  Week 14 final exam</p>				

### Study literature and study aids

#### ***Required***

- Johnston, R., & Clark, G. (2012). *Service Operations Management*. 4th Edition. Prentice Hall.

#### ***Recommended***

- Chase, R., & Aquilano, N. (1995). *Production and Operations Management*. Chicago: McGraw-Hill.
- Hakseever, C., Render, B., Russel, R., & Murdick, R. (2000). *Service Management Operations*. Upper Saddle River, NJ: Prentice Hall.



<b>Course Name</b>	<b>Organizational Behavior</b>				
<b>Course Type</b>	BA-BA-PML: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Management				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	PharmDr. Mgr. Ivana Schmidtová – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course of Organizational Behavior (OB) addresses the systematic study of actions and attitudes that people exhibit within organizations. It concentrates on issues dealing with human motivation and behavior, the interface between human behavior and the organization, and the organization itself. The primary goal is to help students understand and apply the OB principles in the real life situations to increase work productivity, leadership effectiveness and employee satisfaction and motivation.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Identify and understand individual, group and organizational behavior.</li> <li>▪ Identify and understand the key managerial and organizational processes and issues from the Organizational Behavior (OB) perspective</li> <li>▪ Develop the background knowledge necessary for critical thinking about psychological and behavioral issues and their constructive application in the workplace.</li> <li>▪ Understand the basic OB theories and apply the theoretical concepts to the real life situations.</li> <li>▪ Apply obtained knowledge to the organizations, e.g. evaluate psychological tests used in personnel management, perform job analysis, provide and receive input and feedback on performance, support career development, apply motivation concepts in the organizations, identify and address workplace diversity/gender issues etc.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Overview. Syllabus Review. Discussion on Class Expectations. Fundamentals of Organizational Behavior.</p> <p>Week 2 Business Ethics &amp; Ethics in Managing People. Attitudes and job satisfaction.</p> <p>Week 3 Individual behavior - personality and values. Individual/team assignments/presentations.</p> <p>Week 4 Perception and individual decision making. Individual/team assignments/presentations.</p> <p>Week 5 Motivation – concepts and applications in organizations (reward approaches). Individual/team assignments/presentations.</p> <p>Week 6 Emotions and moods – emotional intelligence, application in OB. Individual/team assignments/presentations.</p> <p>Week 7 Fundamentals of group behavior - social systems, roles, norms, status.</p> <p>Week 8 Mid-Term Exam</p> <p>Week 9 Group behavior – size, cohesiveness, interactions, group processes and dynamics, decision making, implications for managers. Mid-Term Exam Feedback. Individual/team assignments/presentations.</p> <p>Week 10 Work teams – communication, conflict management, negotiation Individual/team assignments/presentations.</p> <p>Week 11 Management and Leadership – theory, styles, contemporary issues.</p> <p>Week 12 Individual/team assignments/presentations.</p>				



Week 13 Final Exam  
Week 14 Final Exam/Overall Performance Feedback.

**Study literature and study aids****Required**

- Anderson, N., et al. (2006). *Handbook of industrial, work and organizational psychology. Vol. 1. Personnel psychology*. London: SAGE.
- Robbins, S. P., Judge, T. A., Campbell, T. T. (2009). *Organizational behaviour*. Upper Saddle River, NJ: Pearson Prentice Hall.

**Recommended**

- Anderson, N., et al. (2006). *Handbook of industrial, work and organizational psychology. Vol. 2. Organizational psychology*. London: SAGE Publications.
- Jones, G. R., George, J. M. (2011). *Contemporary management*. New York: McGraw-Hill.
- Lowman, R. L. (2002). *The California school of organizational consulting psychology: a comprehensive guide to theory, skills, and techniques*. San Francisco, CA: Jossey-Bass.

<b>Course Name</b>	<b>People and Institutions in Society</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-PAS: Gender, Minority & Culture / Social Anthropology Equivalence BA-HS-SPL: Sociology and the Family / Work, Stress and Wellbeing				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Vidhu Maggu, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Effective understanding of people is one of the most crucial and critical activities in a complex society, as they are the key asset that any institution might have. In depth analysis of human behaviour and underlying causes of decisions and actions in an institutional setting is a fundamental necessity for all social scientists. The main objective of this course is to highlight vital denominators which impact human relations and govern social behaviour and expectations of individuals in society.</p> <p>This course covers the interplay and impact of institutions on humans, its distinct culture and structure, politics and power, diversity, motivation, team structure in decision-making and achieving both individual and institutional goals.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ describe relationship of individuals, institutions and the organizational structure.</li> <li>▪ understand the issues and approaches to the changes facing different institutions in societies.</li> <li>▪ demonstrate an understanding of motivational factors, group dynamics and work teams in institutions.</li> <li>▪ describe politics and power dynamics, and discuss how and why they are used in institutions.</li> <li>▪ understand the principles of intergroup relations, inclusion and importance of diversity in societies.</li> <li>▪ demonstrate an appropriate level of competence in written expression and in library research as demanded by the discipline</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: The individual, the group and organizational system  Week 2 Functioning of different institutions in our society  Week 3 Foundation of organisational structure and culture  Week 4 Understanding group and team behavior  Week 5 Quiz  Week 6 Motivational factors, Perception and Individual decision making  Week 7 Social Influences: attitudes, conformity and group processes  Week 8 Intergroup relations: conflict and cooperation  Week 9 Midterm exam  Week 10 Influence of power dynamics and politics  Week 11 Inclusion and diversity in societies; Workplace and personal life  Week 12 Team Project Presentation  Week 13 Team Project Presentation, Revision  Week 14 Final Exam</p>				

<b>Study literature and study aids</b>	
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**Required**

- Baumeister, R & Bushman, B. (2017). *Social Psychology and Human Nature*, London: Cengage
- Fellenz, M. & Martin, J. (2017). *Organizational Behaviour and Management*, London: Cengage
- West, M. & Woods, S. (2014). *The Psychology of Work and Organisations*, London: Cengage

**Recommended**

- Bloor, D. (1997). *Wittgenstein, Rules and Institutions*. London: Routledge.
- Miller, S. (2010). *The Moral Foundations of Social Institutions: A Philosophical Study*. New York: Cambridge University Press.
- Parsons, T. (1982). *On Institutions and Social Evolution*, Chicago: University of Chicago Press.
- Scott, R. (2001). *Institutions and Organisations*, London: Sage.
- Simmel, G. (1971). *On Individuality and Social Forms: Selected Writings*, (ed.) D. L. Levine, Chicago: University of Chicago Press.

<b>Course Name</b>	<b>Philosophical Ethics</b>			
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Philosophy Equivalence BA-HS-PAS: Anglo-American Philosophy / Twentieth Century Social Theory			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Janusz Salamon, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will introduce students to the main methods of philosophical ethics which can be applied to analysis of the key moral challenges faced by individuals and communities immersed in an increasingly globalised world, with its characteristic pluralism of worldviews and lifestyles. While our primary focus will be on the development of moral reasoning skills and the application of those skills to contemporary moral issues (relevant to students of humanities and social sciences, including students of politics and international relations), we will learn from the major classical authors of the Western tradition, complemented by the key lessons from the Asian philosophical traditions.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the main philosophical attempts to conceptualize our fundamental ethical intuitions</li> <li>▪ Outline, analyze and criticize the arguments put forward by the greatest moral thinkers of humanity</li> <li>▪ Apply critical thinking and reasoning skills to ethical issues in a variety of contemporary contexts</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Evolutionary Psychology, Human Values, and G. E. Moore’s ‘Naturalistic Fallacy: Can Science Settle Ethical Questions?’</p> <p>Week 2 Divine Command Theory of Ethics, Plato’s ‘Euthyphro Dillema’ and the Autonomy of Ethics: Sorting out the Relation between Morality and Religion</p> <p>Week 3 Character-Building and Happiness as a ‘Human Flourishing’: Virtue Ethics as the Meeting Point of Western Ethics (Aristotle) and Chinese Ethics (Mengzi)</p> <p>Week 4 Choosing the Right Action by Weighing the Consequences: Sacrificing Individuals and Minorities for the ‘Greater Good’ and Other Problems with Utilitarianism</p> <p>Week 5 In Search for the Ethical Foundations of ‘Human Rights’: The Strengths and Weaknesses of the ‘Natural Law’ Approach to Ethics</p> <p>Week 6 Ethics Grounded in Reason and Hope: Kantian ‘Ethics of Duty’ to Treat Persons as Ends in Themselves, not as Means to Someone Else’s Ends</p> <p>Week 7 Responses to Value Pluralism: Ethical Relativism, Anti-Cosmopolitan Pluralism, Universalist Cosmopolitanism, Rawlsian Contractarianism and Agathological Solidarity</p> <p>Week 8 Mid-term exam</p> <p>Week 9 Applied Ethics (I): Overpopulation, Abortion, Genetic Engineering</p> <p>Week 10 Applied Ethics (II): Global Poverty and Unethical Practices in the Globalised Economy</p>			

Week 11 Applied Ethics (III): Immigration  
 Week 12 Applied Ethics (IV): Gender and Ethics  
 Week 13 Applied Ethics (V): Environmental Ethics and Duties Towards Future Generations  
 Week 14 Applied Ethics (VI): Animal Rights

<b>Study literature and study aids</b>	
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**Required**

- Baggini, J., & Fosl, P. S. (2010). *The ethics toolkit: A compendium of ethical concepts and methods*. Malden, Mass: Blackwell.
- Marino, G. (ed.). (2010). *Ethics: The Essential Writings*. New York: Modern Library.

**Recommended**

- Cahn, S. M., & Markie, P. J. (2016). *Ethics: History, theory, and contemporary issues*. New York: Oxford University Press.
- Jones, G., Cardinal, D., & Hayward, J. (2006). *Moral philosophy: A guide to ethical theory*. London: Hodder Education.
- Pojman, L. P., & Fieser, J. (2017). *Ethics: Discovering right and wrong*. Australia: Cengage Learning.
- White, N. (2008). *Brief History of Happiness*. Oxford: John Wiley & Sons

<b>Course Name</b>	<b>Philosophy &amp; Society</b>		
<b>Course Type</b>	BA-HS: Compulsory		<b>Recommended Year of Study</b> 2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Philosophy Equivalence BA-HS-HSC: Comparative Worldviews / Anthropology of Religion Equivalence BA-HS-PAS: Comparative Politics / Political Philosophy II Equivalence BA-HS-SPL: Gender, Minority & Culture		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance		
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Philosophy and Society concerns with a central feature of human life that we are social being which means that we associate with one another under the governance of rules that are determined by the inter-relationship of tradition, custom, law, and choice. The course is dedicated to the questions that are related to the meaning and nature of human society, it especially questions the relation of the individuals and a community and the social structures that allows for mutual coexistence.</p> <p>The class presentations, research-reading and discussions include historical and systematic chapters. We will study the nature of society as it was understood by Plato and Aristotle, the medieval Christian understanding of society by Augustin Aurelius and Thomas Aquinas, modern notion of society and especially contemporary concepts and discussions of society. In the systematic part, we will identify various particular systems in society. We will examine the systems of politics with law and the state, the area of science and technology, the system of economics, the system of the family and the system of ethics and world-views from the point of view of social philosophy.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically discuss the nature of ancient, medieval and modern societies from the point of view of social philosophy</li> <li>▪ Critically discuss how philosophers reflected the societies that they were part of</li> <li>▪ Critically discuss the main arguments of the contemporary social philosophers</li> <li>▪ Critically think through a variety of questions of the relation of the individuals and a society and the social structures that allows for mutual coexistence from the point of view of particular systems (politics, law, science and technology, economics, family, and world-views)</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Philosophy and Society  Week 2 Republic and Politics  Week 3 A Perfect Society  Week 4 Immanuel Kant I  Week 5 Home essay I reflections  Week 6 Immanuel Kant II</p>		

Week 7 Karl Marx and Marxism  
 Week 8 Planned and spontaneous order  
 Week 9 Instrumental and communicative action  
 Week 10 A theory of a just society  
 Week 11 Philosophical issues in contemporary society I  
 Week 12 Philosophical issues in contemporary society II  
 Week 13 Philosophical issues in contemporary society III  
 Week 14 Final exam

### Study literature and study aids

#### Required

Selected chapters

- Aquinas, T. Summa – selected questions.
- Aristotle, *The Politics*.
- Beck, U. (1993). *The Reinvention of Politics: For a Theory of Reflexive Modernization*. Frankfurt am Main: Suhrkamp.
- Habermas, J. (1997). *Between facts and norms: Contributions to a discourse theory of law and democracy*. Cambridge, U.K: Polity Press.
- Hayek, F. A. (2010). *The road to serfdom*. London: Routledge.
- Heidegger, M. (1996). *Being and Time*. Albany: SUNY Press.
- Kant, I. (1997). *Groundwork of the Metaphysics of Morals*. Cambridge: Cambridge University.
- Marx, Karl. *Capital*.
- Plato. *The Republic*.
- Popper, K. (2011). *The open society and its enemies*. London: Routledge.
- Rawls, J. (1999). *A Theory of Justice*. Cambridge, MA: Harvard University Press.
- Rawls, J. (2005). *Political liberalism*. New York: Columbia University Press.

#### Recommended

- Aquinas, T. *Treatise on Law*.
- Arendt, H. (1992). *Lectures on Kant's Political Philosophy*. Edited and with an Interpretive Essay by Ronald Beiner. The University of Chicago Press.
- Beck, U. (2006). *Cosmopolitan Vision*. Cambridge: Polity Press.
- Brake, E. (rev. 2016). Marriage and Domestic Partnership. In E. N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/archives/win2016/entries/marriage>
- Clark, T. (2011). *Martin Heidegger*. London & New York: Routledge.
- Franssen, M., Lokhorst, G.-J., & van de Poel, Ibo (rev. 2018). Philosophy of Technology. In E. N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/archives/fall2018/entries/technology/>
- Habermas, J. (2007). *The theory of communicative action*. Cambridge: Polity Press.
- Hayek, A. F. *Law, Legislation, and Liberty*. Volume 1: Rules and Order (2012). Volume 2: the Mirage of Social Justice (2012). Volume 3: The political order of a free people (1986). Chicago: University of Chicago Press.
- Scruton, R. (2007). *Dictionary of Political Thought*. New York: The Palgrave Macmillan.
- Strauss, L. (1964). *The City and Man*. Chicago: The University of Chicago Press.
- Swift, S. (2009). *Hannah Arendt*. London & New York: Routledge.
- Taylor, C. (1992). *The Ethics of Authenticity*. Harvard University Press.
- Wenar, L. (rev. 2017). John Rawls. In E. N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/archives/spr2017/entries/rawls>

<b>Course Name</b>	<b>Photojournalism</b>			
<b>Course Type</b>	BA-JM-JRN: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Documentary Photography Prerequisites: Visual Culture			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	MgA. Bjorn Steinz – 100 % James Fassinger, B.F.A. – 50 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This introductory photo course will focus on learning the techniques, skills and basic building blocks needed to produce visual stories for today's digital media. Much of the course will be taught as a hands-on workshop which will incorporate camera basics, lighting, composition, photo reproduction and ethical decision-making. Students will learn to create compelling images in order to tell stories visually, where to find them and how to edit, caption, keyword, organize and present them professionally for publication. We will explore the history, including economic and technological factors, that have brought Photojournalism where it is today. The major events and iconic figures, both current and past, that have shaped the profession will be presented through video documentaries, slideshows and online readings. Students will learn through in-class deadline exercises, weekly photo assignments, as well as readings and quizzes that will make up the bulk of the course, with a final long-term essay due as the final exam. Each class we will discuss current news events, how they are covered visually, critique and discuss assignments produced for the course and work on technique. Because the course focuses on independent photo production, students are highly advised to use their own DSLR or equivalent (mirrorless) digital camera, smartphones, or other recording devices and MacBooks or PCs with photo editing software, as we will be using them each week for assignment work.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the history and ethical issues related to photojournalism and be able to give specific examples in order to articulate them.</li> <li>▪ Use a digital camera to produce assignments for class and professional publication in print and online media.</li> <li>▪ Create images that are compelling and relay the intended message to viewers, as well as correctly caption and keyword the work for professional publication.</li> <li>▪ Comprehend and have a clear understanding of independent news gathering and analysis as a visual journalist. Plan, pitch, shoot and edit stories for publication in professional media.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The Camera – overview.  Week 2 The Rise of Photojournalism  Week 3 The Rise of Photojournalism (cont.)  Week 4 Shooting Features  Week 5 The Assignment  Week 6 Shooting Headline News &amp; General News  Week 7 Shooting on Deadline</p>			



Week 8 The Photo Story – Telling stories with pictures  
 Week 9 Photo Editing  
 Week 10 Portraits & Lighting  
 Week 11 Covering the Issues  
 Week 12 Selling your work & putting together a portfolio  
 Week 13 Ethics  
 Week 14 Final Exam: Final Photo Stories Due

**Study literature and study aids**

**Required**

- Kobre, K. (2017). *Photojournalism: The Professionals' Approach*. London: Focal Press.

**Recommended**

Magazines:

- *At the Lennon Wall*
- *U.S. The European Wall Street Journal*
- *International Herald Tribune*.
- *IHT and The Economist*;
- *New Presence Prague*
- *Monitor* ([www.praguemonitor.com](http://www.praguemonitor.com))
- *Transitions Online* ([www.tol.cz](http://www.tol.cz))

Video Reports:

- *New York Times*
- *The Guardian*
- *Al Jazeera English*
- *Global Post*

<b>Course Name</b>	<b>Political and International Conflicts in Asia</b>			
<b>Course Type</b>	BA-PS-CDS: Compulsory BA-PS-SPD: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-PS-SPD: Equivalence: Chinese Politics and Society			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Jan Polišenský, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>China, Japan, the two Koreas, and the ten ASEAN states make up what is conventionally referred to as East Asia. As a region, East Asia looms large in international politics. Four of the world’s fifteen most populous countries (China, Indonesia, the Philippines and Vietnam) are part of this region, as do three of the world’s fifteen richest countries by nominal GDP (China, Japan, and South Korea). At the same time, international politics in East Asia is complex and highly volatile. The diplomatic crisis over Taiwan remains a persistent flashpoint. Concern about China’s growing economic and military power raises concerns over the region, but China is in the center of speculations about the opportunities for tapping “1.3 billion potential customers”. Tensions on the Korean Peninsula over North Korea’s nuclear program have the entire region on edge.</p> <p>If the twenty-first century really will be “The Asian Century”, as many have predicted, then it is more important than ever to understand the factors shaping regional politics. In this course, we will broadly survey contemporary East Asian politics, paying particular attention to regional security and economic development. We will also utilize some international relations theory to frame our analyses. We will begin with an examination of how bipolarity during the Cold War helped to lay the groundwork for present-day political dynamics. We will then study the origins of the “Asian miracle” of rapid development and the collapse in the 1997 Asian financial crisis. Other topics will include the emergence of the U.S. alliance system, the rise of China, the North Korea and Taiwan, the growing institutionalization of regional politics through the Association of Southeast Asian Nations (ASEAN), and non-traditional security problems such as terrorism and human rights violations.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ comprehend major issues forming Asian politics and societies.</li> <li>▪ analyze the topic from different perspectives.</li> <li>▪ apply various theoretical concepts.</li> <li>▪ demonstrate improved presentation and argumentation skills.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Asia - A Bird’s-Eye View  Week 2 Theories of Conflict, War and Peace in International Relations  Week 3 Conflict Management and Post-Conflict Reconstruction  Week 4 38<sup>th</sup> Parallel Politics – Korean Peninsula  Week 5 Asia between Russia and United States  Week 6 Non-Traditional Security Issues in Southeast Asia  Week 7 Competing Visions of East Asian Order in the Post-Cold War Era</p>			

Week 8 ASEAN and the Limits of Non-Interference  
 Week 9 Will the Sun Also Rise? Japan's Quest for "Normal Status". Japan and Their Role in Pot-Conflict Reconstruction.  
 Week 10 China's Relationship Status – "It's Complicated". South China Sea Territorial Disputes and Chinese Role in the Region.  
 Week 11 Resolving Conflicts in Asia. Selected Case Studies.  
 Week 12 Resolving Conflicts in South East Asia. Selected Case Studies II.  
 Week 13 Final discussion and Conclusion  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Bartos, O. J., & Wehr, P.E. (2002). *Using conflict theory*. New York: Cambridge University Press.
- Betts, R. K. (ed.). (2017). *Conflict after the Cold War: arguments on causes of war and peace*. Routledge.
- Hauss, C. (2010). *International conflict resolution*. New York: Continuum.
- Nye, J. S. (2009). *Understanding international conflicts: An introduction to theory and history*. Harlow: Pearson Longman.
- Wallensteen, P. (2018). *Understanding conflict resolution*. SAGE.

**Recommended**

- Acharya, S. (2007). Security Dilemmas in Asia. *International Studies*, 44(1), 57-72. <https://doi.org/10.1177/002088170604400104>.
- Cashman, G. (2013). *What causes war? An introduction to theories of international conflict*. Rowman & Littlefield Publishers.
- Cha, V. D. (2007). The Ideational Dimension of America's Alliances in Asia. In A. Acharya (ed.), *Reassessing Security Cooperation in the Asia-Pacific Competition, Congruence, and Transformation*. The MIT Press: Cambridge.
- Shambaugh, D. (2005). China Engages Asia: Reshaping the Regional Order. *International Security*, 29(3), 64-99.
- Garver, J. (2011). The Unresolved Sino-Indian Border Dispute. *China Report*, 47(2), 99-113. <https://doi.org/10.1177/000944551104700204>.
- Khan, S., & Lei, Y. (2013). Evolving China-ASEAN relations and CAFTA: Chinese Perspectives on China's Initiatives in Relations to ASEAN Plus I. *European Journal of East Asian Studies*, 12(1), 81-107.
- Rüländ, J. (2005). The Nature of Southeast Asian Security Challenges. *Security Dialogue* 36(4), 545-63.
- Berger, T. U. (2003). Power and Purpose in Pacific East Asia: A Constructivist Interpretation. In G. J. Ikenberry, & M. Mastanduno (eds.), *International Relations Theory and the Asia-Pacific*. 387-419. NY: Columbia University Press.
- Yang, D. (2013). History: From Dispute to Dialogue. In T. Arai, S. Goto, & Z. Wang (eds.). *Clash of National Identities: China, Japan and East China Territorial Dispute*. 19-28. Washington D.C., USA: Woodrow Wilson International Center for Scholars. Available on [http://www.wilsoncenter.org/sites/default/files/asia\\_china\\_seas\\_web.pdf](http://www.wilsoncenter.org/sites/default/files/asia_china_seas_web.pdf).
- Byman, D., & Lind, J. (2010). Pyongyang's Survival Strategy. *International Security*, 35(1), 44-74.
- Shambaugh, D., & Yahuda, M. (eds.). (2014). *International Relations of Asia*. New York: Rowman Littlefield Publishers.
- Jones, D. M., & Smith, M. L. R. (2007). Making process not progress: ASEAN and the evolving East Asian regional order. *International Security*, 32(1), 148-184.
- Ganguly, S., & Kraig, M. R. (2005). The 2001-2002 Indo-Pakistani crisis: Exposing the limits of coercive diplomacy. *Security Studies* 14(2), 290-324.
- Yongchool, H, & Beomshik, S. (2008). *Non-Proliferation and Political Interests: Russia's Policy Dilemmas in the Six Party Talks*. Available on [http://133.50.171.227/coe21/publish/no16\\_2\\_ses/08\\_ha\\_shin.pdf](http://133.50.171.227/coe21/publish/no16_2_ses/08_ha_shin.pdf)
- Kang, D. (2007). U.S. Alliances and the Security Dilemma in the Asia-Pacific". In A. Acharya (ed.), *Reassessing Security Cooperation in the Asia-Pacific Competition, Congruence, and Transformation*. The MIT Press: Cambridge.
- Malik, A. I. (2016). Democratic peace, Pakistan-India relations and the possibilities of economic cooperation in South Asia. *South Asian Studies*, 31(1), 223-244.
- Hecker, S. S. (2010). What I found in North Korea: Pyongyang's Plutonium is no longer the only problem. *Foreign Affairs* (Dec. 9, 2010). <https://www.foreignaffairs.com/articles/northeast-asia/2010-12-09/what-i-found-north-korea>.
- Huth, P. K. (1996). *Standing your ground: territorial disputes and international conflict*. Ann Arbor: University of Michigan Press.
- Wang, Z. (2013). Causes and Prospects for Sino-Japanese Tensions: A Political Analysis. In T. Arai, S.

Goto, & Z. Wang (eds.). *Clash of National Identities: China, Japan and East China Territorial Dispute*. 19–28. Washington D.C., USA: Woodrow Wilson International Center for Scholars. Available on [http://www.wilsoncenter.org/sites/default/files/asia\\_china\\_seas\\_web.pdf](http://www.wilsoncenter.org/sites/default/files/asia_china_seas_web.pdf).

<b>Course Name</b>	<b>Political Economy</b>			
<b>Course Type</b>	BA-IR-GAF: Required optional BA-PS: Compulsory		<b>Recommended Year of Study</b>	1. - 2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Global Migration			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Ing. David Lipka, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Ing. David Lipka, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course examines the relationship between politics and economics in modern and contemporary societies, focusing on major issues of both domestic and international policy. Adopting a sound historical perspective, it analyses the role of the government and/or power relations in allocating economic resources in different economic systems (liberal-capitalist, socialist, Marxist, or mixed), the impact of economic relations in international relations as well as the use of economic models in generating change in different societies. After a study of the different scholarly perspectives on political economy, students may also study planning and problem solving, environmental issues, resource distribution, and the challenges of institutional adaptation, and changing political systems as in the cases of Central and Eastern European countries</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Have a clear understanding of the classical, Marxist, Keynesian, Neoliberal perspectives of political economy</li> <li>▪ Understand the moral and political underpinnings of wealth generation and distribution as well as their environmental impact</li> <li>▪ Lend perspective to the increasing role of political economy in national, regional and global contexts</li> <li>▪ Be able to clearly identify and analyze the contemporary predominance of neoliberalism and its interactions with other political economic perspectives in national and regional contexts as well as globally</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 The Neoclassical Perspective  Week 3 The Marxist Perspective  Week 4 Evolutionary Understanding of Economy &amp; Market Society  Week 5 Keynesianism and Macroeconomics  Week 6 National Systems of Political Economy (Market-oriented, Developmental, Social-Market Capitalisms)  Week 7 Mid-term exam  Week 8 Communist Political Economy  Week 9 The Political Economy of Post-Communist Transformations  Week 10 Trading System: Between Free Trade and Protectionism  Week 11 The State and the Multinationals  Week 12 The Political Economy of Regional Integration  Week 13 Political Economy of Capitalism versus the Climate  Week 14 Final Exam</p>			

### Study literature and study aids

#### Required

- Sackrey, Ch. et al (eds.). (2013). *Introduction to Political Economy*. Boston, MA: Dollars & Sense.
- Rusmich, L. & Sachs, S.M. (2003). What Was it that Failed and Why? pp. 3-34. In L. Rusmich & S. M. Sachs, *Lessons from the Failure of the Communist Economic System*. Oxford: Lexington Books.
- Gilpin, R. (2001). *Global Political Economy: Understanding the International Economic Order*. Princeton: Princeton University Press.
- Smith, A., & Swain, A. (1998). Regulating and Institutionalizing Capitalisms: The Macro-foundations in the Eastern and Central Europe. pp. 25-53. In J. Pickles & A. Smith (eds.), *Theorizing Transitions: The Political Economy of Post-communist Transformations*. London: Routledge.

#### Recommended

- Rodrik, D. (2015). *Economics Rules: The Rights and Wrongs of the Dismal Science*. New York: W.W. Norton.
- List, F. (1909). Political and Cosmopolitical Economy. pp. 6-21. In *The National System of Political Economy*. London: Longmans. <https://oll.libertyfund.org/titles/list-the-national-system-of-political-economy>
- Marx, K. (1857). *Introduction to a Contribution to the Critique of Political Economy*. <https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/appx1.htm#205>
- Polanyi, K. (2001). *The Great Transformation: Popular Government and Market Economy*. Boston: Beacon Press
- Keynes, J. M. (1936). *The General Theory of Employment, Interest and Money*. Book I and II. <https://www.marxists.org/reference/subject/economics/keynes/general-theory/index.htm>
- Kolakowski, L. (2005). *Main Currents of Marxism*. NY: W. W. Norton
- Pula, B. (2017). Wither state ownership? The persistence of state-owned industry in post-socialist Central and Eastern Europe. *Journal of East-West Business*, 23(4), 309-336. doi.org/10.1080/10669868.2017.1340388
- Hont, I. (2005). Free Trade and the Economic Limits to National Politics: Neo-Machiavellian Political Economy Reconsidered. pp. 185-222. In Hont, I., *Jealousy of Trade: International Competition and Nation – State in Historical Perspective*. Boston: Belknap, Harvard University Press.
- Klein, N. (2014). *This Changes Everything: Capitalism Versus the Climate*. New York: Simon & Schuster
- Calhoun, C. (2013). What Threatens Capitalism Now. pp. 99-129. In I. Wallerstein et al (eds.), *Does Capitalism Have a Future*. Oxford: Oxford University Press.

<b>Course Name</b>	<b>Political Geography</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Robert Warren, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will examine the ever-evolving relationships between space, people and power – or territory, nation and state. Over the past 350 years the territorial nation-state has become the dominant actor in world politics. The development of this role, specifically looking at the origins of the state and the concept of territorial right will be central to the course. We will continue by examining state expansionism and imperialism, the challenges of inter-state relations from a geopolitical perspective, and more recently, the impact of non-state actors and supra-national institutions on state sovereignty. Understanding issues of hegemony, identity, locality, migration and how people perceive global space will be fundamental in our analysis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the history of ideas related to and general foundations of the field of political geography</li> <li>• Be able to define the concept of a state and describe how states came about</li> <li>• Think critically about how populations are organized physically including in urban spaces and the politics that are implicit in urban development</li> <li>• Note the other non-state groups now acting in global politics and give examples of how they interact with the power of governments</li> <li>• Explain how globalization and economics have changed the international order</li> <li>• Draw conclusions about the political, economic and social aspects of international relations from a geographical perspective</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introductory Lecture: The Geography of Civilization  Week 2 The State: Territory, Sovereignty, and Nation  Week 3 Geopolitics I: Origins of the Sub-discipline  Week 4 Geopolitics II: Maintaining a Balance of Power  Week 5 Borders &amp; Boundaries: Lines of Separation and Interaction  Week 6 The Geography of Nationalism: Liberator &amp; Oppressor  Week 7 MID-TERM EXAM  Week 8 Imperialist Constructs: The Geographies of European Expansionism  Week 9 Territorial Disputes: Claims, Conflicts and Resolutions  Week 10 Challenges to State Sovereignty: Internal &amp; External  Week 11 Student Presentations Pt. 1  Week 12 Student Presentations Pt. 2</p>				

Week 13 Visualizing Global Space: A History of Shifting Perceptions

Week 14 FINAL EXAM

**Study literature and study aids**

**Required**

- Flint, Colin., & Taylor, Peter J. (2014). *Political Geography: World-economy, Nation-state and Locality*. Routledge.
- Agnew, J. A. (2017). *The Wiley Blackwell companion to political geography*. Hoboken, NJ: Wiley Blackwell.
- Gallaher, C. etal. (2009). *Key concepts in political geography*. London : SAGE.

**Recommended**

- Agnew, J. A., Michell, K, & Toal, G. (eds.). (2017). *The Wiley Blackwell companion to political geography*. Hoboken, NJ: Wiley Blackwell.
- Brotton, J. (2014). *A history of the world in twelve maps*. New York: Penguin Books
- Moore, M. (2015). *A Political Theory of Territory*. New York: Oxford University Press.
- Agnew, J. A. (2007). *Geopolitics: Re-visioning world politics*. London: Routledge.
- Diamond, J. M. (2017). *Guns, germs, and steel: The fates of human societies*. New York : W.W. Norton & Comp.
- Agnew, J., Muscarà, L., & EBSCO Publishing. (2012). *Making political geography*. Lanham: Rowman & Littlefield.
- Kaplan, R. D. (2013). *The revenge of geography: What the map tells us about coming conflicts and the battle against fate*. New York : Random House.
- Kissinger, H. (2015). *World order*. New York: Penguin Books.



<b>Course Name</b>	<b>Political Philosophy I</b>				
<b>Course Type</b>	BA-HS: Compulsory BA-IR: Compulsory BA-JM: Required optional BA-PS: Compulsory			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Equivalence GEC: Comparative Religions / Introduction to Law BA-JM: Equivalence: Introduction to Law / Introduction to Philosophy / Comparative Religions				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Janusz Salamon, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces the students to the study of political philosophy. We will explore some of the most important philosophical questions that shape the way we understand and act in the world of politics. We will read selections from the seminal works of ancient as well as modern political thinkers and tackle such questions as the nature of the state and political power, the justification of political obligation, or the relation between political and economic freedom.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend the ideas of the seminal thinkers of Western philosophic tradition studies in the course;</li> <li>▪ Understand and analyse the basic concepts, ideas and problems relevant to the study of politics;</li> <li>▪ Have improved their analytical, argumentative, and writing skills.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Socrates as an ideal citizen and the birth of political philosophy  Week 2 Democracy as a rule of manipulated mob versus an enlightened rule of the meritocratic elite  Week 3 The birth of middle-class politics and of “mixed government”  Week 4 „Maintaining the state” as the chief goal of realistic politics and the problem of “dirty hands”  Week 5 Sovereignty established through social contract as the guarantor of security of citizens  Week 6 “Limited government” respecting ”inalienable rights” of citizens  Week 7 MID-TERM EXAM  Week 8 Personal dignity and individual autonomy as the goal of politics  Week 9 Few concepts of liberty  Week 10 The „rights of men” versus the „rights of Englishmen”: The roots of modern conservatism  Week 11 Utilitarianism as a guide to modern politics  Week 12 Hegel on Freedom, Reason, History, and the Nation-State  Week 13 Marx’s critique of liberal democracy  Week 14 FINAL EXAM</p>				

**Study literature and study aids****Required**

- Cohen, M., (2001), *Political Philosophy: From Plato to Mao*. Pluto Press: London.
- Boucher, D., & Kelly, P. (2003), *Political Thinkers: From Socrates to the Present*. Oxford University Press.

**Recommended**

- McClelland, J. S. (1996). *A History of Western Political Thought*. Routledge: London.
- Edwards, A., & Townshend, J. (2002). *Interpreting Modern Political Philosophy: From Machiavelli to Marx*. Palgrave: London.
- Adams, I. & Dyson, R.W. (2007). *Fifty Major Political Thinkers*. 2<sup>Nd</sup> Edition. Routledge: London.

<b>Course Name</b>	<b>Political Philosophy II</b>		
<b>Course Type</b>	BA-HS: Required optional BA-PS: Compulsory	<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-PAS: Comparative Politics / Philosophy & Society		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Jakub Franěk, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces the students to the study of contemporary political theory, or contemporary political philosophy, as it is also known. This field of study often enjoys an underserved reputation of a somewhat arcane discipline with little or no practical import. One of the principle aims of this course is to debunk this myth and convince the students that the study of contemporary political thinkers may actually help them to better understand the political dimension of their own real-life experience, as well as to appreciate the crucial importance of this dimension. This intention informs the design of the course, which consists of four thematic blocks. In each block we will study the works of seminal thinkers representative of the most important contemporary political theories (or schools of thought) while linking their theoretical insights with current political issues.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend the main concepts and ideas discussed in contemporary political theory.</li> <li>▪ Demonstrate familiarity with the most important schools of thought in contemporary political theory.</li> <li>▪ To apply the theoretical insights of contemporary political thought to questions and problems arising in the context of today's politics.</li> <li>▪ Demonstrate the ability to conduct basic academic research and analytical writing appropriate to the undergraduate level.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course overview  Week 2 The world we live in: The promise of the end of Cold War and new challenges to peace and democracy  Week 3 C. Schmitt's <i>concept of the political</i>: Conflict as the essence of politics  Week 4 From <i>antagonism to agonism</i>: Reconciling Schmitt's view of politics with democracy  Week 5 Technology, consumerism and mass society  Week 6 Power and knowledge: Scientific disciplines and disciplinary institutions in modern society  Week 7 Power, Freedom and Violence.  Week 8 Modern media and popular culture: Banalization of politics?  Week 9 Freedom versus equality: Two views of distributive justice.  Week 10 Neoliberal critique of the welfare state: Does welfare state lead to totalitarianism?  Week 11 Economic freedom <i>versus</i> political freedom: Criticizing neoliberalism  Week 12 The current surge of populism and the future of democracy  Week 13 Course revision  Week 14 Final Exam</p>		

<b>Study literature and study aids</b>	
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**Required**

- Foucault, M. (c1980). *Two Lectures*. New York, N.Y.: Pantheon Books. pp. 78-108.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison*. New York: Pantheon Books.
- Mouffe, C. (2006). *On the political*. London: Routledge.
- Rawls, J. (2013). *A theory of justice*. New Delhi Universal Law Publishing.
- Nozick, R. (2017). *Anarchy, state, and utopia*. Oxford: Blackwell.
- Schmitt, C. (2008). *The concept of the political*. Chicago, Ill: Univ. of Chicago Press.
- Marcuse, H. (2002). *One-dimensional man*. London: Routledge

**Recommended**

- Arendt, K., & Nosov, D. M. (2014). What is freedom? *Voprosy Filosofii*, 4, 32-49.
- Eyal, G. (2000). Anti-politics and the spirit of capitalism: Dissidents, monetarists, and the Czech transition to capitalism. *Theory and Society*, 29, 49-92.
- Foucault, M. (2014). *The History of Sexuality: An introduction*. Vol. 1. New York, NY: Spark Publishing.
- Fukuyama, F. (1989). "The End of history?": And related articles. Washington, DC: National Interest.
- Fukuyama, F. (2012). The Future of History. *Foreign Affairs New York-*, 91, 1, 53-61.
- Havel, V. (2018). *Power of the powerless*. Vintage classics.
- Harvey, D. (2007). Neoliberalism as creative destruction. *Peace Research Abstracts Journal*, 44(3), 22-44.
- Hayek, F. A. (2001). *The road to serfdom*. London: Institute of Economic Affairs.
- Huntington, S. P., etal. (2010). *The clash of civilizations? The debate*. New York, NY: Foreign Affairs.
- McLuhan, M. (2003). *Understanding media*. London: Routledge.
- Postman, N. (2007). *Amusing ourselves to death*. Upper Saddle River: Pearson Education.
- Sandel, M. (1998). *Liberalism and the Limits of Justice*. Cambridge: Cambridge University Press
- Schmitt, C. (1993). The Age of Neutralizations and Depoliticizations. *Telos: Critical Theory oh the Contemporary*, 96, 130-142. doi: 10.3817/0693096130

<b>Course Name</b>	<b>Political Violence</b>				
<b>Course Type</b>	BA-PS-CDS: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course offers Bachelors students an opportunity to engage with different theories and perspectives on political violence. The course is heavily based on political science literature, much of which is analytical ranging from statistical inference to game theoretic modeling. We will assess the conditions under which violence may get used to fulfill political goals. The course is broad in its context as political violence will be analyzed cross-nationally and cross-historically. Specific violent outcomes will be assessed including terrorism, civil war, political assassinations, religious conflict, ethnic conflict, regime transition/revolution, state repression, massacres, politicides and genocide.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Engage with theoretical debates surrounding political violence</li> <li>▪ Understand different approaches political scientists have adopted to study the question of political violence</li> <li>▪ Apply research and analytical skills through investigating empirical manifestations of political violence</li> <li>▪ Differentiate between widely discussed variables and causes of political violence.</li> </ul> <p><b>Course Outline</b>  Week 1 Introduction  Week 2 Theoretical Perspectives on Political Violence  Week 3 Terrorism  Week 4 Genocide  Week 5 Politicide  Week 6 Massacres  Week 7 State repression  Week 8 Civil war  Week 9 Bargaining models of violence  Week 10 Microdynamics of political violence  Week 11 Predicting political violence  Week 12 Cyber warfare  Week 13 Conclusions  Week 14 Final Exam</p>				
<b>Study literature and study aids</b>					

**Required**

- Tilly, C. (2003). *The politics of collective violence*. Cambridge University Press.
- Kalyvas, S. N. (2006). *The logic of violence in civil war*. Cambridge University Press.

**Recommended**

- Tse-Tung, M., & Griffith, S. B. (2005). *On guerrilla warfare*. Courier Corporation.
- Petersen, R. D. (2001). *Resistance and rebellion: lessons from Eastern Europe*. Cambridge University Press.

<b>Course Name</b>	<b>Politics of Religion and Ethnicity</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-SEC: Required optional BA-PS-CDS: Required optional BA-PS-SPD: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Islam and the West BA-IR-SEC: Equivalence: Terrorism in Global Politics BA-PS-CDS: Equivalence: Islam and the West BA-PS-PSD: Equivalence: Islam and the West				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Salim Cevik, Ph.D. – 100 % Pelin Ayan Musil, Ph.D. - 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course aims to analyse the impact of religion and ethnicity on contemporary politics across the globe. Throughout the last decades, the growing significance of religion and ethnicity in politics is part of a larger phenomenon often dubbed as the rise of identity politics. But what is the true nature of identity-driven politics with regard to religion and ethnicity? Are ages-old atavistic conflicts resurfacing after being suppressed by the modern state and the ideals of enlightenment? Or are these identities simply instrumental tools exploited by populist politicians at a time when democratic and mass-based politics have become the main norm? And from a normative and practical point of view, how can and how should a state manage religious and ethnic differences? Under what conditions do these differences turn into political conflicts? When and why do these conflicts end up with violence in some settings, whereas in others they are resolved non-violently? This course aims to provide the students some analytical tools to find their own answers to such questions and understand the ways religion and ethnicity interact with politics. Drawing upon multiple theoretical and disciplinary approaches, this course explores the related concepts of religion and ethnicity in political science from a comparative perspective using case studies drawn across different time periods and contexts around the world.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define and describe basic approaches to the study of ethnicity and religion.</li> <li>▪ Understand the modern notion of nation state and how such a state interacts with religion and ethnicity.</li> <li>▪ Develop a historical and theoretical framework for understanding the roots of religious and ethnic conflicts and alternative paradigms developed for the solution of these conflicts.</li> <li>▪ Explain how and why policies related to ethnic and religious identity vary across similar and different regime types.</li> <li>▪ Explain and analyze the fluid character of the production of religion and ethnicity.</li> <li>▪ Critically reflect on whether modernization theories explain the contemporary surge of ethnicity and religion.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction Week 2 Primordialist and constructivist approaches to the national identity formation</p>				

Week 3 Alternative explanations for ethnic conflict  
 Week 4 Federalism as an ethnic conflict prevention mechanism  
 Week 5 Democracy in multi ethnic states  
 Week 6 Relation between religion and nationalism  
 Week 7 Midterm exam  
 Week 8 Debates on the decline and rise of religion/secularism  
 Week 9 American secularism vs European secularism  
 Week 10 Alternative secularist models: Indian secularism and Turkish secularism  
 Week 11 Cases of religion and violence: Timothy Mc Veigh (Oklahoma Bombing), Aum Shinrikyo (Tokyo Sarin Gas attack) and Usama bin Laden (9/11)  
 Week 12 European Jihadis  
 Week 13 Course revision  
 Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Casanova, J. (2011). *Public religions in the modern world*. University of Chicago Press.
- Ozkirimli, U. (2017). *Theories of nationalism: A critical introduction*. Palgrave.
- Kuru, A. T. (2009). *Secularism and state policies toward religion: The United States, France, and Turkey*. Cambridge University Press.

#### **Recommended**

- Eriksen, T. H. (1991). Ethnicity versus nationalism. *Journal of Peace Research*, 28(3), 263- 278.
- Horowitz, D. L. (1993). Democracy in divided societies. *Journal of democracy*, 4(4), 18-38.
- Madeley, J. (2003). A framework for the comparative analysis of church–state relations in Europe. *West European Politics*, 26(1), 23-50.
- Varshney, A. (2001). Ethnic conflict and civil society: India and beyond. *World politics*, 53(3), 362-398.
- Maher, S. (2016). *Salafi-Jihadism: The history of an idea*. Oxford University Press.
- Brubaker, R. (2017). Between nationalism and civilizationism: the European populist moment in comparative perspective. *Ethnic and Racial Studies*, 40(8), 1191-1226.



<b>Course Name</b>	<b>Popular Culture and Media Theory</b>			
<b>Course Type</b>	BA-JM-MED: Compulsory		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Meida Studies			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>	Theodore Turnau, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D.– 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Songs, TV shows, movies, and magazines form much of the world we live in, our environment. But what do they all mean? We need to understand that, because popular culture and media influence us all. This course will introduce you to scholars who have thought about these issues, and to their very different answers about what the popular culture and media are, and how best to understand them.</p> <p>We humans enjoy making meanings and sharing them with others. And these meanings have a lot of power to influence us, sometimes in ways we don't even notice. What is the best way to understand popular culture and the media? This course will introduce you to several thinkers – some philosophers, some psychologists (at least one), some anthropologists, and others – who have thought long and hard about the media and popular culture. They have different answers about what is culture and media, how do they make meaning, what is the best ways to interpret their messages? And what do these theories tell us about what it means to be human, what is really real? If these kinds of questions interest you, and you would like know more about the media andpopular culture and what it all means, then this course is for you.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify terms associated with various theories of culture and media.</li> <li>▪ Articulate the various theories in his or her own words.</li> <li>▪ Apply the various theories to popular culture works, that is, to analyze popular culture and media from various theoretical perspectives.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: Syllabus, Expectations, and What is Popular Culture and Media Theory? and begin Highbrow vs. Lowbrow.</p> <p>Week 2 Highbrow versus Lowbrow: The Emergence of Popular Culture and Mass Media</p> <p>Week 3 Culture and Civilization Tradition cont., begin The Columbia School.</p> <p>Week 4 Marxism I: Ideology</p> <p>Week 5 Marxism II: Retheorizing Ideology</p> <p>Week 6 Marxism II, continued.</p> <p>Week 7 Culturalism and the Emergence of Sub-Culture</p> <p>Week 8 Structuralism I: The System is the Meaning</p> <p>Week 9 Structuralism II: The Mythological System</p> <p>Week 10 Poststructuralism I: The System Gets Slippery</p> <p>Week 11 Poststructuralism I cont., begin “Poststructuralism II: Identity and Power</p> <p>Week 12 Poststructuralism II cont.</p>			

Week 13 Christian Approach: Popular Culture as Dialogue  
 Week 14 Final exam

**Study literature and study aids**

**Required**

- Leavis, F. S. (1930). *Mass Civilization and Minority Culture*. Pp. 3–30. Cambridge, Eng.: Minority Press.
- Romanowski, W. D. (1996). High and Low Culture Wars. Pp. 58–82. In Romanowski, W. D., *Pop culture wars: Religion & the role of entertainment in American life*. Downers Grove, IL.
- Marx, K., & Engels, F. (2004). Ruling Class and Ruling Ideas. In K. Marx, & F. Engels, *The German Ideology*. Part One. Pp. 64–67. N. Y.: International Publishers.
- Engels, F. ([1890] 2003). Letter to Joseph Bloch. In R. J. Antonio, (ed.), *Marx and Modernity: Key Readings and Commentary*. 72–73. Malden: Blackwell.
- Adorno, T. W. (1991). Culture Industry Reconsidered. Pp. 85–92. In Adorno, T. W., *The Culture Industry: Selected Essays on Mass Culture*. London: Routledge.
- Marcuse, H. (1994). From Consensual Order to Instrumental Control. In J. C. Alexander, & S. Seidman (eds.), *Culture and Society: Contemporary debates*. 283–289. N.Y.: Cambridge University Press.
- Bennett, T. (1986). Popular Culture and the ‘Turn to Gramsci’. Pp. xi-xix. In T. Bennett, C. Mercer, and J. Woolicott (eds.), *Popular Culture and Social Relations*. Milton Keynes, Eng.: Open University Press.
- J. Storey, (ed.) *Cultural Theory and Poplar Culture: A Reader*. New York/London: Harvester Wheatsheaf, 1994. Pp. 222–29.
- Williams, R. (1961). The Analysis of Culture. In *The Long Revolution*. London, Chatto & Windus. Pp. 57–70
- Hall, S., & Whannel, P. (1964). The Young Audience. In S. Hall, & P. Whannel, *The Popular Arts*. London: Hutchinson. Pp. 269–83, 294–97, 310–12.
- Barthes, R. (1990 [1957]). Myth Today. In R. Barthes., *Mythologies*. Pp. 117–31, 150–59. New York: Noonday Press.
- Althusser, J. (1996). From Capital to Marx’s Philosophy. In In R. Kearney and M. Rainwater (eds.) *The Continental Philosophy Reader*. Pp. 254–55, 259–274. London: Routledge.
- Lacan, J. ([1949] 2013). The Mirror Stage as Formative of the Function of the i as Revealed in Psychoanalytic Experience. In P. Rice, & P. Waugh, *Modern literary theory: A reader*. New York: Oxford University Press.
- Foucault, M. (1981). Method. In M. Foucault. *The History of Sexuality*, vol. 1. Pp. 92–102. Harmondsworth: Penguin.
- Weedon, C. (1987). Feminism and the Principles of Poststructuralism. In C. Weedon, *Feminist Practice and Poststructuralist Theory*. Pp. 19–27, 32–42. Cambridge, Mass: Blackwell.
- Turnau, T. (2005). Jack Be Nimble, Jack Be Quick: Reflections on the Necessary Evils of 24. In M. Sönser Breen (ed.), *Minding Evil: Explorations of Human Iniquity*. pp. 109–126. Amsterdam: Rodopi.
- Turnau, T. (2013). Displacing the Sacred: Thoughts on the Secularizing Influence in Hollywood. *Foundations: An International Journal of Evangelical Theology*, 64, 4–23.
- Turnau, T. (2014). MST3K: The Weirding of Film. *Christ and Pop Culture*, 27<sup>th</sup> Oct.

**Recommended**

- de Saussure, F. (1964 [1916]). Signs and Language. In F. de Saussure, *Course in General Linguistics*. New York: McGraw-Hill. Pp. 9–17, 65–76.
- Wright, W. (1994). The Structure of Myth. In J. Storey (ed.), *Cultural Theory and Popular Culture: A Reader*. London: Harvester Wheatsheaf.
- Barthes, R. (2015). The World of Wrestling. In Barthes, R., *Mythologies*. Pp. 15–25. New York: Noonday Press.
- Derrida, J (1996). Différance. In R. Kearney, & M. Rainwater (eds.), *The Continental Philosophy Reader*. Pp. 438, 445–49, 452–455. London: Routledge.
- Marx, K. (1976). Base and Superstructure. In *Preface and Introduction to a Critique of Political Economy*. Pp. 3–5. Beijing: Foreign Language Press.
- Storey, J. (1993). *An Introductory Guide to Cultural Theory and Popular Culture*. Athens: University of Georgia Press.
- Burton, G. (2002). *More than meets the eye: An introduction to media studies*. London: Arnold.
- Alexander, J. C., & Seidman, S. (2000). *Culture and society: Contemporary debates*. Cambridge: Cambridge University Press.
- Cashmore, E., & Rojek, C. (eds.). (1994). *Dictionary of Cultural Theorists*. London: Arnold.

- Dirks, N. B., Eley, G., & Ortner, S. H. (eds.). *Culture/Power/History: A Reader in Contemporary Social Theory*. Princeton, NJ: Princeton University Press.
- Durham, M. G., & Kellner, D. (2012). *Media and cultural studies: Keywords*. Chichester: John Wiley & Sons.
- During, S. (ed.). (1993). *The Cultural Studies Reader*. London: Routledge.
- Gray, A., McGuigan, J. (eds.). (1997). *Studying Culture: An Introductory Reader*. London: Arnold.
- Jenks, C. (1993). *Culture: Key Ideas*. London: Routledge.
- Lazarsfeld, P. F., & Merton, R. K. (1960). *Mass communication, popular taste and organized social action*. Indianapolis, Ind: Bobbs-Merrill, College Division.
- Marris, P., & Thornham, S. (eds.). (2000). *Media Studies: A Reader*. NY: New York University Press.
- Mukerji, C., & Schudson, M. (eds.). (1991). *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*. Berkeley, CA: University of California Press.
- Romanowski, W. D. (2008). *Pop culture wars: Religion & the role of entertainment in American life*. Downers Grove, IL: InterVarsity Press.
- Surber, J. P. (2018). *Culture and Critique: An Introduction to the Critical Discourses of Cultural Studies*. Boulder: Routledge.
- Turnau, T. (2012). *Popologetics: Popular culture in Christian perspective*. Phillipsburg, N.J: P & R Pub.

<b>Course Name</b>	<b>Practical Seminar in Film Language</b>				
<b>Course Type</b>	BA-JM-MED: Compulsory BA-JM-FSV: Compulsory BA-VA-FIL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance				
<b>Course Guarantor</b>	prof. MgA. Marek Jicha				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. MgA. Marek Jicha – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This directing seminar focuses on increasing the directors' awareness of how the camera contributes to the development of visual dramatization. The director's collaboration with the cinematographer revolves around decisions related to the use of expressive tools which constitute film language: Tools, or expressive means, such as Movement, Framing, Points of View, Angles, Shot sizes, Axis rules, Depth of Field, Resolution, Color and Compositional factors, including the Golden Ratio. Each tool will be examined separately for its expressive potential, with examples from different screenings used to help the student understand how each tool may contribute to developing a film's language and dramatic potential. Several styles are examined in order to expand the directing student's awareness of the tools' expressive range. Movement is stressed, since film is above all else, motion pictures.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate awareness of the expressive tools used as film language in visual storytelling,</li> <li>▪ recognize their use in a variety of film samples,</li> <li>▪ distinguish how tools are used differently in different film styles</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: Expressive Cinematographic Tools, Movement  Week 2 Framing theory  Week 3 Exercise – Movement and Frame  Week 4 Strategies of Film narration, Point of View Shots  Week 5 Composition and the Golden number  Week 6 Shot sizes and Resolution  Week 7 Exercise – Shot sizes  Week 8 Depth of Field and 3D look  Week 9 Color Wheel  Week 10 Axes and Angles, Nonstandard Lighting  Week 11 Exercise – Angles, Day for Night  Week 12 Camera Technique, Evaluation  Week 13 Course review  Week 14 Final Exam – practical exercise</p>				

**Study literature and study aids*****Required***

- Arijon, D. (1976). *Grammar of The Film Language*. Silmna-James Press.
- Katz, S. D. (1991). *Shot by Shot*. Studio City, CA., Michael Wiese Productions.
- Malkiewicz, K. (2005). *Cinematography*. Fireside Book.

***Recommended***

- Block, B. (2008). *The Visual Story*. Focal Press.

<b>Course Name</b>	<b>Prague Art &amp; Architecture</b>		
<b>Course Type</b>	BA-VA-HIS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: American Visual Culture / History of Cinema – the Auteurs		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	MgA. Alena Foustková – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course presents a basic overview of the history of western art from the early medieval to the contemporary time period through the art and architecture in Prague. The city of Prague, that is, can be viewed as a picture composed of centuries of art historical continuity, practically untouched by any timely technological jumps and disruptions. We will study and discuss Romanesque and Gothic art, Renaissance and Baroque art, 19th century art and architecture, Art Nouveau, Modern art, as well as contemporary art and architecture. The classroom lectures will be combined with excursions throughout the city, to historical sites, and to museums and art galleries in Prague.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify major art-historical periods and styles of art and architecture and recognize their defining characteristics.</li> <li>▪ Identify important art and architecture examples found in Prague and classify them according to artistic/architectural style.</li> <li>▪ Prepare and present research on a chosen topic.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Overview of the course. Introduction to the history of Prague.  Week 2 Romanesque Art and Architecture.  Week 3 Gothic Art and Architecture I.  Week 4 Gothic Art and Architecture II.  Week 5 Renaissance Art and Architecture.  Week 6 Baroque Art and Architecture I.  Week 7 Baroque Art and Architecture II.  Week 8 19<sup>th</sup> century Art and Architecture  Week 9 Art Nouveau (Czech Secession)  Week 10 Modern Art  Week 11 Prague between the Two World Wars  Week 12 Post-War Art.  Week 13 Contemporary Art  Week 14 Final Exam and Final Paper Due</p>		

**Study literature and study aids*****Required***

- Staňková, J., Štursa, J., & Voděra, S. (1996). *Prague: eleven centuries of architecture*. PAV Publisher.
- Benešová, K., Muchka I. P., Kotalík J. K., Zatloukal P., & Lukeš, Z. (2001). *Ten Centuries of Architecture, Volume I. – VI*. Prague Castle Administration: DADA.

***Recommended***

- Gombrich, E. H. (2015). *The Story of Art*. Phaidon.

<b>Course Name</b>	<b>Pre-Composition</b>			
<b>Course Type</b>	Bachelor General Education Course		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	15 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Assesment Test			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Robert Warren, M.A. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b>            Course is designed to improve students’ writing ability in preparation for university studies. It is a non-credit prerequisite for Composition. This course reviews and reinforces English spelling, grammar, punctuation and usage, as well as academic writing conventions. It engages students in the writing process (including drafting, revision and editing); makes them aware of audience, purpose and style; and builds an understanding of structure, cohesion and coherence across a variety of genres of academic writing.</p> <p><b>Student Learning Outcomes</b>            Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ display a firm grasp of English grammar, usage and mechanics.</li> <li>▪ engage in the writing process including: generating and developing ideas, drafting, revising and editing;</li> <li>▪ understand that audience and purpose require specific lexical, syntactic and stylistic (formal vs. informal) choices;</li> <li>▪ write in a variety of genres; for example, personal and professional analytical, critiquing and descriptive, etc.;</li> <li>▪ develop vocabulary and knowledge of conventions appropriate to academic writing;</li> <li>▪ compose well-structured paragraphs with topic sentences, supports, conclusions;</li> <li>▪ compose and combine clear, accurate sentences via coordination and subordination and transition;</li> <li>▪ understand methods of persuasion in the development of objective argumentation, both in written and spoken forms</li> <li>▪ to contribute to and help generate timely and constructive discussions.</li> </ul> <p><b>Course Outline</b>            Week 1 Course Introductions &amp; Syllabus Overview            Week 2 Test Overview &amp; Grammar Review            Week 3 Academic Essay Writing: What? Why? How?            Week 4 The Art of Public Speaking: Ethos, Pathos, Logos            Week 5 Student Presentations (over MT)            Week 6 Conditional Tenses (<i>If</i> clauses)            Week 7 Essay Writing: Comparative Analysis            Week 8 Photo Class: Understanding Subjectivity &amp; Objectivity            Week 9 Grammar Review: Article &amp; Noun Usage            Week 10 Critique Writing: Influential Art            Week 11 Grammar Review: Subordinate &amp; Relative Clauses            Week 12 Short Story Analysis: Tradition, Ethics and Peer Pressure            Week 13 Academic Writing Review: Sample essay analysis            Week 14 Course feedback &amp; Film Screening</p>			



**Study literature and study aids*****Required***

- Murphy, R. (2004). *English Grammar in Use*. Cambridge University Press.
- Bailey, S. (2003). *Academic Writing: A Handbook for International Students* (3<sup>rd</sup> Ed.). Routledge.

<b>Course Name</b>	<b>Pricing Strategies</b>			
<b>Course Type</b>	BA-BA-STM: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Marketing			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Daniel Ravick Fiala, MBA			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Daniel Ravick Fiala, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Pricing is one of the most important decisions that businesses make in their efforts for profit maximization. The course is a foundation for effective pricing decisions by teaching key economic, analytical and behavioral concepts associated with costs, customer behavior and competition. In addition, advanced pricing techniques that aim to create additional value are introduced to the students.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the key economic, analytical and behavioral concepts associated with costs, customer behavior and competition.</li> <li>• Address strategic and tactical pricing issues.</li> <li>• Understand and be able to apply advanced pricing techniques.</li> <li>• Comprehend and have a clear understanding of pricing strategies of different products, life cycles and companies.</li> <li>• Understand and analyze price strategies of competitors in different market situations through case study scenarios.</li> </ul> <p><b>Course Outline</b> Week 1 Course introduction Week 2 Pricing, Strategy &amp; Value Creation Week 3 Analysis of Pricing Structures Week 4 Price &amp; Value Communication Week 5 Analyzing &amp; Setting Pricing Policy Week 6 Setting Price Levels. Pricing Over the Product Life Cycle Week 7 Pricing &amp; Strategy Implementation within the Firm Week 8 Mid-term exam Week 9 Competition Based Pricing Week 10 Continue....Competition Based Pricing, Student Project Presentations. Week 11 Behavioral Aspects of Pricing Week 12 Case Analysis. Week 13 Understanding Dynamic Pricing Forces Week 14 Final Exam</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Nagle, T., &amp; Hogan, J. (2006). <i>The Strategy and Tactics of Pricing</i>. Prentice Hall</li> </ul>			

<b>Course Name</b>	<b>Psychology – Language &amp; the Mind</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Psychology Equivalence BA-HS-HSC: Psychology of Art & Culture Equivalence BA-HS-SPL: Language & Power				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Eva Eckert, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Eva Eckert, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This is an advanced course in the psychology of thinking and speaking that deals with psychological, cognitive and anthropological aspects of language as a key to human mind and creativity; interrelation of language, thought and brain; language in mediating experience, remembering and creating meaning; the instinctive, emotional and rational in our cognition; pre-linguistic cognition of hominids; children’s language acquisition; and memory.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ gained an insight into the human culture, language and mind;</li> <li>▪ defined relevant concepts and posed critical questions;</li> <li>▪ identified psychological, social and cultural factors and constraints effecting language usage;</li> <li>▪ compared and comprehended the logic of sounds and grammars across languages;</li> <li>▪ discovered interrelations of human biology, psychology and language;</li> <li>▪ applied what learned in class to the problems and posed questions to be answered;</li> <li>▪ framed a researched project by a relevant theory and collected primary data to document it;</li> <li>▪ presented the project in class;</li> <li>▪ and wrote up a research paper, following a relevant thesis, research questions and a strategy.</li> </ul> <p><b>Course Outline</b> Week 1 Human language and mind: Thinking and speaking Week 2 Origins of speech and modern man Week 3 Human intelligence Week 4 Language: Instinct or reason? Week 5 Language in the brain Week 6 CommunicatiON Week 7 Midterm Week 8 Sounds, symbols and meanings Week 9 Infants’ language acquisition Week 10 Language acquisition: Usage-based learning Week 11 Language logic Week 12 Memory, recall and language Week 13 Final exam Week 14 Student presentations</p>				

**Study literature and study aids**
**Required**

- Sedivy, J. (2018). *Language in Mind*, Sianuet Associates, Inc.
- Evans, V. (2015). *The language myth: Why language is not an instinct*. Cambridge: Cambridge University Press.
- Hickey, R. (n.d.). *Language and the mind*. <https://www.uni-due.de/ELE/LanguageAndMind.pdf>
- Kahneman, D. (2015). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux.
- Kandel, E. (2008). *In Search of Memory: The Emergence of a New Science of Mind*. Paw Prints.
- Kress, G., & Leuwen, T. (2011). *Semiotic landscape*. In P. Griffiths, A. J. Merrison, & A. Bloomer (eds.), *Language in Use*. London: Routledge.
- Lupyán, G., & Bergen, B. (2016). How Language Programs the Mind. *Topics in Cognitive Science*, 8, 2, 408-424.
- Premack, D. (2004). Is Language a key to human intelligence? *Science*, 16 Jan, 318-320.
- Sperber, D., & Wilson, D. (2011). *Relevance: Communication and cognition*. Malden: Blackwell Publishing.
- Tomasello, M. (2005). *Constructing a language: A usage-based theory of language acquisition*. Cambridge, MA: Harvard University Press.

**Recommended**

- Aitchison, J. (2010). *The seeds of speech: Language origin and evolution*. Cambridge: Cambridge Univ. Press.
- Diessel, H. (2009). Learning vs. Growth. In P. Griffiths, A. J. Merrison, & A. Bloomer (eds.), *Language in Use*. London: Routledge.
- Hickey, R. (n.d.). *Language and the mind*. <https://www.uni-due.de/ELE/LanguageAndMind.pdf>
- McGilchrist, I. (2016). *The Divided Brain* [documentary]. <http://thedividedbrain.com/>
- Pinker, S. (2015). *Digital mind in an analog world*. In S. Pinker, *The Language instinct: How the mind creates language*. London: Penguin Books.
- Plag, I. (2011). Productivity and the mental lexicon. In P. Griffiths, A. J. Merrison, & A. Bloomer (eds.), *Language in Use*. London: Routledge.

<b>Course Name</b>	<b>Psychology of Art and Culture</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: Psychology – Language & the Mind				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Joseph Dodds, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Joseph Dodds, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces several psychological approaches, including psychological, psychoanalytic, psychosocial, and neuroscientific, to the study of art, culture, and society. Areas of application include film, painting, literature, art therapy, psychohistory, consciousness, dreams, surrealism, gender, ecology, and economics. This course therefore serves as a foundation for and introduction to the key concepts, theories and approaches necessary for a deeper engagement in the psychoanalysis of culture, but also functions as a stand alone course for all those interested in art, culture, psychology or society to understand the basic tools, concepts and approaches in this area.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate abilities to apply definitions and main concepts of different psychological theories to explain and interpret different aspects of art, society, and culture.</li> <li>▪ demonstrate their abilities to analyze, synthesize and evaluate the studied material through active participation in class.</li> <li>▪ compare and contrast difference between the psychological theories, outline the limits and controversies individual theories imply when describing the same phenomena.</li> <li>▪ demonstrate and defend their individual critical evaluation and critically review other fellow students' positions.</li> <li>▪ show active pursuit of in-depth discussions in seminars, ability to lead a class debate on a topic of choice, and demonstrate attainment of interpretive psychoanalytic perspectives applicable to a wide range of topics in art, society, and culture.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Psychology of art and culture: What is art? What is culture? What is society?</p> <p>Week 2 Freud 1: basic principles – art, dreams, surrealism.</p> <p>Week 3 Freud 2: basic principles – psychosexuality, psychological structure, and psychoanalytic aesthetics.</p> <p>Week 4 Freud 3: basic principles – society, defence mechanisms and conflict.</p> <p>Week 5 Test 1. Neuroscience 1: Perception: illusions, gestalt, pathologies and art.</p> <p>Week 6 Neuroscience 2: Emotion, consciousness and self.</p> <p>Week 7 Art therapy 1: Projective tests and basic principles.</p> <p>Week 8 Introduction to psychobiography and political profiling in art and politics – Egon Schiele and Adolf Hitler.</p> <p>Week 9 Jung: basic principles – art, society, culture.</p> <p>Week 10 Test 2. Art therapy 2: Jung, active imagination, mandala.</p>				

Week 11 Psychological film analysis: basic principles and applications.  
 Week 12 psychosocial approaches to contemporary society and culture 1. Final presentations 1.  
 Week 13 Final presentations 3. Final art therapy and conclusion. Final paper due. Final presentations 2.  
 Week 14 Test 3

**Study literature and study aids**

**Required**

- Budd, S. (October 01, 1999). The Shark Behind the Sofa: the Psychoanalytic Theory of Dreams. *History Workshop Journal*, 48, 1, 133-150.
- Quinodoz, J.-M., & Alcorn, D. (2008). *Reading Freud: A chronological exploration of Freud's writings*. London: Routledge. Chapters 1-3.
- Trosman, H. (1986). Towards a Psychoanalytic Iconography. *The Psychoanalytic Quarterly*, 55(1), 130-167.
- Krauss Whitbourne, S. (2011). The Essential Guide to Defense Mechanisms: Can you spot your favorite form of self-deception? *Psychology Today*, Oct 22.
- Winter, D. D. N., & Koger, S. M. (2004). Psychoanalytic Psychology: Becoming Conscious of the Unconscious. In *The Psychology of Environmental Problems*. Chapter 3. Mahwah, N.J: Lawrence Erlbaum.
- Dennett, D. C. (2011). My Brain Made Me Do It: When Neuroscientists think they can do Philosophy. *Max Weber Lecture*, 1.
- Solms, M. & Turnbull, O.H. (2011). What Is Neuropsychoanalysis? *Neuropsychoanalysis*, 13(2), 133-145.
- Hyland, P., Boduszek, D., & Kielkiewicz, K. (2011). A Psycho-Historical Analysis of Adolf Hitler: The Role of Personality, Psychopathology, and Development. *Psychology & Society*, 4(2), 58–63.
- Hollway, W. (January 01, 2006). Psychoanalysis in social psychological research. *The Psychologist*, 19, 9, 544-545.
- Dodds, J. (2009). Artificial Group Psychodynamics: Emergence of the Collective. In D. Dietrich, G. Fodor, G. Zucker, & D. Bruckner (Eds.), *Simulating the Mind: a technical neuropsychoanalytic approach*. (pp. 347-366). Springer: Wien, New York.

**Recommended**

- Daniels, V. (2011). *The Analytical Psychology of Carl Gustav Jung*.
- Gabbard, G. (1997). The psychoanalyst at the movies. *International Journal of Psychoanalysis*, 78, 1997, 429-434.
- Freud, S. (2008). Group Psychology and the Analysis of the Ego (1921). Civilization and its Discontents (1930). In J.-M. Quinodoz, & D. Alcorn (eds.), *Reading Freud: A chronological exploration of Freud's writings*. London: Routledge.
- Knafo, D. (1991). Egon Schiele's Self-Portraits: A Psychoanalytic Study in the Creation of a Self. In J. A. Winer (ed.), *The Annual of Psychoanalysis*, V. 19. New York: Routledge.
- Dodds, J. (2008). *What is a Scapegoat? A Psychoanalytic Perspective*. Rukopis.
- Dodds, J. (2010). Affective Finance: Psychoanalysis and the Economic Crisis. *The Living Document: Journal of the Institute of Counseling*, 3(3), 14-17.

<b>Course Name</b>	<b>Psychology of Environmental Crisis</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-SPL: Social Anthropology				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Joseph Dodds, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Joseph Dodds, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course studies the relationship between mind and nature including from a variety of psychological perspectives, in order to better understand the psychological aspects of the environmental crisis. In our era of anxiety, denial, paranoia, apathy, guilt, hope, and despair in the face of climate change, this course introduces various psychological approaches to understanding environmental crisis, our relationship to nature and the nonhuman world, and the difficulties of psychological and social change. We shall apply a range of psychological methods and theories to the problem, with a focus on psychoanalytic contributions. The nonlinear sciences of complexity and chaos, as well as the philosophies of Bateson, Deleuze and Guattari, are also studied, together with new clinical applications from ecopsychology and ecotherapy, helping to contribute towards a critical dialogue between psychology and ecology.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate abilities to apply definitions and main concepts of different psychological theories to explain and interpret different aspects of the environmental crisis.</li> <li>▪ learn theoretically and experientially about the clinical practice of ecotherapy</li> <li>▪ provide evidence of their abilities to analyze, synthesize and evaluate the studied material through active participation in class.</li> <li>▪ compare and contrast difference between the psychological theories, outline the limits and controversies individual theories imply when describing the same phenomena.</li> <li>▪ select 2 theories of choice and in presentation and paper demonstrate their in-depth familiarity with theories' conceptual frameworks, and ability to apply those in interpretation of an ecological/environmental phenomena of choice.</li> <li>▪ demonstrate and defend their individual critical evaluation and critically review other fellow students' positions.</li> <li>▪ show active pursuit of in-depth discussions in seminars, ability to lead a class debate on a topic of choice, and demonstrate attainment of interpretive psychoanalytic perspectives applicable not just to the realm of ecology/nature but also phenomena ranging from culture, politics and psychology to psychopathology and the media.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Environmental Crisis: The Science of the Problem  Week 2 Psychological Approaches to Ecological Crisis 1  Week 3 Psychological Approaches to Ecological Crisis 2</p>				

Week 4 Psychoanalysis, Freud, Civilization, Nature  
 Week 5 Defence Mechanisms Against Eco-Anxiety. Plus Exam 1  
 Week 6 Object Relations and Ecological Relations 1  
 Week 7 Object Relations and Ecological Relations 2  
 Week 8 Ecopsychology, Ecotherapy, Post-Jungian Ecopsychanalysis  
 Week 9 Ecology Without Nature: postmodern Approaches  
 Week 10 Geophilosophy and Ecosophy. Exam 2  
 Week 11 Complexity theory and swarm intelligence. Presentations 1  
 Week 12 Nonlinear Psychoanalysis and Society Systems. Psychosocial approaches to contemporary society and culture 1. Presentations 2  
 Week 13 Ecopsychanalysis: bringing it all together. Presentations 3  
 Week 14 Final exam

#### Study literature and study aids

##### **Required**

- Dodds, J. (2011) *Psychoanalysis and Ecology at the Edge of Chaos: Complexity Theory, Deleuze/Guattari, and Psychoanalysis for a Climate in Crisis*. Routledge
- Psychology of Environmental Crisis Website: [www.psychanalysis.cz/ecopsy.html](http://www.psychanalysis.cz/ecopsy.html)

##### **Recommended**

- Reading will be assigned during the term.



<b>Course Name</b>	<b>Psychology of Leadership</b>				
<b>Course Type</b>	BA-BA-PML: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Equivalence:</b> Managerial Psychology				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	PharmDr. Mgr. Ivana Schmidtová				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	PharmDr. Mgr. Ivana Schmidtová – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course aims to broaden the approach to leadership in organizations, disciplines and cultures, connecting fields that may seem unrelated. This includes leadership variations across cultures and their impact on the personal, the political and the organizational. New attitudes, research, thinking patterns and behavior will be analyzed in the course through current motivational trends, cross-cultural communication, gender and diversity innovations in leadership. This includes motivating, inspiring and guiding groups and people; initiating or managing change and intrapersonal intelligence and competence. International dimensions found in cross-cultural psychology studies will be adapted and discussed as it relates to leadership.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Comprehend some of the contemporary definitions of leadership, and developing a personal definition</li> <li>▪ Comprehend selected historical and contemporary models of leadership, and how individual styles compare to such models;</li> <li>▪ Understand the responsibilities and privileges of leadership, including moral and ethical decisions and the use of authority and power;</li> <li>▪ Comprehend the context of leadership, mostly central to which is the relationship between the individual and the group</li> <li>▪ Apply foundational areas of leadership to practical and real-life situations within the current political, social and organizational climates familiar to the student.</li> <li>▪ Understand and articulate your personal values and approaches to leadership</li> <li>▪ See and reflect upon the application of leadership theory in an applied settings</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Who I am and who you are; Introduction to Class and Syllabus  Week 2 Creativity  Week 3 Theories of leadership  Week 4 Revolution, Evolution and Soulful Leadership  Week 5 Leadership Effectiveness  Week 6 Charisma and Spirituality  Week 7 Presentation of Midterm Assignment Due  Week 8 Vision Quest Due  Week 9 Emotional Intelligence  Week 10 Managing conflict and problem solving: Quiz  Week 11 Women and business leadership  Week 12 Intentional Communities - New models of leadership - Quiz  Week 13 Final Project Team Presentations  Week 14 Final Project Team Presentations</p>				

## Study literature and study aids

### Required

- Briskin, A. (2016). *The stirring of soul in the workplace*. Sydney, N.S.W.: RHYW.
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2005). *Good work: When excellence and ethics meet*. New York: Basic Books.
- Kaplan, R. D. (2004). *Warrior politics: Why leadership demands a Pagan ethos*. New York: Vintage Books.
- Worley, C. G., Porras, J., & Lawler, E. E. (2013). *Built to change: How to achieve sustained organizational effectiveness*. San Francisco, Calif: Jossey-Bass.

### Recommended

- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: a look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 6, 801-823.
- Bass, B. M. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181-217.
- Burke, C. S., Sims, D. E., Lazzara, E. H., & Salas, E. (2007). Trust in leadership: A multi-level review and integration. *Leadership Quarterly*, 18, 6, 606-632.
- Checkel, J. T. (2001). Why Comply? Social learning and European identity change. *International Organization*, 55(3), 553-588.
- Earnest, G. W. (2003). Study abroad: A powerful new approach for developing leadership capacities. *Journal of Leadership Education*, 2(2), 46-56.
- Farnham, B. (1990). Political cognition and decision-making. *Political Psychology*, 11(1), 83-111.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16, 3, 343-372.
- Harvey, M., Buckley, M., Heames, J., Zinko, R., Brouer, R., & Ferris, G. (January 01, 2007). A bully as an archetypal destructive leader. *Journal of Leadership & Organizational Studies*, 14, 2, 117-129.
- Inglehart, R. (1971). The silent revolution in Europe: Intergenerational change in post-industrial societies. *The American Political Science Review*, 65, 991-1071.
- Johnson, N., & Klee, T. (January 01, 2007). Passive-aggressive behavior and leadership styles in organizations. *Journal of Leadership & Organizational Studies*, 14, 2, 130-142.
- Klebe, T. L., & Pincus, H. L. (January 01, 2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *California Management Review*, 42(4), 128-142.
- Parry, K. W. (2007). Leadership for the disillusioned: Moving beyond myths and heroes to leading that liberates. *Journal of Management & Organization*, 13, 4, 409-410.
- Rybak, C. J., Poonawalla, N. P., Deuskar, M. U., & Bapat, R. S. (2007). Experiential learning workshop for Indian Students. *The Journal of Humanistic Counseling, Education and Development*, 46(2), 183-196. doi:10.1002/j.2161-1939.2007.tb00035.x
- Smith, P. B., Zhong Ming Wang, Z. M., & Leung, K. (1997). Leadership, decision-making and cultural context: Event management within Chinese joint ventures. *Leadership Quarterly*, 8(4), 413-431.
- Stewart, R. (2003). Woman in a man's world. *Leadership Quarterly*, 14(2), 197-204.
- Tessler, M., Nachtwey, J., & Grant, A. (1999). Further tests of the women and peace hypothesis: Evidence from Cross-National Survey Research in the Middle East. *International Studies Quarterly*, 43, 3, 519-531.
- Tickner, J. A. (1997). You just don't understand: Troubled engagements between feminists and IR theorists. *International Studies Quarterly*, 41(4), 611-632.
- Walker, S. G. (1983). The motivational foundations of belief systems: A re-analysis of the operational code construct. *International Studies Quarterly*, 27(2), 79-202. doi.org/10.2307/2600545.

<b>Course Name</b>	<b>Project Management</b>			
<b>Course Type</b>	BA-BA-MGT: Compulsory BA-BA-PML: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MGT: Prerequisites: Introduction to Management BA-BA-PML: Prerequisites: Introduction to Management			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>	Sean T. Regan, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Sean T. Regan, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Key concepts and definitions, project life cycle, initiation and definition of a project, planning (task generation, roles and responsibilities, task interdependence, critical path, schedule development, resource loading, project budget, risk development plan), execution and control of a project.</p> <p>The students will learn about the principles of projects and project management. They will learn that many of the things we do every day are “little or large projects”. The students will learn how to decompose complex things into a set of simple tasks, transform these into a plan, calculate the duration of the project and identify the actions to do during the execution of the project.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Demonstrate familiarity with project management principles and vocabulary</li> <li>▪ Learn the main theories and methodologies of project management</li> <li>▪ Apply project management principles in different situations and for solving various problems in the everyday operation of business</li> <li>▪ Deconstruct complex things into a set of simple tasks, transform them into a plan, calculate the duration of a project and identify the actions to do during the execution of the project</li> <li>▪ Write a project charter</li> <li>▪ Make a project plan</li> <li>▪ Execute a project</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Decision making, terms and terminology  Week 3 Project Life Cycle  Week 4 Process Step 1  Week 5 Decomposition  Week 6 Network scheduling Techniques  Week 7 Exam  Week 8 Schedule Compression  Week 9 Resources  Week 10 Budgeting  Week 11 Risk Management  Week 12 Execution and Closing  Week 13 Presentation  Week 14 Exam</p>			

**Study literature and study aids*****Required***

- Chase, R., & Aquilano, N. (1995). *Production and Operations Management*. Chicago: McGraw-Hill.
- Hakseever, C., Render, B., Russel, R., & Murdick, R. (2000). *Service Management Operations*. Upper Saddle River, NJ: Prentice Hall.
- Johnston, R., & Clark, G. (2012). *Service Operations Management*. 4th Edition. Prentice Hall.

<b>Course Name</b>	<b>Public International Law (A)</b>			
<b>Course Type</b>	BA-IR-ILA: Required optional		<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Brian Fonville, J.D., M.A. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Public international law primarily concerns legal relations between states but it is also concerned with the role of the UN and other international organisations and their legal relations and, in the fields of human rights and international criminal law, is concerned with the rights and duties of individuals.</p> <p>This course will: (a) provide a basic but substantial understanding of the rules and procedure of international law; (b) provide a critique of the relationship between political power and international law; (c) provide an understanding of the possibilities and limitations of international law in dispute avoidance and resolution; and (d) consider the application of the above to contemporary international problems.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an appreciation of the significant differences and similarities of international law and domestic law;</li> <li>▪ Demonstrate an understanding of the methodology and procedures of international law and the possibilities it provides for international dispute resolution;</li> <li>▪ Demonstrate an awareness of how and why it is that political realities often constrain the application of international law and marginalise it where it might have been thought to be at its clearest and most significant;</li> <li>▪ Apply their knowledge to analyse complex legal questions and problems;</li> <li>▪ Critique a range of legal materials and arguments;</li> <li>▪ Conduct complex research exercises and use research evidence appropriately to support arguments</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The distinctive nature of international law. Here we will consider just how international law differs from domestic law and will seek to justify its description as a legal régime.</p> <p>Week 2 The changing nature of international law. We will consider how and why international law is classified as law</p> <p>Week 3 The sources and method of international law. This is primarily but not exclusively concerned with treaty law and jus cogens.</p> <p>Week 4 The sources and method of international law. Primarily looking at customary international law, general principles, and a recent phenomenon which has come to be known as ‘soft law’.</p> <p>Week 5 The dynamic quality of international law. Here we will illustrate the changing nature of international law by considering concepts of sovereignty and legal personality and the rise of the individual.</p> <p>Week 6 The place of the individual in international law. Here we will discuss the interrelationship between</p>			

	sovereignty, personality and the individual in international law.
Week 7	Jurisdiction in international law. This will explain the powers of a state regime beyond its own borders (including jurisdiction to prescribe and enforce), with emphasis on uncontested jurisdiction.
Week 8	Midterm Exam
Week 9	Jurisdiction in international law. This will consider the limitations of jurisdiction and the immunities from jurisdiction that are granted to individuals and states, sometimes in particular circumstances.
Week 10	The law of treaties. Although treaty law is largely governed by the Vienna Convention on the Law of Treaties, 1969, the centrality of treaties in international law necessitates consideration of important issues concerning the formation and validity of treaties, including reservations.
Week 11	The law of treaties. A consideration of important issues concerning the interpretation and enforceability of treaties, including the case concerning the Gabčíkovo-Nagymaros Project (Hungary/Slovakia) 1997.
Week 12	Self-determination and territory in international law. Whereas until recently it was thought that self-determination was exclusively concerned with decolonisation, the demise of the Soviet Union and the break-up of Yugoslavia revitalised the subject, particularly for minorities wishing to secede from existing states.
Week 13	Economic self-determination is no less significant than political self-determination, and we will consider in particular the significance of international law for international debt.
Week 14	Final Exam

### Study literature and study aids

#### **Required**

- Aust, Rachel (2010). *Handbook of International Law*. Cambridge: Cambridge University Press.
- Dixon, M. (2013). *Textbook on international law*. Oxford: Oxford University Press.
- Cassese, A. (2014). *International law*. Oxford: Oxford University Press.
- Kaczorowska-Ireland, A. (2015). *Public international law*. Abingdon: Routledge.

<b>Course Name</b>	<b>Public International Law (B)</b>		
<b>Course Type</b>	BA-IR-ILA: Required optional	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Brian Fonville, J.D., M.A. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Public international law primarily concerns legal relations between states but it is also concerned with the role of the UN and other international organisations and their legal relations and, in the fields of human rights and international criminal law, is concerned with the rights and duties of individuals.</p> <p>This course will: (a) provide a basic but substantial understanding of the rules and procedure of international law; (b) provide a critique of the relationship between political power and international law; (c) provide an understanding of the possibilities and limitations of international law in dispute avoidance and resolution; and (d) consider the application of the above to contemporary international problems.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an appreciation of the significant differences and similarities of international law and domestic law;</li> <li>▪ Demonstrate an understanding of the methodology and procedures of international law and the possibilities it provides for international dispute resolution;</li> <li>▪ Demonstrate an awareness of how and why it is that political realities often constrain the application of international law and marginalise it where it might have been thought to be at its clearest and most significant;</li> <li>▪ Apply their knowledge to analyse complex legal questions and problems;</li> <li>▪ Critique a range of legal materials and arguments;</li> <li>▪ Conduct complex research exercises and use research evidence appropriately to support arguments</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The peaceful settlement of disputes in international law. The primary focus here will be upon the role and potential of the International Court of Justice but we will also consider the role of the United Nations.</p> <p>Week 2 International arbitration and other dispute resolution mechanisms.</p> <p>Week 3 Use of force in international law. Again the role of the United Nations (particularly the Security Council) will be examined and critically considered. The invasion of Iraq will be a focus for the chapter, as will be the Syrian crisis.</p> <p>Week 4 The question of humanitarian intervention and its legality will be considered with a focus on the doctrine of ‘the responsibility to protect’.</p> <p>Week 5 Human rights in international law. Essentially this chapter considers the individual in international law. It will consider the change in status and the real effects this has produced.</p>		

Week 6 Midterm Exam  
Week 7 Here will be discuss the international bill of rights and other treaties and sources of human rights law.  
Week 8 The development of the International Criminal Court will be examined, with respect to human rights and other violations.  
Week 9 International law in a post-unipolar world. A final look at the relationship between international law and power and the challenge posed by the United States to the existing regime.  
Week 10 We will seek to understand the position of the 'neo-conservatives' in past US administrations and the unique position of Israel in international law.  
Week 11 A look at the future of international law, including problem areas and areas of rapid development.  
Week 12 Project Presentations  
Week 13 Project Presentations  
Week 14 Final Exam

**Study literature and study aids****Required**

- Aust, R. (2010). *Handbook of International Law*. Cambridge: Cambridge University Press.
- Dixon, M. (2013). *Textbook on international law*. Oxford: Oxford University Press.
- Cassese, A. (2014). *International law*. Oxford: Oxford University Press, 2004.
- Kaczorowska-Ireland, A. (2015). *Public international law*. Abingdon: Routledge.



<b>Course Name</b>	<b>Public Law (A)</b>				
<b>Course Type</b>	BA-PS-CPL: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Alexandra Trochtová, M.A.– 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Focusing upon constitutional issues and reform, students will analyse key issues governing the relation between citizen and the state, including sovereignty and the division of powers between legislature, executive and administration.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ undertake straightforward legal research;</li> <li>▪ identify relevant facts and issues;</li> <li>▪ draw on primary and secondary legal sources, including case law and statutes, to address problems in a legal context;</li> <li>▪ formulate an argument;</li> <li>▪ write in a comprehensible manner, using legal terminology correctly;</li> <li>▪ retrieve information from legal databases, the VLE and Online Library</li> </ul> <p><b>Course Outline</b> Week 1 Class Information, Discussion on Class Expectations, Introduction to the issue Week 2 The UK constitution and its core institutions Week 3 Constitutional Conventions Week 4 Parliamentary supremacy Week 5 The rule of law Week 6 Limited government and separation of powers Week 7 Writing in Public Law Week 8 Ministerial accountability Week 9 Crown and prerogative powers Week 10 UK primary legislation Week 11 UK delegated legislation Week 12 Revision Week 13 Revision Week 14 Mock exam</p>				
<b>Study literature and study aids</b>					

**Required**

- Le, S. A., Sunkin, M., & Murkens, J. E. (2013). *Public law: Text, cases, and materials*. Oxford: Oxford University Press.
- Lee, R.G. (ed.) *Blackstone's statutes on public law and human rights 2018-2019*. Oxford: Oxford University Press.

**Recommended**

- Bogdanor, V., & Hart Publishing. (2017). *The new British constitution*. Oxford: Hart Publishing.
- Brazier, R. (2008). *Constitutional reform: Reshaping the British political system*. Oxford etc: Oxford University Press.
- Jowell, J. L., Oliver, D., & O'Conneide, C. (2015). *The changing constitution*. Oxford, United Kingdom: Oxford University Press.
- King, A. (2010). *The British constitution*. Oxford: Oxford University Press.
- Leyland, P. (2012). *The constitution of the United Kingdom: A contextual analysis*. Oxford: Hart Publishing.
- Syrett, K. (2014). *The foundations of public law: Principles and problems of power in the British constitution*. Basingstoke: Palgrave Macmillan.
- Martin, L. (2013). *The British constitution: A very short introduction*. Oxford University Press.
- Tomkins, A. (2003). *Public law*. Oxford: Oxford University Press.
- Barendt, E. M. (2008). *An introduction to constitutional law*. Oxford: Oxford University Press.
- Lyon, A. (2003). *Constitutional history*. London: Cavendish.
- Wicks, E. (2006). *The evolution of a constitution: Eight key moments in British constitutional history*. Oxford: Hart.

<b>Course Name</b>	<b>Public Law (B)</b>				
<b>Course Type</b>	BA-PS-CPL: Compulsory		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Alexandra Trochtová, M.A.– 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Focusing upon constitutional issues and reform, students will analyse key issues governing the relation between citizen and the state, including sovereignty and the division of powers between legislature, executive and administration.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ undertake straightforward legal research;</li> <li>▪ identify relevant facts and issues;</li> <li>▪ draw on primary and secondary legal sources, including case law and statutes, to address problems in a legal context;</li> <li>▪ formulate an argument;</li> <li>▪ write in a comprehensible manner, using legal terminology correctly;</li> <li>▪ retrieve information from legal databases, the VLE and Online Library</li> </ul> <p><b>Course Outline</b> Week 1 EU legal and government order Week 2 EU law and UK constitution Week 3 Devolution Week 4 Judicial independence and accountability Week 5 Principles of judicial review 1: illegality Week 6 Principles of judicial review 2: procedural fairness Week 7 Principles of judicial review 3: irrationality and proportionality Week 8 Human rights protection Week 9 Human rights act 1998 jurisprudence Week 10 Human rights act 1998 and terrorism Week 11 Revision Week 12 Revision Week 13 Mock exam Week 14 Feedback and revision</p>				
<b>Study literature and study aids</b>					

**Required**

- Le, S. A., Sunkin, M., & Murkens, J. E. (2013). *Public law: Text, cases, and materials*. Oxford: Oxford University Press.
- Lee, R.G. (ed.) *Blackstone's statutes on public law and human rights 2018-2019*. Oxford: Oxford University Press.

**Recommended**

- Bogdanor, V., & Hart Publishing. (2017). *The new British constitution*. Oxford: Hart Publishing.
- Brazier, R. (2008). *Constitutional reform: Reshaping the British political system*. Oxford etc: Oxford University Press.
- Jowell, J. L., Oliver, D., & O'Conneide, C. (2015). *The changing constitution*. Oxford, United Kingdom: Oxford University Press.
- King, A. (2010). *The British constitution*. Oxford: Oxford University Press.
- Leyland, P. (2012). *The constitution of the United Kingdom: A contextual analysis*. Oxford: Hart Publishing.
- Syrett, K. (2014). *The foundations of public law: Principles and problems of power in the British constitution*. Basingstoke: Palgrave Macmillan.
- Martin, L. (2013). *The British constitution: A very short introduction*. Oxford University Press.
- Tomkins, A. (2003). *Public law*. Oxford: Oxford University Press.
- Barendt, E. M. (2008). *An introduction to constitutional law*. Oxford: Oxford University Press.
- Lyon, A. (2003). *Constitutional history*. London: Cavendish.
- Wicks, E. (2006). *The evolution of a constitution: Eight key moments in British constitutional history*. Oxford: Hart.

<b>Course Name</b>	<b>Public Relations</b>			
<b>Course Type</b>	BA-BA-MKT: Required optional BA-JM-PRM: Compulsory	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM-PRM: Prerequisites: Introduction to Marketing			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Christopher Shallow, MSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Christopher Shallow, MSc. – 100 % Sylvia Vondráčková, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Upon successful completion of this course, students will have a basic understanding of the purpose, principles, and practice of Public Relations (PR) both as an independent discipline and as an integrated part of the complete marketing mix. A contemporary overview of Public Relations concepts as well as local and international business environments will be assessed using practical case studies. It will be emphasized that each student has and will come into contact with Public Relations techniques throughout his or her life and that understanding this field will be to one's benefit even though he or she may not use it directly in his or her field of work. Student will create a real PR Campaign proposal for an existing organization to further enhance their knowledge of this field. A wide variety of public relations techniques and operating areas are examined including Media Relations, International PR, the PR practitioner's role, Content Marketing and Corporate Social Responsibility (CSR), for example.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate understanding of how and where Public Relations fits within the Integrated Marketing Communications (IMC) concept to understand and to be able to use PR terms and concepts</li> <li>▪ Explain how PR practices are used by various organizations to adapt to change, manage competition and conflict, and forge mutually beneficial relations with diverse organizational stakeholder publics</li> <li>▪ Practice specific PR writing skills including writing a Press Release and creating an Advertorial</li> <li>▪ Understand the role of ethics within PR based on specific case studies</li> <li>▪ Practice presentation skills and the ability to explain the studied topic to peers</li> <li>▪ apply various theories of how active Publics form and how Stakeholder Publics can be identified and worked with to achieve goals</li> <li>▪ Explain and demonstrate creativity and understanding of the concepts in an in-depth Public Relations Campaign Plan</li> <li>▪ Demonstrate understanding of the new trends in PR utilized on the Internet, social media and how they have affected traditional marketing and advertising trends.</li> <li>▪ Comprehend how PR is practiced in reality due to shared experiences from an invited guest speaker</li> <li>▪ Apply the so-called circular four-step public relations process to create a campaign plan for a specific problem. This includes: identifying the key public targeted; properly writing campaign objectives; creating the essential campaign message and executions; creating a media plan to carry the campaign</li> <li>▪ Understand and discuss the implications of what is now being called a major paradigm shift—the impact of new media/social media—in public relations and marketing, including Content marketing.</li> </ul>			

**Course Outline**

Week 1 Course Information, PR history and how PR fits within IMC  
Week 2 PR practitioner's role, Myths about PR, Reasons to do PR  
Week 3 Management and PR organization – Setting up a PR department  
Week 4 Topic: PR Audiences and Stakeholders  
Week 5 PR Planning and Overall PR Campaign elements  
Week 6 Corporate Identity, Reputation, Media context and Journalis  
Week 7 Midterm exam  
Week 8 Guest Speakers – Final project discussion  
Week 9 Sponsorship and Event Management – PR and propaganda and the psychology of persuasion, PR writing – How to write an effective Press Release and Advertorial  
Week 10 Crisis Management  
Week 11 PR and Ethics – Corporate Social Responsibility, Greenwashing  
Week 12 International PR, PR trends, Content marketing  
Week 13 Final Presentations  
Week 14 Final Exam

**Study literature and study aids****Required**

- Tench, R. (2009). *Exploring Public Relations*. FT Prentice Hall.
- Yaverbaum, E. (2006). *Public Relations*. John Wiley & Sons.

**Recommended**

- Blythe, J. (2009). 100 great PR ideas from leading companies around the world. Marshall Cavendish.
- Kotler, P., & Armstrong, G. (2018). *Principles of Marketing*. Hoboken: Pearson.
- Scott, D. M. (2010). *The New Rules of Marketing and PR*. Wiley & Sons.

<b>Course Name</b>	<b>Public Speaking</b>				
<b>Course Type</b>	BA-JM-PRM: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mary Angiollilo, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course is designed to help students communicate information clearly and expressively, developing a personal style that maximizes their expressive skills, with practice using visual aids which enhance the effectiveness of the communication. The course also focuses on interpersonal communication skills, such as listening and a variety of positive roles one can play in a group communication process. The course further intends to help students shape their ideas into effective persuasive presentations. Types of presentations (introducing others, personal experience speech, informative speech, speech, and persuasive speeches) are analyzed, prepared, presented and critiqued in class with a view toward clear organization of material, optimal delivery skills and effective contact with others. Attention is paid to speaking in multi-cultural environments.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate expressive skills in the voice and body</li> <li>▪ Demonstrate a personal and effective style for making presentations</li> <li>▪ Utilize organizational patterns for informative presentations</li> <li>▪ Utilize an effective organizational pattern for persuasive speeches</li> <li>▪ Use visual aids effectively</li> <li>▪ Demonstrate confidence as a speaker through</li> <li>▪ Be aware of various positive and negative roles one could play in group communication</li> <li>▪ Be aware of cultural influences on the communication processing</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course expectations, syllabus  Week 2 The communication process, Listening  Week 3 Sharing personal experiences; communicating through story  Week 4 Organizational patterns for informative speeches  Week 5 First Test, Preparation/Presentation – informative speeches  Week 6 Informative speeches presented and critiqued  Week 7 using presentational aids  Week 8 Demonstration speeches  Week 9 Demonstration speeches + introduction to Persuasion  Week 10 Persuasion – Monroe motivated sequence  Week 11 Persuasion continued – argument construction, second test  Week 12 Persuasion  Week 13 Persuasion</p>				

Week 14 on reserve for make-up presentations

**Study literature and study aids*****Required***

- Beebe, S. A., & Beebe, S. J. (2019). *Public speaking: An audience-centered approach*. Hoboken: Pearson.

***Recommended***

- Gallo, C. (2014). *Talk like Ted: The 9 Public Speaking Secrets of the World's Top Minds*. St Martin's Press.
- Kearney, P., & Plax, T. (1996). *Public Speaking in a Diverse Society*. Mayfield Publishing.
- Linklater, K. (2006). *Freeing the Natural Voice*. London: Nick Hern Books.



<b>Course Name</b>	<b>Quantitative Decision Making</b>				
<b>Course Type</b>	BA-BA-STM: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	None				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Greg Pezda, MSc., MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course presents the quantitative methods used for making managerial decisions emphasizing the application in marketing. The course is aimed to develop critical and analytical approach to decision making, which is particularly important in the current changing, hence uncertain environment. The class points out the typical problems in decision making (drawing on behavioral economics and psychology) to emphasize the importance of analytical and conceptual approach. The class illustrates theoretical models on practical cases and problems, using computer software and applications. The topics covered include: forecasting and statistical analysis, game theory, decision analysis and decision making under uncertainty, network analysis, and introduction to linear programming.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Be aware of the importance of analytical and critical approach to decision making, explain the benefits of analytical approach.</li> <li>▪ Demonstrate familiarity with standard problems in decision making and data interpretation.</li> <li>▪ Employ quantitative methods and techniques to make decisions (identify the problem, select the correct model, interpret and present results, and make the decision).</li> <li>▪ Work with computer applications to make decisions</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to quantitative analysis  Week 2 Fundamentals of Decision Theory and Analysis  Week 3 Fundamentals of Decision Theory and Analysis  Week 4 Forecasting  Week 5 Input and Output Analysis  Week 6 Linear Programming  Week 7 Exam  Week 8 Linear Programming and Selected  Week 9 Selected problems of linear programming  Week 10 Transportation Model  Week 11 Project Management  Week 12 Network Optimization Models  Week 13 Statistical Process and Quality Control  Week 14 Exam</p>				

**Study literature and study aids*****Required***

- Render, B., Stair, R. M., Hanna, M. E., & Hale, T. S. (2018). *Quantitative analysis for management*. NY : Pearson.

***Recommended***

- Moore, J. H., Weatherford, L. R., Weatherford, L. R., & Moore, J. H. (2001). *Decision modeling with Microsoft Excel*. Upper Saddle River (New Jersey: Prentice Hall.
- Winston, W. L., Albright, S. C., Broadie, M. N., Lapin, L. L., & Whisler, W. D. (2012). *Practical management science*. Mason, OH: South-Western Cengage.

<b>Course Name</b>	<b>Race and Civil Rights in Modern America</b>				
<b>Course Type</b>	BA-IR-HMR: Required optional BA-PS-CPL: Required optional BA-PS-HMR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-HMR: Equivalence: The United States and Global Civil Rights BA-PS-HMR: Equivalence: The United States and Global Civil Rights				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mark Brandon, M.A.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Race can mean different things, to different people, in different places, at different times. However one understands it, there is no question that today race is a lively topic of discussion of the United States, and this public conversation has specific historical roots that must be carefully considered. This course examines the meanings and uses of the concept of race in modern American history.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop at least a basic reserve of specific data about the history of race in the United States in order to have an informed and educated conversation about it, and to have a better sense of how to find and use such information when needed</li> <li>▪ Discuss controversial topics (like race) in public, in a gracious and civil manner</li> <li>▪ Better discern how scientific and “expert” authority has been used (and maybe still is) to make social prejudices (for example based on race) seem like “proven facts.”</li> <li>▪ Distinguish between racism as a relatively modern ideological construction and other “hateful” ideas rooted in religious bigotry or traditional ethnocentrism</li> <li>▪ Better evaluate the extremely complicated racial legacy of United States history</li> </ul> <p><b>Course Outline</b> Week 1 Introduction, Terminology: “Race” and “Racism” Week 2 “Were the Indians ‘Civilized’?” Week 3 “Kill the Indian and Save the Man” (Richard Henry Pratt) Week 4 The Lessons of Slavery Week 5 Black, White, and Yellow Blood: Race and the Rhetoric of Scientific Authority Week 6 Eugenics: Scientifically Breeding a Better Race Week 7 Midterm exam Week 8 Immigration and the Ambiguity of Being White Week 9 Anti-Semitism in America Week 10 Asian Invasion! Week 11 Civil Rights I, The Dream of Equality Week 12 Civil Rights II, Black Power Week 13 Revision Week 14 Final exam</p>				

**Study literature and study aids**
**Required**

- Levy, P. B. (1992). *Let Freedom Ring: A Documentary History of the Modern Civil Rights Movement*. Praeger.
- King, M. L. (1986). Letter from a Birmingham City Jail. In J. Melvin (ed.), *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* 289-302. San Francisco: Harper.
- X, M., & Breitman, G. (2002). *Malcolm X speaks: Selected speeches and statements*. New York: Pathfinder.
- Wilson, J. J. (2013). *Civil Rights Movement*. Greenwood.

**Recommended**

- Brown, D. (1987). The Trail of Tears. In S. B. Oates (ed.), *Portrait of America*. Vol I. 277-287. Boston: Houghton Mifflin.
- Dower, J. W. (1993). Yellow, Red, and Black Men. In J.W. Dover, *War without Mercy: Race and Power in the Pacific War*. 147-180. New York: Pantheon.
- Corbould, C. (2007). Streets, Sounds and Identity in Interwar Harlem. *Journal of Social History*, 40(4), 859-894.
- Kivisto, P., & Leinonen, J. (2011). Representing Race: Ongoing Uncertainties about Finnish American Racial Identity. *Journal of American Ethnic History*, 31(1), 11-33.
- Nock, A. J. (July, 1941). The Jewish Problem in America. Part II. *The Atlantic*.
- Selden, S. (2005). Transforming Better Babies into Fitter Families: Archival Resources and the History of the American Eugenics Movement, 1908-1930. *Proceedings of the American Philosophical Society*, 149(2), 199-225.
- Shea, Ch. (2000). The Return of Ishi's Brain: After an Unsettling Discovery, Anthropologists Reconsider a Legendary Friendship. *Lingua Franca*, February. <http://www.christopher-shea.com/wp-content/uploads/2013/05/Ishi.pdf>
- Sherman, R. B. (1988). 'The Last Stand': The Fight for Racial Integrity in Virginia in the 1920s. *The Journal of Southern History*, 54(1), 69-92.

<b>Course Name</b>	<b>Race and Civil Rights in USA</b>				
<b>Course Type</b>	BA-HS-AAS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-AAS: Britain and the World 1930-2016 / Empire: British Imperialism and Colonialism				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mark Brandon, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Race can mean different things, to different people, in different places, at different times. However one understands it, there is no question that today race is a lively topic of discussion of the United States, and this public conversation has specific historical roots that must be carefully considered. This course examines the meanings and uses of the concept of race in modern American history.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop at least a basic reserve of specific data about the history of race in the United States in order to have an informed and educated conversation about it, and to have a better sense of how to find and use such information when needed</li> <li>▪ Discuss controversial topics (like race) in public, in a gracious and civil manner</li> <li>▪ Better discern how scientific and “expert” authority has been used (and maybe still is) to make social prejudices (for example based on race) seem like “proven facts.”</li> <li>▪ Distinguish between racism as a relatively modern ideological construction and other “hateful” ideas rooted in religious bigotry or traditional ethnocentrism</li> <li>▪ Better evaluate the extremely complicated racial legacy of United States history</li> </ul> <p><b>Course Outline</b> Week 1 Introduction, Terminology: “Race” and “Racism” Week 2 “Were the Indians ‘Civilized’?” Week 3 “Kill the Indian and Save the Man” (Richard Henry Pratt) Week 4 The Lessons of Slavery Week 5 Black, White, and Yellow Blood: Race and the Rhetoric of Scientific Authority Week 6 Eugenics: Scientifically Breeding a Better Race Week 7 Midterm exam Week 8 Immigration and the Ambiguity of Being White Week 9 Anti-Semitism in America Week 10 Asian Invasion! Week 11 Civil Rights I, The Dream of Equality Week 12 Civil Rights II, Black Power Week 13 Revision Week 14 Final exam</p>				

## Study literature and study aids

### Required

- Levy, P. B. (1992). *Let Freedom Ring: A Documentary History of the Modern Civil Rights Movement*. Praeger.
- King, M. L. (1986). Letter from a Birmingham City Jail. In J. Melvin (ed.), *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* 289-302. San Francisco: Harper.
- X, M., & Breitman, G. (2002). *Malcolm X speaks: Selected speeches and statements*. New York: Pathfinder.
- Wilson, J. J. (2013). *Civil Rights Movement*. Greenwood.

### Recommended

- Brown, D. (1987). The Trail of Tears. In S. B. Oates (ed.), *Portrait of America*. Vol I. 277-287. Boston: Houghton Mifflin.
- Dower, J. W. (1993). Yellow, Red, and Black Men. In J.W. Dower, *War without Mercy: Race and Power in the Pacific War*. 147-180. New York: Pantheon.
- Corbould, C. (2007). Streets, sounds and identity in interwar Harlem. *Journal of Social History*, 40(4), 859-894.
- Kivisto, P., & Leinonen, J. (2011). Representing race: Ongoing uncertainties about Finnish American racial identity. *Journal of American Ethnic History*, 31(1), 11-33.
- Nock, A. J. (1941). The Jewish Problem in America. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/1941/06/the-jewish-problem-in-america/306268/>
- Selden, S. (2005). Transforming Better Babies into Fitter Families: Archival Resources and the History of the American Eugenics Movement, 1908-1930. *Proceedings of the American Philosophical Society*, 149(2), 199-225.
- Shea, Ch. (2000). The Return of Ishi's Brain: After an Unsettling Discovery, Anthropologists Reconsider a Legendary Friendship. *Lingua Franca*, February. <http://www.christopher-shea.com/wp-content/uploads/2013/05/Ishi.pdf>
- Sherman, R. B. (1988). 'The Last Stand': The Fight for Racial Integrity in Virginia in the 1920s. *The Journal of Southern History*, 54(1), 69-92.

<b>Course Name</b>	<b>Radicalization Trends in Party Politics</b>				
<b>Course Type</b>	BA-PS-CDS: Compulsory MA-IR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Pelın Ayan Musil, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pelın Ayan Musil, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Political parties are the principal actors of a representative democracy. Able to put candidates in legislative or governmental positions, parties are traditionally known to have a certain dual standing between the state and civil society. However, recent research have introduced a new debate on the meaning of a political party: Some have argued that political parties no more fulfill their function of representing the society and have turned into semi-state actors. Some others, on the contrary, have shown that parties still possess mass organizational features.</p> <p>This course aims to combine this new debate on political parties with the rising radicalization trends observed in party politics across old, new and developing democracies. Is radicalization connected with the changing meaning of a political party as some scholars suggest? If not, why do some mainstream parties drop their centrist positions and radicalize? Why do the radical right wing parties gain electoral power as opposed to centrist parties in some contexts, yet lose in others? What explains the rise of populist parties as a new party family that contradicts the established party ideologies like conservatism, liberalism and socialism? What role do the institutional, social and organizational origins of parties play in these recent developments? What role does the party system have? In what way do the radical parties—left or right—affect the current party system and politics?</p> <p>The empirical basis of the course will be cases selected from democracies in the Western, Central and Eastern Europe as well as from developing democracies in the Middle East and East Asia.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply an analytical perspective on the functions, roles and internal dynamics of political parties through relevant theories</li> <li>▪ Question the meaning of radicalization of parties and party systems</li> <li>▪ Analyze how radicalization of party politics relates to the performance of party democracies in a comparative way</li> <li>▪ Construct academic, critical arguments, organize and clarify thoughts in a written form and apply rules of citation via writing three response papers and an academic paper at the end of the course</li> <li>▪ Successfully hold an academic discussion, make oral presentations and participate in scholarly debates</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 What is a political party?</p>				

- Week 3 Changing meaning of political parties
- Week 4 Who holds power in the party?
- Week 5 Mainstream vs. niche/radical parties
- Week 6 Theories of party change
- Week 7 Theories of mainstreaming in party politics
- Week 8 Midterm Exam
- Week 9 Theories of radicalization in party politics
- Week 10 History of the Populist Radical Right Parties (PRRPs)
- Week 11 Current Rise of the PRRPs: Competing theories
- Week 12 How do the PRRPs affect democracy?
- Week 13 Student Presentation
- Week 14 Final Exam

**Study literature and study aids**

**Required**

- Akkerman, T., de Lange S. L., & Rooduijn, M. (eds). (2016). *Radical right-wing populist parties in Western Europe: into the mainstream?* London: Routledge.
- Mudde, C. (2007). *Populist Radical Right Parties in Europe*. Cambridge University Press.
- Mudde, C. (2010). *The ideology of the Extreme Right*. Manchester University Press.
- Katz R., & Mair, P. (1994). *How Parties Organize: Change and Adaptation in Party Organizations in Western Democracies*. London: SAGE Publications.

**Recommended**

- Biezen, I. v. (2005). On the theory and practice of party formation and adaptation in new democracies, *European Journal of Political Research*, 44, 147-174.
- Blyth, M. & Katz, R. S. (2005). From Catch-all Politics to Cartelization: The Political Economy of the Cartel Party. *West European Politics* 28(1), 33-60.
- Downs, A. (1957). *An economic theory of democracy*. New York: Harper.
- Enyedi, Z. (2008). The Social and Attitudinal Basis of Political Parties: Cleavage Politics Revisited. *European Review*, 16(3), 287-304.
- Hadiz, V. R. (2016). *Islamic Populism in Indonesia and the Middle East*. Cambridge University Press.
- Harmel, R. & Janda, K. (1994). An integrated theory of party goals and party change. *Journal of Theoretical Politics*, 6(3), 259-287.
- Katz, R. S., & Mair, P. (1995). Changing Models of Party Organization and Party Democracy. *Party Politics* 1(1), 5-28.
- Michels, R. (2010). *Political Parties*. Nabu Press.
- Mudde, C. (2014). Fighting the system? Populist radical right parties and party system change. *Party Politics*, 20(2), 217-226.
- Pytlas, B. (2016). *Radical right parties in Central and Eastern Europe: mainstream party competition and electoral fortune*. London: Routledge.
- Rydgren, J. (ed.). (2018). *The Oxford Handbook of the Radical Right*. Oxford University Press.
- Strom, K. (1990). A behavioral theory of competitive political parties. *AJPS* 34(2), 565-598.
- Szczerbiak, A. & Taggart, P. (eds). (2008). *Opposing Europe? The Comparative Party Politics of Euroscepticism*. Oxford University Press.
- Wagner, M., & Meyer, T. M. (2017). Radical Right as Niche Parties? The Ideological Landscape of Party Systems in Western Europe, 1980-2014. *Political Studies*, 65(1), 84-107.
- Ware, A. 1996. *Political Parties and Party Systems*. Oxford: Oxford University Press.



<b>Course Name</b>	<b>Recent Trends in Anglophone Drama</b>			
<b>Course Type</b>	BA-HS-AAS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-AAS: Advanced Seminar in Shakespeare			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	prof. Ondřej Pilný, Ph.D.– 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course surveys some of the most exciting developments in contemporary British, US, and Irish drama and theatre, revolving around the politics of representation and the ways in which recent playwrights and theatre makers have addressed the alleged marginality of theatre as an art form. It commences by examining the legacy of realism as the most popular – and at the same time most conservative – form of modern theatre, and proceeds to discuss a variety of genres such as Brechtian theatre, present-day tragedy, political comedy, in-yer-face theatre, monologue drama, verbatim theatre, and site-specific work. Moreover, the plays selected for discussion demonstrate the wide range of topics addressed by contemporary Anglophone drama and theatre, including international and national politics, colonialism, global capitalism, war, terrorism, racism, identity politics, and social injustice on the one hand, as well as the relevance of art to the present moment. The overall objective of the course is to provide the students with a basic “road map” of contemporary theatre in the UK, US, and Ireland that would navigate them to the most germane areas for further exploration and scholarly research.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the basics trends in the aesthetics of contemporary Anglophone theatre.</li> <li>▪ Comprehend and have a clear understanding of the ways in which contemporary Anglophone drama and theatre interacts with social and political reality.</li> <li>▪ Be familiar with the work of principal contemporary British, US, and Irish playwrights and theatre makers in a comparative context.</li> <li>▪ Improve the skills of critical thinking, close reading, oral presentation, academic writing, and independent research.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 The Legacy of Realism  Week 3 The Legacy of Realism  Week 4 The Legacy of Realism  Week 5 In-yer-face Theatre  Week 6 In-yer-face Theatre  Week 7 Monologue Drama  Week 8 Monologue Drama  Week 9 Verbatim Theatre  Week 10 Political Satire  Week 11 The Black Play?</p>			

Week 12 Non-representational Theatre  
 Week 13 Site-specific Theatre  
 Week 14 Final test

**Study literature and study aids**

**Required**

- Innes, C. (2009). *Modern British Drama: The Twentieth Century*. Cambridge: Cambridge University Press.
- Wilmeth, D. B., & Bigsby, C. (eds.). (2000). *The Cambridge History of American Theatre, Vol. III: Post-World War II to the 1990s*. (Cambridge: Cambridge University Press.
- Sierz, A. (ed.). (2012). *Modern British Playwriting: The 1990s*. London: Methuen.
- Rebellato, D. (ed.). (2013). *Modern British Playwriting: 2000-2009*. London: Bloomsbury.
- Allain, P., & Harvie, J. (2006). *The Routledge Companion to Theatre and Performance*. London and New York: Routledge.
- Selected plays by a range of contemporary British, Irish and American playwrights and theatre companies.

**Recommended**

- Krasner, D. (2006). *American Drama 1945-2000: An Introduction*. London and New York: Routledge.
- Grene, N., & Morash, C. (eds.). (2016). *The Oxford Handbook of Modern Irish Theatre*. Oxford: Oxford University Press.
- Grene, N. (1999). *The Politics of Irish Drama*. Cambridge: Cambridge University Press.
- Wallace, C. (2006). *Suspect Cultures: Narrative, Identity and Citation in 1990s New Drama*. Prague: Litteraria Pragensia.
- Sierz, A. (2000). *In-Yer-Face Theatre: British Drama Today*. London: Faber and Faber.
- Elam, K. (1980). *The Semiotics of Theatre and Drama*. London and New York: Methuen.
- Pavis, P. (1999). *Dictionary of the Theatre : Terms, Concepts, and Analysis*. Toronto: University of Toronto Press.
- Aragay, M. & Monforte, E. (eds.). (2014). *Ethical Speculations in Contemporary British Theatre*. Houndmills: Palgrave Macmillan.
- Pilný, O. (2016). *The Grotesque in Contemporary Anglophone Drama*. London: Palgrave Macmillan.

<b>Course Name</b>	<b>Renaissance Art, Architecture and Culture</b>			
<b>Course Type</b>	BA-HS: Required optional BA-VA-HIS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Prerequisites: Survey of Western Art BA-VA-HIS: Equivalence: From Gothic to Modern: Selected Chapters from the History of Art in Bohemia			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course presents an overview of the Renaissance as a unique period in European cultural history, beginning after the peak of the Gothic era around 1300 and transitioning to the new style that comes to an end sometime around 1520. We will focus mainly on Italian Renaissance, yet also give some attention and thought to northern Europe. Works of painting, sculpture, architecture and literature will be viewed in the context of political, religious, and social change of the time, beginning with humanism, which constituted the intellectual background of the Renaissance. We will read and reflect upon some important primary sources of writing by authors such as Dante Aligieri, Francesco Petrarck, Giovanni Boccaccio, Leon Battista Alberti, Giorgio Vasari, Niccolò Machiavelli, and Baldesar Castiglione, while looking at and discussing the most important artists and art works that have formed and exemplified the style, such as Giotto, Masaccio, Brunelleschi, Donatello, Botticelli, Michelangelo, Raphael, Leonardo and Titian, but also Peter Parler, Jan van Eyck or Albrecht Dürer. The classroom lectures will be combined with excursions to museums, art galleries, and historical sites relevant to the topics covered in the class.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the intellectual, artistic, literary, cultural and historical developments of the Renaissance</li> <li>▪ Describe the general characteristics of this period and know the principal figures of the time and be able identify their most important works.</li> <li>▪ Understand humanism and how this philosophy inspired creative and intellectual output during this period.</li> <li>▪ Analyse first-hand the most significant works of Renaissance philosophers, authors, artist and architects.</li> <li>▪ Understand the historical context out of which the Renaissance emerged and its legacy to later periods.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Francesco Petrarch and the metaphor of a rebirth. 13<sup>th</sup> century Italy. From St. Francis of Assisi to Dante. Giotto and the new art of living reality. International Gothic Style</p> <p>Week 2 Humanist literature and ideas</p> <p>Week 3 The Early Renaissance in Florence. Ghiberti and Brunelleschi. Donatello and Masaccio</p> <p>Week 4 Brunelleschi and the art of perspective. Leon Battista Alberti and the development of classicism.</p> <p>Week 5 Renaissance literature and poetry</p> <p>Week 6 Renaissance tales</p>			

Week 7 Pagan perfection meets the Christian faith. Paintings of Fra Angelico, Piero della Francesca and Sandro Botticelli to Michelangelo's David.

Week 8 Leonardo da Vinci. The artist as genius (holding the secrets of the universe).

Week 9 Michelangelo. The body is the soul's book.

Week 10 Harmony attained. Raphael, Bramante. Light and color in the arts of Venice: Bellini, Giorgione, Titian. Northern Renaissance from Jan van Eyck to Albrecht Dürer.

Week 11 Renaissance drama and theatre

Week 12 Beginnings of Mannerism

Week 13 Late Michelangelo. From Mannerism to Counter-Reformation.

Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Paoletti, J. T., & Radke, G. M. (2012). *Art in Renaissance Italy*. Upper Saddle River, N.J: Pearson.
- Schneider Adams, L. (2014). *Italian Renaissance Art*. Boulder: Westview Press.

#### **Selected chapters from:**

- Vasari, G., De, V. G. C., & Jacks, P. J. (2006). *The lives of the most excellent painters, sculptors, and architects*. New York: Modern Library.
- Alberti, L. B. (2011). *On Painting*. London: Penguin Books.
- Cellini, B. (2009). *My Life (Autobiography)*. Oxford University Press.
- Burckhardt, J., & Middlemore, S. G. C. (2002). *The civilization of the Renaissance in Italy*. New York: Modern Library.
- Panofsky, E. (2006). *Renaissance and renaissances in Western art*. Boulder, Colo: Westview Press.

#### **Recommended**

- Gombrich, E. H. (1998). *Norm and form*. London: Phaidon.
- Panofsky, E. (2008). *Meaning in the visual arts*. Chicago: University of Chicago Press.
- Graham-Dixon, A. (1999). *Renaissance*. BBC Books.

<b>Course Name</b>	<b>Research Methods in the Humanities and Social Sciences</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Gerald Power, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Gerald Power, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>In this course we address the central processes and challenges associated with research in the humanities and social sciences. A set of lectures introduce philosophical foundations of research, core skills and a variety of concepts, approaches and methods. While these discussions are not exhaustive, progress made in class will enable the student to find it easier to identify and implement other skills, concepts and approaches that will be of immediate relevance to their own research interests and requirements.</p> <p>Each lecture is followed by a seminar session which demands that the student completes a reading assignment in order to consolidate the points covered in the lecture. The various assessment tasks are designed to guide the student through the process of mastering some of the most fundamental stages of high-quality research work, including framing a research question, presenting a literature review and developing a research proposal.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend and have a clear understanding of various approaches to research in the humanities and social sciences.</li> <li>• Understand and demonstrate the link between research question, research methods and sources.</li> <li>• Develop a methodologically-sound research design.</li> <li>▪ Conduct basic academic research and analytical writing with the usage of proper citations, appropriate to undergraduate level.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Research  Week 2 The Research Question  Week 3 Quantitative Research  Week 4 Qualitative Research  Week 5 The Role of Theory  Week 6 Research Design  Week 7 Getting the data  Week 8 Historical Analysis  Week 9 Literary Analysis  Week 10 The Case Study and Comparative Research  Week 11 Writing the Research Proposal  Week 12 Research Proposal Workshop I  Week 13 Research Proposal Workshop II  Week 14 Conclusions and Final Course Project</p>				

**Study literature and study aids**
**Required**

- Babbie, Earl. *The Practice of Social Research*. 13th edn. Int'l edn. Boston: Cengage, 2013.
- Bardach, Eugene and E.M. Patashnik. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 5th edn. Los Angeles: SAGE, 2016.
- Bryman, Alan. *Social Research Methods*. 4th edn. New York: Oxford University Press, 2004.
- Creswell, John. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Los Angeles: SAGE, 2014.
- Klotz, Audie and Deepa Prakash (eds). *Qualitative Methods in International Relations: A Pluralist Guide*. Basingstoke: Palgrave Macmillan, 2008.
- McKee, Alan. *Textual Analysis: A Beginner's Guide*. London: Sage, 2003.
- Ragin, Charles. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Oakland: University of California Press, 1987.
- Tosh, John and Seán Lang, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. 4th edn. London: Pearson, 2016.

**Recommended**

- Bryman, Alan. *Social Research Methods*. 4th edn. New York: Oxford University Press, 2004.
- George, A.L. and Andrew Benet, *Case Studies and Theory Development in the Social Sciences*. Boston: MIT Press, 2005.
- Halperin, Sandra and Oliver Heath. *Political Research: Methods and Practices*. Oxford: Oxford University Press, 2019.

<b>Course Name</b>	<b>Russian Avant Garde</b>		
<b>Course Type</b>	BA-VA-HIS: Compulsory		<b>doporučený ročník</b> 2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence:		
<b>Grade Type</b>	Final written exam, term paper, presentations, active participation, attendance		<b>Mode of Instruction</b> Lectures / seminars
<b>Assessment methods and other requirements</b>			
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Tatiana Styrcas, M.Litt.		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The first decades of the 20th century witnessed revolutionary transformations in the cultural and political life of the Russian world. The Avant-Garde movements were determining forces in shaping our idea of culture. The Avant-Garde was synonymous with progress, social disruption and change. It sought controversy and has remained controversial to this day. The course focuses on the theory and practice of the Russian Avant-garde with particular stress on aesthetic, historical, and political interconnections between the Russian Avant-Garde and the West. The movements covered: neo-primitivism, cubo-futurism, suprematism and constructivism. The artists studied: Natalja Goncharova, Kazimir Malevich, Wassily Kandinsky, Pavel Filonov, Marc Chagall, El Lissitzky, Vladimir Tatlin, the film makers Sergei Eisenstein and Dziga Vertov, and the composers Alexander Scriabin, Igor Stravinsky and Dmitri Shostakovich. The survey also includes questions of art and politics (art as a propaganda tool) and art and the popular culture.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate a knowledge of the historical, political, cultural and artistic context of Russia in the period of 1900s-1930s</li> <li>▪ describe various artistic movements during the first 30 years of the 20th century in Russia</li> <li>▪ know the legacy of the most outstanding artists studied in the course, their main achievements and the themes of their work</li> <li>▪ develop an awareness of the complex relationship between aesthetics and politics in arts in Russia</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction of the course. Russian History and Culture.</p> <p>Week 2 Breaking with the Tradition: European Art and the perception of Western Art in Russia at the beginning of the 20th century.</p> <p>Week 3 Imperial Russia. East and West Description: Neo-primitivism and Cubo-Futurism</p> <p>Week 4 The bridges between Russia and Europe: Wassily Kandinsky and Marc Chagall</p> <p>Week 5 Russian Revolutions and The Civil War: facts, myths and the representations in cinema</p> <p>Week 6 Kazemir Malevic and Supermatism</p> <p>Week 7Avant-Garde Cinematography: Sergei Eisenstein and Dziga Vertov. Pioneering cinema: revolutionary aesthetics</p> <p>Week 8 Midterm exam</p> <p>Week 9 Architecture, Music and Modern Dance for the New Times</p> <p>Week 10 The Amazons of the Russian Avant-garde</p> <p>Week 11 How the Russian Avant-Garde came to serve the Revolution</p>		

Week 12 The great Utopia: the end of the Avant-Garde and its heritage

Week 13 Revision, Student presentation

Week 14 Final Exam

**Study literature and study aids**

***Required***

- Ioffe, D. G., & White, F. H. (eds.). (2012). *The Russian Avant-Garde and radical Modernism: An Introductory reader*. Academic Studies Press.
- Rzevsky, N. (ed.). (2012). *The Cambridge Companion to Modern Russian Culture*. Cambridge University Press.

***Recommended***

- Thompson, J. M. (2013). *Russia and the Soviet Union*. Westview Press.
- Gurianova, N. (2012). *The aesthetics of Anarchy: Art and ideology in the early Russian Avant-Garde*. University of California Press.
- Gray, C. (2012). *The Russian Experiment in Art: 1863-1922*. Thames & Hudson.



<b>Course Name</b>	<b>Russian Foreign Policy</b>				
<b>Course Type</b>	BA-IR-CEE: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Europe after the Cold War, History of Dissident Thought in Russia and East-Central Europe				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Ekaterina Ananyeva, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  The course Russian Foreign Policy: Emerging, Declining or Great Power? is intended to offer students an overview of Russian foreign policy, the motives shaping it and the forces hiding behind. It will also explore the instruments Russia uses on the international arena. The time framework spreads from the dissolution of the Soviet Union till today. The students are expected to investigate motives, continuities and changes, as well as other contributing factors.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate developed comprehensive knowledge about Russian foreign policy</li> <li>▪ have overall knowledge about decision-making within Russian foreign policy</li> <li>▪ understand the motives behind Russian foreign policy decisions</li> <li>▪ assess claims and evidence about decision-making in Russian foreign policy</li> <li>▪ engage critically with the literature by exposing and discussing contradictions and problematic issues</li> </ul> <p><b>Course Outline</b>  Week 1 Presentation of the course. Post-Empire with Soviet legacies. Crisis of identity?  Week 2 Decision-making in Russian foreign policy  Week 3 Decision-making in Russian foreign policy  Week 4 Attitudes towards the post-Soviet republics  Week 5 Attitude towards the EU  Week 6 Russia and the Far East  Week 7 Midterm Exam  Week 8 Russia and the Middle East  Week 9 Russia and the Middle East  Week 10 Russia in the North America  Week 11 Russia in international organizations  Week 12 Great power on the global arena  Week 13 Revision  Week 14 Final Exam</p>				

### Study literature and study aids

#### Required

- Hedenskog, J., Konnander, V., Nygren, B., Oldberg, I., & Pursiainen, Ch. (eds.). (2005). *Russia as a Great Power: Dimension of Security under Putin*. London: Routledge.
- Lo, B. (2002). *Russian Foreign Policy in the Post-Soviet Era: Reality, Illusion, and Mythmaking*. Palgrave Macmillan.
- Mankoff, J. (2009). *Russian Foreign Policy: The Return of Great Power Politics*. Lanham: Rowman & Littlefield.
- Trenin, D. , & Lo, B. (2005). *The Landscape of Russian Foreign Policy Decision-Making*. Washington: Carnegie Endowment for International Peace.
- Trenin, D., & Carnegie Moscow Center (2001). *The End of Eurasia: Russia on the Border between Geopolitics and Globalization*. Washington: Carnegie Moscow Center, Carnegie Endowment for International Peace.
- Tsygankov, A. (2014). Russia`s International Assertiveness: What Does It Mean for the West? *Problems of Post-Communism*, 2 (55), pp. 38-55.

#### Recommended

- Larson, D. W., & Shevchenko, A. (2010). Status Seekers: Chinese and Russian Responses to US Primacy. *International Security*, 4 (34), 63-95.
- Legvold, R. (ed.). (2007). *Russian Foreign Policy in the Twenty-First Century and the Shadow of the Past*. Studies of the Harriman Institute. New York: Columbia University Press.
- Wilson, R. E., & Torjesen, S. (2012). *The Multilateral dimension in Russian foreign policy*. London: Routledge.
- Maness, R. C., & Valeriano, B. (2015). *Russia`s Coercive Diplomacy*. Palgrave Macmillan.
- Carlsnaes, W. (2012). Actors, Structures, and Foreign Policy Analysis. In S. Smith (ed.), *Foreign Policy: Theories, Actors, Cases*. 113-129. Oxford University Press.
- Tsygankov, A. (2010). Russia`s Power and Alliances in the 21<sup>st</sup> Century. *Problems of Post-Communism*, 1 (30), 43-51.

<b>Course Name</b>	<b>Sales Management</b>				
<b>Course Type</b>	BA-BA-STM: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Management				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Gabrielle Meissner, MBA – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course covers the basic knowledge on how to develop a sales strategy according to the overall corporate and business strategy and financial goals of the firm and how to translate these into a suitable sales process. The course focuses on B2B/digital B2C relationships and channel management with a special emphasis on innovative digital strategies and concepts. We will cover contemporary approaches to managing the customer relationship and explore tools and methods on how to create compelling customer experiences</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the impact of merging digital and offline sales strategies and the challenges faced by sales managers</li> <li>▪ Comprehend and know how to develop a transaction needs focused sales strategy</li> <li>▪ Comprehend and have a clear understanding of the importance and impact of marketing and sales in the firm's value chain and its financial impact</li> <li>▪ Know how to develop a sales strategy in B2C and B2B markets</li> <li>▪ Understand and analyze transaction needs of customers</li> <li>▪ Place in context and lend perspective to the creation of reliable and profitable customer relationships</li> <li>▪ Understand and know how to analyze and create customer experiences, especially merging online and offline concepts</li> <li>▪ Create a sales process compatible to the overall business strategy of the firm</li> <li>▪ Comprehend and have a clear understanding on channel management and especially on innovative sales channels (platforms) and their success factors</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class information; discussion of expectations; introduction to the topics: Sales and Sales Management Ecosystems, B2C / B2B, Account Management</p> <p>Week 2 Value Chain Analysis, The role of sales and sales management, Managing ecosystems, Homework</p> <p>Week 3 Sales and sales management in digital ecosystems: Industrial internet / IoT, Managing platforms, Digital sales force; Assessment Procedure / Allocation of topics for in-class presentations / establishing study groups for final group project, Homework</p> <p>Week 4 Strategy analysis / market evaluation; Developing the sales strategy; Customer transaction needs; In-class presentations; Homework</p> <p>Week 5 Sales planning; Sales forecasts / sales quotas; Sales budgets; Sales territories; In-class presentations; Homework</p> <p>Week 6 Consultative Selling / Value added in the sales proces; Enterprise selling; Developing the sales proces; In-class presentations; Homework</p> <p>Week 7 Mid-term Exam; Managing the sales force / challenges; Organizational structures; Performance and compensation and commission plans; Incentive plans; Reporting; In-class presentations; Homework</p>				

Week 8 Channel Management; Managing partnerships; platforms and strategic alliances; Choice of channels based on customer needs and financial goals; Sales support in different channels; In-class presentations; Homework

Week 9 Integrated ERP systems: Customer Relationship Management / CRM; Sales Force Automation / SFA; Platform-based business models; In-class presentations; Homework

Week 10 Sales Management / Leadership; Transforming leadership/management style to meet digital economy requirements; Motivating the sales force – offline and online; Sales training – provide skills to succeed in a digital world; In-class presentations; Homework

Week 11 Creating compelling customer experiences: Using digital technologies to merge online and offline experience and sales strategies; In-class presentations; Homework; B2B Key Account Management; Opportunity management; Homework; In-class Presentations

Week 12 Course Review / Group Project Presentation workshop

Week 13 Group Project Presentation. Deadline for Group Project Paper

Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Cron, W. L., & DeCarlo, T. E. (2010). *Sales management: concepts and cases*. Hoboken, NJ: Wiley.

#### **Recommended**

- Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A., & Papadakos, T. (2014). *Value proposition design*. Hoboken: Wiley.

<b>Course Name</b>	<b>Secessionist Art, Architecture and Culture in Vienna and Prague</b>			
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Survey of Western Art Equivalence BA-HS-CES: Kafka in Prague / Czech Culture in Film & Literature			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will examine <i>Secession</i> as an artistic movement representing a conscious search for a “new style” authentic to its own time, which was fundamental to modern art. The awareness of the constituting of a style that would shape reality, and that would at the same time reflect art’s basic capacity to enrich and cultivate inner emotional experience by finding expression in new visual vocabulary, was understood also as a final liberation of the arts from the descriptive and illustrative role of various forms of academism. At the core of the Secession then lies a moral meaning of a “departure” from an official conventional establishment that no longer enhances life, in the name of originality, modernity and unity of art with life.</p> <p>Focusing on central Europe of Prague and Vienna primarily, we will follow the emergence of the new style of architecture by Olbrich, Hoffmann, Otto Wagner, and Jan Kotěra, towards the abstract language of Adolf Loos, who ultimately rejected all secessionist ornament as a crime. We will, moreover, look at the new abstractionist decorative style of painting of Gustav Klimt, hovering between the realms of dream and waking existence described by Sigmund Freud at that time, and see how Klimt’s <i>Beethoven Frieze</i> as a dense allegorical response to Beethoven’s Ninth Symphony, conveying “the struggle of the soul striving for joy,” exemplified the notion of the Gesamtkunstwerk, where all visual arts, architecture, music, poetry, and philosophy participated in one in the Secession building in Vienna. We will also discuss how Klimt’s paradigm was further transformed by Egon Schiele into an entirely new realm of expression made available in the arts, so different from the graphic art of poster invented by Alfons Mucha, or from Jan Preisler’s monumental classical modernist painting. Sculpture would also be an important part of the course; we will be looking at works of František Bílek, Jan Štursa, or Otto Gutfreund, but also August Rodin and Medardo Rosso.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term “secession” in the context of artistic modernism</li> <li>▪ Describe the general characteristics of the fin de siècle and get to know some of its most important artist and architects</li> <li>▪ Understand the complexity of the time at the birth of modernity and see how that complexity is connected to a whole spectrum of various art movements and their different approaches, while being able to recognize their oneness.</li> <li>▪ Know the principal artists of the time and be able identify their most important works.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 The Idea of the Modern</p> <p>Week 2 What is Real? The Concept of Realism in Art</p>			

Week 3 Modern Sculpture
Week 4 Symbolism – the Significance of a Symbol in Visual Arts
Week 5 The Pre-Raphaelites and Arts and Crafts Movement
Week 6 Gustav Klimt and the idea of the New Art of the Viennese Secession
Week 7 Egon Schiele and the New Expressionism
Week 8 Secessionist Architecture
Week 9 From Art Nouveau to Modernist Design
Week 10 The Look of a Machine in the Machine Age versus the Idea of the Organic Architecture
Week 11 Alfons Mucha and the Art of Modern Graphic Design
Week 12 The Problem of Abstraction
Week 13 Avant Garde versus Secessionism
Week 14 Final Exam and Final Paper Due

<b>Study literature and study aids</b>	
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**Required**

- Schorske, C. E. (1981). *Fin-De-Siècle Vienna: Politics and Culture*. Paperback: Vintage Books.
- Janik, A. (2018). *Wittgenstein's Vienna revisited*. Routledge.
- Wittlich, P. (1999). *Prague fin de siècle*. Köln: Benedikt Taschen.
- Wittlich, P. (2012). *Czech Modern Painters (1888-1918)*. Praha: Karolinum.
- Wittlich, P. (2002). *Sculpture of Czech Art Nouveau*. Praha: Karolinum.
- Prah, R., Wittlich, P., & Becker, E. (eds.). (2000). *Prague 1900. Poetry and Ecstasy*. London: Reaktion.
- Curtis, W. J. R. (1996). *Modern Architecture since 1900*. London: Phaidon.

**Recommended**

- Beattie, S. (1984). *The new sculpture*. New Heaven: Yale University Press.
- Rosenblum, R. et al. (2000). *1900: Art at the crossroads*. New York: H.N.
- Foster, H., et al. (2016). *Art since 1900: Modernism, antimodernism, postmodernism*. London: Thames and Hudson, 2016.
- Pevsner, N. (1968). *Sources of Modern Architecture and Design*. London: Thames & Hudson.
- Arnason, H.H., & Mansfield, E. C. (2013). *National Humanities Center. History of Modern Art: Painting, Sculpture, Architecture, Photography*. Pearson.
- Schneider Adams, L. (1999). *Art Across Time, Volume II: The Thirteenth Century to Present*. McGraw-Hill College.
- Greenhalgh, P. (2000). *Art nouveau, 1890-1914*. London: V&A Publications.
- Clegg, E. (2006). *Art, Design and Architecture in Central Europe 1890-1920*. New Heaven: Yale University Press.
- Bürger, P. (2011). *Theory of the avant-garde*. Minneapolis, Minn: University of Minnesota Press.

<b>Course Name</b>	<b>Seminar on Aesthetics</b>			
<b>Course Type</b>	BA-VA: Compulsory		<b>Recommended Year of Study/ semestr</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	PhDr. Tomáš Hříbek, Ph.D. – 100 %			
<b>Brief annotation of the course</b>				
<p><b>Course Description</b></p> <p>This course introduces the topics that have been most influential in contemporary aesthetics over the last half century or so. We shall cover the themes that belong to the core of the discipline, such as the identification of art, ontology, aesthetic experience, interpretation, artistic and aesthetic value, the relation between art and knowledge, and the nature of fiction and imagination. In addition to these themes, we shall study the recent work on environmental aesthetics and the aesthetics of everyday life as well. A lot of attention has also been paid during the last few decades to the aesthetic issues involved in specific art forms, such as painting, photography, film, literature, and even popular art forms such as comics. We shall study the texts by philosophers working within a particular tradition, the so-called analytic tradition. This is now a dominant methodology within philosophy, including the philosophical aesthetics. The work in this tradition is characterized by aiming at a relatively high level of rigor, precision and clarity. Hopefully we can learn to achieve some of these qualities in our own thinking and writing about art and aesthetics</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Have a comprehensive understanding of the current philosophical aesthetics.</li> <li>▪ Critically analyze academic texts not only in the field of aesthetics, but in contemporary philosophy in general.</li> <li>▪ Improve their ability to write structured, academic papers in a wide area of humanities and social sciences.</li> <li>▪ Recognize the philosophical import of modern and contemporary visual art, music and literature.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 An overview of topics  Week 2 Identifying art  Week 3 Ontology of Art  Week 4 Aesthetic Properties and Aesthetic Experience  Week 5 Intention and Interpretation  Week 6 Fictionality and Imagination  Week 7 Pictorial Art  Week 8 Photography and Film  Week 9 Mid-term exam  Week 10 Literature  Week 11 Music  Week 12 Popular Arts  Week 13 Aesthetics of Nature and Everyday Aesthetics</p>				

Week 14 Final Exam

**Study literature and study aids**

***Required***

- Lamarque, P., & Olsen, S. H. (ed.) (2019). *Aesthetics and the Philosophy of Art: An Analytic Tradition* (2nd ed.). Blackwell.

***Recommended***

- Cahn, S. M., & Meskin, A. (eds.). (2008). *Aesthetics: A Comprehensive Anthology*. Blackwell.
- Graham, G. (2005). *Philosophy and the Arts: An Introduction to Aesthetics* (3rd ed.). Routledge.
- Danto, A. C. (2014). *What Art Is*. Yale University Press.



<b>Course Name</b>	<b>Screening Desire, Projecting Anxiety: The Psychoanalysis of Film</b>				
<b>Course Type</b>	BA-HS: Required optional BA-JM: Required optional MA-HU: Required optional		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Exam essay, attendance and participation, homework, readings and assignments				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Dr. Joseph Dodds – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> Everyone has an experience of film, a film you love or hate, a film which makes you feel good, bad, or ugly. A film to make you laugh, cry or fall in or out of love. A film that makes you think. This course studies the psychology of cinema from a psychoanalytic perspective and in addition explores what we can learn about the mind, culture and society through the movies.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Ability to apply definitions and main concepts of different psychoanalytic schools to explain and interpret different aspects of film</li> <li>▪ Understanding and application of Cinema Therapy</li> <li>▪ Analysis, synthesis and evaluation of readings through active class participation</li> <li>▪ Their ability to compare and contrast different psychoanalytical theories, outline the limits and controversies individual theories imply when describing the same phenomena</li> <li>▪ In-depth familiarity with 2 psychoanalytic theories of their choice in presentation and paper form and their ability to apply them in interpretation of a film phenomena of choice</li> <li>▪ Ability to defend their individual evaluation of film and critically review fellow students' positions</li> <li>▪ Active pursuit of in-depth discussions in seminars, ability to lead a class debate</li> <li>▪ Attainment of interpretive perspectives applicable not just to the realm of film but also phenomena such as art, culture, politics, gender, psychology, psychopathology and the media</li> </ul> <p><b>Course Outline</b>  Week 1 Intro to psychoanalysis and film  Week 2 Dreams, memory and ‘nothing less than a whole life’. Bergman's <i>Wild Strawberries</i>.  Week 3 Growing Up in Celluloid: Guillermo del Toro's <i>Pan's Labyrinth</i>  Week 4 The Uncanny World of Jan Svankmajer  Week 5 Desire and Fantasy in Alfred Hitchcock's <i>Vertigo</i>  Week 6 Shakespeare on the Screen: choice of films  Week 7 The Double in Film: <i>Fight Club</i>, <i>The Student of Prague</i> and <i>The Dark Knight</i>.  Week 8 Psychotic Fragmentation and Twinship in David Cronenberg's <i>Spider</i> and <i>Dead Ringers</i>  Week 9 Memory, Mourning and Trauma: <i>The Pianist</i> and <i>Eternal Sunshine of the Spotless Mind</i>  Week 10 Projecting Anxiety: The Paradox of Horror  Week 11 Sci-Fi: <i>Blade Runner</i> and <i>The Matrix Trilogy</i>  Week 12 The Lynchian Universe: <i>Mullholland Drive</i> and <i>Blue Velvet</i>  Week 13 Cinematherapy and Diagnoses Seen in Movies (DSM).  Week 14 Presentation and discussions, course conclusion</p>				

<b>Study literature and study aids</b>	
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**Required**

- Webber, A. (2007): Cut and Laced – Traumatism and Fetishism in Luis Brunel's Un Chien Andalou. In A. Sabbadini (ed.), *Projected Shadows: Psychoanalytic Reflections on the Representation of Loss in European Cinema*. London: Routledge.
- Cowie, E. (2003). The cinematic dream-work of Ingmar Bergman's Wild Strawberries (1957). *New Library of Psychoanalysis*, 44, 181–203.
- Erikson, E. (1989). A Life History: Revisitation and Reinvolvement. In E. H. Erikson, J. M. Erikson, & H. Q. Kivnick, *Vital Involvement in Old Age*. (pp. 239–292). New York: Norton.
- Hockley, L. (2001). *Cinematic projections: The analytical psychology of C.G. Jung and film theory*. Luton: University of Luton Press.
- Konigsberg, I. (2000). Children Watching Movies. *Psychoanalytic Review*, 87(2), 277-303.
- Freud, S., Haughton, H., & McLintock, D. (2003). *The uncanny*. Penguin classics. London: Penguin.
- Gabbard, G. (1997). The psychoanalyst at the movies. *International Journal of Psychoanalysis*, 78, 1997, 429-434.
- Gabbard, G. (1998). *Vertigo: Female Objectification, Male Desire, and Object Loss*. *Psychoanalytic Inquiry*, 18, 161-167.
- Samuels, R. (2000). Vertigo: Sexual Disorientation and the Engendering of the Real. *Gender and Psychoanalysis*, 5(1), 81-97.
- Wolff Bernstein, J. (2002). Film Review Essay: Fight Club. *International Journal of Psychoanalysis*, 83(5), 1191-1199. (plus response by Michael Sinason)
- Sklar, J., & Sabbadini, A. (2008). David Cronenberg's Spider: Between Confusion and Fragmentation. *International Journal of Psychoanalysis*, 89(2), 427-432.
- Cañizares, J. (2010). The strange case of Dr Mantle and Dr Mantle: David Cronenberg's Dead Ringers. *International Journal of Psychoanalysis*, 91(1), 203-218.
- Urbano, C. (1998). Projections, Suspense, and Anxiety: The Modern Horror Film and its Effects. *Psychoanalytic Review*, 85(6), 889-908.
- Creed, B. (2015). *The Monstrous Feminine: Film, feminism, psychoanalysis*. London: Routledge.

**Recommended**

- Berman, E. (1997). Hitchcock's Vertigo: The Collapse Of A Rescue Fantasy. *International Journal of Psychoanalysis*, 78, 975-988.
- Dodds, J. (2011). The Monstrous Brain – A neuropsychanalytic aesthetics of horror. *PsyArt Journal*, 1-42.
- Judy, V. (2003). Deadly Narcissism in Cronenberg's Dead Ringers. *Canadian Journal of Psychoanalysis*, 11(2), 507-521.
- Sabbadini, A. (2000). Watching Voyeurs: Michael Powell's Peeping Tom (1960). *International Journal of Psychoanalysis*, 81(4), 809-813.
- Torato, D. (2002). The final girl: a few thoughts on feminism and horror. *Offscreen*, 6(1).

<b>Course Name</b>	<b>Social Anthropology</b>		
<b>Course Type</b>	BA-HS: Required optional	<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-PAS: Gender, Minority & Culture / People and Institutions in Society Equivalence BA-HS-SPL: Psychology of Environmental Crisis		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Markéta Šebelová, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of this course is to provide an introduction to the field of Social and Cultural Anthropology and anthropological themes, such as kinship, marriage, and social identity (constituted by gender, race &amp; age), further complemented by ideas related to politics, economics and religion. The course will expose the students to the lives of different people around the world and to some of the ways anthropologists have come to understand them. In particular, we will examine key terms, concepts and approaches used in anthropological writings and theorizing and we will focus on their application in various ethnographies. Students are expected to think analytically and compare evidence across cultures, including our own. The primary challenge is to develop a capacity for stepping out of our own cultural mindset.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate understanding that categories of difference (such as cleanliness, dirt, kinship, gender, age, race, etc.) are often not biologically based but culturally and socially constructed and gain sense of the various ways in which these categories differ in the world.</li> <li>▪ Demonstrate understanding of the various ways in which anthropologists have understood culture, have theorized about it and of the multiple methods employed by them while conducting research.</li> <li>▪ Appreciate cultural diversity and move beyond ethnocentric understanding of the world.</li> <li>▪ Demonstrate the ability to critically read, analyze, critique and comment upon academic anthropology journal articles.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction            Week 2 Classifying the world, the concept of culture            Week 3 Disgusting, Forbidden and Unthinkable            Week 4 Family and Kinship            Week 5 Marriage and Alliance            Week 6 Race, Gender and Age            Week 7 Mid-term exam            Week 8 Time            Week 9 Mid-term break            Week 10 Exchange and Production            Week 11 Hierarchy, Power and Political Systems            Week 12 Cosmology            Week 13 Nationalism            Week 14 Ethics and Conclusion</p>		

<b>Study literature and study aids</b>	
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**Required**

- Kottak, C. P. (2012). *Anthropology: The Exploration of Human Diversity*. New York: McGraw Hill.

**Recommended**

- Moro, P. A., Myers, J. E., & Lehmann, A. C. (2008). *Magic, witchcraft, and religion: An anthropological study of the supernatural*. Boston: McGraw Hill.
- Anderson, B. R.O'.G. (2016). The Concepts and Definitions. In Anderson, B. R.O'.G., *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. 5-7. London, New York: Verso.
- Bax, M. (1990). The Madonna of Medjugorje: Religious Rivalry and the Formation of a Devotional Movement in Yugoslavia. *Anthropological Quarterly*, 63(2), 63-75.
- McCurdy, D. W., Shandy, D., & Spradley, J. (2016). *Conformity and conflict: Readings in cultural anthropology*. Boston: Pearson.
- Bourgois, P. (2004). Understanding Inner-City Poverty: Resistance and Self-Destruction under U.S. Apartheid. In J. MacClancy (ed.), *Exotic no more: Anthropology on the front lines*. Chicago: Univ. of Chicago Press.
- Frykman, J. (1987). The Cultural Basis of Physical Aversion. And Peasants View of Purity and Dirt. In J. Frykman, & O. Löfgren, *Culture builders: A historical anthropology of middle-class life*. New Brunswick: Rutgers University Press.
- Holy, L. (2009). Introduction. In L. Holy, *The little Czech and the great Czech nation: National identity and the post-communist transformation of society*. 1-15. Cambridge: Cambridge University Press.
- Holy, L. (2009). National Traditions and the Imagining of the Nation. In L. Holy, *The little Czech and the great Czech nation: National identity and the post-communist transformation of society*. 114-137. Cambridge: Cambridge University Press.
- Kluckhohn, C. (2016). Queer Customs. In G. Ferraro (ed.), *Classic Readings in Cultural Anthropology*. Boston: Cengage Learning.
- Levine, A. (1981). Human Rights and Freedom. In A. S. Rosenbaum (ed.), *The Philosophy of Human Rights: International Perspectives*. 137-149. London: Aldwych Press.
- Löfgren, O. (1987). The Home Builders. In J. Frykman, & O. Löfgren, *Culture builders: A historical anthropology of middle-class life*. 88-125. New Brunswick: Rutgers University Press.
- Löfgren, O. (1987). The Time Keepers. In J. Frykman, & O. Löfgren, *Culture builders: A historical anthropology of middle-class life*. 13-41. New Brunswick: Rutgers University Press.
- Miner, H. (1956). Body Ritual Among the Nacirema. *American Antropologist*, 58(3), 503-507.
- Tannen, D. (2009). Rapport-talk and Report-talk. In G. Ferraro (ed.), *Classic Readings in Cultural Anthropology*. 13-17. Boston: Cengage Learning.
- Trevor-Roper, H. (2017). The Invention of Tradition: The Highland Tradition of Scotland. In E. Hobsbawm & T. Ranger (ed.), *The Invention of Tradition*. Cambridge University Press.
- Wolf, M. (1968). *The House of Lim*. Appleton-Century-Crofts.

<b>Course Name</b>	<b>Social Psychology</b>				
<b>Course Type</b>	BA-HS-SPL: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance				
<b>Course Guarantor</b>	Angel Hoekstra, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Angel Hoekstra, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The purpose of this course is to give the students an insight into the dynamics between the individual and the society. The focus will be upon realizing how an individual is influenced by the environment and in return how he can influence the environment.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Present an insight into the dynamics between the individual and the society</li> <li>▪ Realize how the environment influences an individual, and in return how he/she can influence the environment</li> <li>▪ Analyze social identity and social development of an individual</li> <li>▪ Recognize the forms of social behavior such as prejudices, stereotypes, aggression and altruism</li> </ul> <p><b>Course Outline</b> Week 1 Introducing Social Psychology Week 2 Self in a Social Worl Week 3 Human Diversity and Culture Week 4 Social Beliefs and Judgments Week 5 Behaviour and Attitudes Week 6 Conformity and Persuasion Week 7 Review of topics Week 8 Midterm Week 9 Aggression Week 10 Prejudice Week 11 Altruism Week 12 Applied Psychology Week 13 Review Week 14 Final Exam</p>				
<b>Study literature and study aids</b>					
<b>Required</b>	<ul style="list-style-type: none"> <li>▪ Baumeister, R. F., &amp; Vohs, K. D. (ed). (2012). <i>New Directions in Social Psychology</i>. London: Sage.</li> <li>▪ Hogg, M. A. &amp; Cooper, J. (2003). <i>The Sage Handbook of Social Psychology</i>. London: Sage.</li> </ul>				

***Recommended***

- Myers, D. G., & Twenge, J. M. (2019). *Social psychology*. NY: McGraw-Hill Education.

<b>Course Name</b>	<b>Social Science Research Methods</b>				
<b>Course Type</b>	BA-PS: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Alex Anisin, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Alex Anisin, Ph.D.- 100 % Pelin Ayan Musil, Ph.D.– 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>In this course, students will learn to design research while using a variety of research methods, theories and concepts. Students will familiarize themselves with all phases of a research project, including philosophy of the research, its design and conduct, the collection, categorization, operationalization and analysis of research data and their evaluation.</p> <p>You will be asked to work individually and in teams in order to demonstrate your facility with theories and their appropriate use, as well as to hone your research, public presentation and writing skills. Papers and presentations are treated as pedagogical exercises to augment your learning in the course. Emphasis will be placed on an understanding of a research and the researcher’s role. The course is a combination of a lecture and a seminar. The presentation of the material will be followed by discussions of the relevant empirical and theoretical studies.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of different epistemological positions in conducting research</li> <li>▪ Grasp and apply the uses of theory in qualitative research</li> <li>▪ Understand and demonstrate the link between a research question, research methods and sources</li> <li>▪ Write methodologically sound qualitative research designs and criticize the methods used in other social science research projects</li> <li>▪ Demonstrate the ability to conduct basic academic research and analytical writing with the usage of proper citations, appropriate to the undergraduate level and experience for introductory level of data collection on social phenomena</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction            Week 2 The Research Question            Week 3 Linking Theory and Inference            Week 4 Assembling Evidence and Data Collection            Week 5 Case Study Research for Qualitative Research            Week 6 Research Design and Conceptualization            Week 7 Basics of Statistical Inference Part I            Week 8 Introduction to Lab Experimentation            Week 9 Basics of Statistical Inference Part II            Week 10 Introduction to Mixed-Methods Research            Week 11 Techniques for research proposal writing, general ethical considerations, and adopting effective communication to accommodate differences between quantitative and qualitative approaches.</p>				

Week 12 In-Class Presentations and Writing Workshop Part I  
 Week 13 In-Class Presentations and Writing Workshop Part II  
 Week 14 Final Course Project

### Study literature and study aids

#### **Required**

- Shwartz-Shea, P., & Yanow, D. (2012). *Interpretive Research Design: Concepts and Processes*. London: Routledge.
- Bryman, A. (2004). *Social Science Research*. New York: Oxford University Press.
- Creswell, J. W. (2013). Choosing a Mixed Methods Design. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, pp. 58–89. Thousand Oaks: SAGE Publications, Inc
- George, A., & Bennett, A. (2005). *Case Studies and Theory Development in Social Sciences*. MIT Press.

#### **Recommended**

- Auerbach, C., & Silverstein, L. B. (2003). *Qualitative Data: An Introduction to Coding and Analysis*. New York: NYU Press.
- Barakso, M., Sabet, D. M., & Schaffner, B. (2013). *Understanding Political Science Research Methods: The Challenge of Inference*. New York: Routledge.
- Babbie, E. (2013). *The Practice of Social Research*. California: Wadsworth Publishing.
- Bardach, E. (2012). *A Practical Guide for Policy Analysis*. New York: Seven Bridges Press.
- Dolowitz, D. P., Buckler, S., & Sweeney, F. (2008). *Researching Online*. Basingstoke, UK: Palgrave Macmillan.
- Grix, J. (2010). *The foundations of research*. Basingstoke, UK: Palgrave Macmillan.
- Nachmias, D., & Nachmias, Ch. (1987). *Research Methods in the Social Sciences*. St Martin's Press.



<b>Course Name</b>	<b>Sociology and the Family</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Sociology Equivalence BA-HS-SPL: People and Institutions in Society / Work, Stress and Wellbeing				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Vidhu Maggu, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course examines one of the most important social institutions in our society, the family – a basic unit of society.</p> <p>It is an introduction to the study of social and cultural foundations of family, its historical development, changing structures and functions; the interaction of marriage and parenthood.</p> <p>The course aims to enable students to understand and deal with different life situations and new challenges that are shaping the family and marriage issues in the contemporary society.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand key concepts of the institution of family and marriage.</li> <li>▪ Understand major theoretical and methodological perspectives.</li> <li>▪ Develop an ability to analyze a problem, synthesize an analytic discussion, present and justify an analysis orally and respond to criticism and queries raised by fellow students and the course tutor.</li> <li>▪ Explain human behavior from a sociological perspective in the context of marriage and family and be able to assess them in the context of their own setting.</li> <li>▪ Demonstrate the appropriate level of competence in written expression as demanded by the discipline and as expected of an undergraduate student.</li> <li>▪ Demonstrate the appropriate level of competence in library research as demanded by the discipline and as expected of an undergraduate student.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Marriages and Families over Time</p> <p>Week 2 Marriages and Families over Time Theoretical Perspectives</p> <p>Week 3 Ways of Studying and Explaining Marriages and Families</p> <p>Week 4 Understanding Gender</p> <p>Week 5 The Many Faces of Love</p> <p>Week 6 Dating, Coupling and Mate Selection</p> <p>Week 7 Non-marital Lifestyles</p> <p>Week 8 Midterm Exam</p> <p>Week 9 Individual Presentation-SSP</p> <p>Week 10 The Marriage Experience</p> <p>Week 11 Reproduction and Parenting</p> <p>Week 12 Team Project Presentation</p> <p>Week 13 Team Project Presentation, Revision</p> <p>Week 14 Final Exam</p>				

<b>Study literature and study aids</b>	
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***Required***

- Schwartz, M. A., & Scott, B. M. (2003) *Marriages and Families: Diversity and Change*. New York: Prentice Hall.

***Recommended***

- Hammond, R. J., & Cheney, P. (2010). *Sociology of the Family*. Smashwords Edition.
- Lamanna, M. A., Riedmann, A. C., & Stewart, S. (2018). *Marriages, families and relationships: Making choices in a diverse society*. Cengage Publications.
- Newman, D. M., & Grauerholz, L. (2002). *Sociology of families*. Sage Publications.

<b>Course Name</b>	<b>Sound Art in Theory and Practice</b>				
<b>Course Type</b>	BA-VA-FIL: Required optional			<b>Recommended Year of Study/semestr</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Introduction to Video Art				
<b>Grade Type</b>	Term project, active participation, attendance			<b>Mode of Instruction</b>	Seminars
<b>Assessment methods and other requirements</b>					
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>					
	MgA. Daniel Vlček – 100 %				
<b>Brief annotation of the course</b>					
<p><b>Course Description</b></p> <p>Since the beginning of the last century (the avant-garde, modernism), sound has become an indivisible part of art. Thanks to today's digital culture we now encounter sound through the lens of a variety of artistic categories. Contemporary art works with various forms of media, commenting on the current socio-political state while bringing attention to its problems, uncovering taboos, and breaking down stereotypes. In this course we will try out the principles of experimental art from the 1960's up until today, examining such categories as sound art, field recordings, environmental art, documentation, performance, sound intervention, installation and video. Students will be confronted with artistic practice while getting to know the theory of contemporary art from curators, attending exhibitions, and participating in an end of course collective exhibition.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Experiment, investigate and demonstrate developed skills in the application of various arts, media and materials.</li> <li>▪ Understand, adapt and use optimal methods and skills for creative production.</li> <li>▪ Demonstrate critical and contextual awareness of different perspectives, approaches and process within studio art practice specifically and art in general.</li> <li>▪ Demonstrate appreciation for complex problem-solving through the application of art and design practical, theoretical and technical understanding.</li> <li>▪ Critically review one's own and peers arts-based methods, actions and results in a useful and appropriate manner.</li> <li>▪ Use evaluative and reflective skills in order to enhance learning, development and decision-making and situate the self and other in socio-cultural contexts.</li> <li>▪ Use developed primary research, proposal, planning, time management and action-based practices; evaluate and reflect on an emergent process and practice.</li> <li>▪ Effectively present work to different audiences (academic, peers, public).</li> <li>▪ Show familiarity with the operation of a multidisciplinary contemporary art center.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction of the course</p> <p>Week 2 Visiting the Pragovka art centre and its actual shows in the galleries. Focus on the contents and form of the exhibited artworks</p> <p>Week 3 History of the sound and intermedial art, visiting the museum of music, with the contemporary sound production exposition. Focus on the architecture and ambience sound</p>					

Week 4	Exploration of the exhibition spaces of Sound and Vision Art in Prague
Week 5	Studio I.: Introducing some of the pioneers of sound art artist and avantgard art early 20century Focusing on the graphic scores. Practical sound and vision experiments
Week 6	Studio II.: introduction to sculpture, object and installation
Week 7	introduction to conceptual painting. introduction to contemporary painting and installation, the new forms of painting, Painting as a medium of it self.
Week 8	Studio IV
Week 9	Studio V.: art practice, developing students own Sound&Vision projects. Final project preparation, thema, content of the artwork and Task, sketches. Material selection.
Week 10	Studio VI.: art practice, developing students own Sound&Vision projects
Week 11	Studio VII.: art practice, developing students own Sound&Vision projects. Work on the final project
Week 12	Preparation of the Sound&Vision exhibition. Work on the final project
Week 13	Installation of the Sound&Vision exhibition
Week 14	Final exhibition opening

<b>Study literature and study aids</b>	
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***Required***

- Hasting, J., Price, M., Schwabsky, B. (2016). *Vitamin P2: New perspectives in painting*. Phaidon.
- Licht, A. (2010). *Sound art: Beyond music, between categories*. Rizzoli.
- Nickas, B. (2014). *Painting Abstraction: New Elements in Abstract Painting*. Phaidon.

***Recommended***

- Jocks, H.-N. (ed.). (2000). *Zeit – Existenz – Kunst*. Kunstforum International; Bd. 150. Kunstforum-Leserservice

<b>Course Name</b>	<b>Story of Language</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: Twentieth Century Social Theory				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Eva Eckert, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Eva Eckert, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The Story of Language offers an alternative view of world history from the perspective of languages, living and dying, dominant and powerless, major and minor. English as the current global language represents its focal point. The course dwells in the history of global languages such as Latin, Greek, Egyptian or Sanskrit that once dominated particular geo-political regions and tackles the essential question of reasons and factors of their demise. English documents a tantalizing and unpredictable journey of speakers converging onto particular centers of political and economic power that use English as their defining marker and affluence. As today's global language, English has surpassed all its precedents in terms of speaker numbers and geographical expanse. It keeps changing and splitting up as it spreads geographically and socially. What is its future?</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ become familiar with fundamental breaks in the history of English and other languages/ language families;</li> <li>▪ understood the geographical and socio-political landscape as shaped by languages;</li> <li>▪ explored the interaction of language, history and geography, and the concepts of global language and change;</li> <li>▪ applied what learned in class to selected problems and posed questions to be answered;</li> <li>▪ framed a researched project by a relevant theory and collected primary data to document it;</li> <li>▪ presented the project in class and in a paper, following a relevant thesis, research questions and a strategy.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Topic: Origins of Language and Humanity  Week 2 Language Diversity and Migration: Today and Then  Week 3 What It Takes to Be A World Language  Week 4 Writing It Down: Innovation in The Middle East  Week 5 Where Indo-Europeans Lived Before Spreading to Europe And Why Did They?  Week 6 The Legacy of Global Languages: Sanskrit And Greek  Week 7 Midterm Exam  Week 8 The Beginnings of English  Week 9 Colonial American English And Native American Languages  Week 10 English Around the World  Week 11 Global English As the Language of Humanity?  Week 12 Student Presentations</p>				

Week 13 Student Presentations  
Week 14 Final Exam

**Study literature and study aids**

***Required***

- Crowley, T. (1997). *Introduction to Historical Linguistics*. Oxford: Oxford University Press.
- McIntyre, D. (2009). *History of English Language*, Routledge
- Ostler, N. (2005). *Empires of the word: A language history of the world*. New York: HarperCollins Publishers.

***Recommended***

- B. Comrie, S. Matthews, M. Polinsky, J. Aitchison (2003). *The Atlas of Languages: The Origin and Development of Languages Throughout the World*, ABC Books
- Barber C., Beal J. C., & Shaw, P. A. (1993). *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press.
- Comrie, B. et al. (2003). *The atlas of languages: The origin and development of languages throughout the world*. New York: Facts On File.
- MacWhorter, J. H. (2003). *The power of Babel: A natural history of language*. London: Arrow.

<b>Course Name</b>	<b>Strategic Marketing Analysis and Planning</b>			
<b>Course Type</b>	BA-BA-MKT: Compulsory BA-BA-STM: Compulsory	<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MKT: Prerequisites: Introduction to Marketing BA-BA-STM: Prerequisites: Introduction to Marketing			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>				
	Daniel Ravick Fiala, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This is the core class for <i>both</i> the Strategic Marketing Analysis &amp; Planning (SMAP), and the Marketing and Communication emphasis study programs. The focus of this course is strategic marketing analysis for making marketing decisions and marketing planning. It, therefore, integrates knowledge acquired in other subjects in marketing (e.g., analysis of consumer behavior, brand management, market research) and business administration subjects (management, finance, and accounting). Students develop analytical skills, acquire a strategic perspective of marketing and learn to comprehend it as an integral part of the overall strategy of a company. Thus, the focus on the course is on the long term planning and strategic vision of the company and the role of marketing within that. The course emphasizes the role of the strategic marketing plan as the framework for the internal organization of the company’s marketing activities and decisions.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and demonstrate a clear understanding of a selected (and approved) company's value-enhancing strategies.</li> <li>▪ Comprehend and demonstrate a clear understanding of the components and construction of a strategic marketing plan.</li> <li>▪ Understand and analyze complex marketing decisions.</li> <li>▪ Comprehend and demonstrate a clear understanding of the investigation and application of marketing models and practices, outline the process required to develop marketing strategies, and Place in context and lend perspective to the nature of key strategic decisions (i.e., value creation, communication, delivery and extraction).</li> <li>▪ Comprehend and demonstrate a clear understanding of the role of the marketing manager / director and how to make complex marketing decisions.</li> <li>▪ Comprehend and demonstrate a clear understanding of how to apply marketing strategy, models, and principles to a real company for which they will develop a strategic marketing plan.</li> <li>▪ Comprehend and demonstrate a clear understanding of the strategic marketing planning process and how to complete an original strategic marketing plan.</li> <li>▪ Understand the difference between data, information and customer insight.</li> <li>▪ Understand how customer insight drives firm value.</li> <li>▪ Understand the various methods to collect data and gain customer insight.</li> <li>▪ Understand the value of using marketing metrics.</li> <li>▪ Know key marketing metrics and how to apply them.</li> <li>▪ Understand how to analyze marketing metrics.</li> <li>▪ Understand how to develop appropriate marketing analytics.</li> <li>▪ Understand the connection between marketing metrics and financial performance.</li> <li>▪ Know how to use and interpret key marketing/financial profitability ratios.</li> <li>▪ Interpret data and become adept at drawing appropriate conclusions to allocate marketing resources</li> </ul>			

most effectively.

**Course Outline**

- Week 1 How Effective Marketing Strategy & Planning Adds Value to Firms
- Week 2 Conducting Marketing Audits
- Week 3 Segmenting, Targeting, Differentiation and Positioning (STDP)
- Week 4 Conducting Core Analysis
- Week 5 Fundamentals of Marketing Strategies
- Week 6 Implementing Marketing Programs
- Week 7 Creating the Marketing Planning Document
- Week 8 Gaining Customer Insight
- Week 9 Gaining Customer Insight
- Week 10 Mid-term Exam
- Week 11 Checkpoint Presentations & Marketing & New Product Development (NPD)
- Week 12 Marketing Metrics and Analytics
- Week 13 Student Project Presentations
- Week 14 Feedback on projects

**Study literature and study aids**

**Required**

- Dibb, S., Simkin, L., Pride, W., & Ferrell, O.C. (2012). *Marketing: Concepts and Strategies*. 6th European edition. Abingdon, U.K.: Houghton Mifflin.
- Walker, O.C., Mullins, J., & Boyd, H. (2007). *Marketing Strategy: A Decision Focused Approach* McGraw-Hill/Irwin.
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**Recommended**

- Ace, C. (2001). *Successful Marketing Communications: a practical guide to planning and implementation (CIM Advanced Certificate Workbook)*. Oxford, UK: Butterworth- Heinemann.
- Aaker, D., & McLoughlin. (2007). *Strategic Market Management European Edition*. Chichester, UK: John Wiley & Sons.
- Baker, M. (2002). *The Marketing Book*. 5th edition. Oxford, UK: Butterworth- Heinemann.
- Beamish, K. (2006). *CIM Revision Cards: Marketing Planning (CIM Revision Cards Series)*. 2nd edition. Oxford, U.K.: Butterworth-Heinemann.
- Beamish, K. (2008). *CIM Revision Cards: Strategic Marketing in Practice*. 2nd edition. Oxford, UK: Butterworth-Heinemann.
- Beamish, K., & Ashford, R. (2007). *CIM Coursebook 07/08 Marketing Planning (CIM Workbooks 2007/08 Edition)*. Revised edition. Oxford, U.K.: Butterworth-Heinemann.
- Beamish, K., & Ashford, R. (2008). *The Official CIM Coursebook Marketing Planning 2008-2009*. 1st edition. Oxford, U.K.: Butterworth-Heinemann.
- Brennan, R., Baines, P., & Garneau, P. (2002). *Contemporary Strategic Marketing*. 1st edition. NY: Palgrave Macmillan.
- Carter, S. (2003). *CIM Coursebook 03/04 International Marketing Strategy (CIM Workbooks 2003/04 Editions)*. Revised edition. Oxford, UK: Butterworth-Heinemann.
- Donnelly, R. (2009). *CIM Revision Cards: Delivering Customer Value*. Revised Updated edition. Oxford, UK: Butterworth-Heinemann.
- Doole, I., & Lowe, R. (2008). *International Marketing Strategy*. 5th edition. London: Thomson Learning.
- Doyle, P. (2008). *Value-Based Marketing: Marketing Strategies for Corporate Growth and Shareholder Value*. 2nd edition. Chichester, U.K.: John Wiley & Sons.
- Drummond, G., Ensor, J., & Ashford, R. (2007). *Strategic Marketing: Planning and Control*. 3rd edition. Oxford, U.K.: Butterworth-Heinemann.
- Gilligan, C., & Wilson, R.M.S. (2009). *Strategic Marketing Planning*. 2nd edition. Oxford, UK: Butterworth-Heinemann.
- Jain, S. C. (2009). *Marketing Planning and Strategy*. 8th Revised edition. Mason OH: Cengage Learning.



<b>Course Name</b>	<b>Strategic Planning</b>			
<b>Course Type</b>	BA-BA: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Economic Thought, Introduction to Management, Introduction to Marketing, Financial Accounting, Corporate Finance			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Mark Wiedorn, MBA			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Mark Wiedorn, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The major objective of this course is to develop an understanding of strategic management planning process, concepts, research, and theories. Students will learn methods of business environment scanning, strategy formulation, implementation, and control. Integration of international issues throughout provides an essential understanding of global economics and its impact on business activities in a location. This course serves as the capstone of the Business Administration Program. We study how a company effectively builds its strategy and learn through current readings and case studies covering which corporate strategies are the most successful and which are not, and why.</p> <p>Major strategic planning models, the strategy development process and strategic implementation are examined. The course is grounded in theory but will incorporate "reallife" examples and applications. The course is weighted towards current trends and practices in strategic planning management.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and demonstrate an understanding and comfort level with the strategic planning, management and evaluation processes.</li> <li>▪ Understanding the strategic management process, concepts, research and theories.</li> <li>▪ Apply methods of business environment scanning, strategy formulation, implementation and control as well as reviewing performance management models and demonstrating an understanding of when, why and how those models are used.</li> <li>▪ Utilize the tools and methodologies applied in the real world and demonstrate an understanding of these models.</li> <li>▪ Analyze, identify and evaluate opportunities and threats that exist for "real" companies in the business environment and link them to existing strengths and / or weaknesses that exist within the organization and done within the context of the shifting global business environment.</li> <li>▪ Demonstrate an ability to place in context current business developments and regional and entity specifics, specifically from a "strategic" point of view.</li> <li>▪ Understand and demonstrate in-depth knowledge of formulating and adapting feasible competitive strategy recommendations.</li> <li>▪ Choose, evaluate and research an appropriate company for their senior thesis.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Overview: Expectations/Workload/Timing; Review of Syllabus; Thesis Outline and Map; Strategic Management and Planning Overview; Mission and Vision: Strategic Importance; Mission and Vision Videos</p>			

Week 2	Mission and Vision Presentations, Discussion; Objective of Strategic Planning: Sustainable Competitive Advantage; Porter: What Is Strategy; Intro to “Making Strategy”
Week 3	Quiz on Assigned Readings; Environmental Analysis: External; Making Strategy; Porters 5 Forces; Video: 5 Forces; PESTLE: Any Value?
Week 4	Growth Outside the Core; Critical Success Factors and Core Competencies; CSF Case Study and Exercise; 5 Generic Strategies; Trade Offs- Choosing What To Do and What Not To Do
Week 5	Horizontal and Vertical Integration; Value Chain and Value System; Value Chain and the Value Proposition; How VC and Activity Maps Relate.
Week 6	Business Model Canvas: <i>Business Models New and Old</i> ; What is Strategy? Porter cont’d as relates to Activity Mapping; Activity Mapping vs Value Chain vs Business Model Canvas; Review for Mid-Term
Week 7	Mid Term Exam
Week 8	SWOT and SWOT Matrix Introduction; From SWOT to TOWS To Strategic Alternatives; SWOT, SWOT Matrix Exercise: Uncovering Strategic Alternatives.
Week 9	Strategic Alliances and M&A as Strategic Approaches; Vertical and Horizontal Integration: Value Chain Part 2; Market Specific Strategies and Approaches; Project Progress Review
Week 10	Strategic Profile Workshop
Week 11	Strategic Profile Workshop
Week 12	Overview of Global Strategic Issues; Corporate Culture and Leadership
Week 13	Presentation Review and Practice: Present Activity Map; Porters 5 tests Of Strategy; Discussion of Strategic Profile; How to Recognize Strategic Fit
Week 14	Final Exam; Strategic Profile Presentations

### Study literature and study aids

#### **Required**

- Fred, R. D. (2009). *Strategic management: Concepts and cases*. Beijing : Tsinghua University Press.

#### **Recommended**

- Magretta, J. (2011). *Understanding Michael Porter: The essential guide to competition and strategy*. Harvard Business Press Books.
- Thompson, A. A., Peteraf, M. A., Gamble, J., Strickland, A. J., Janes, A., & Sutton, C. (2017). *Crafting and executing strategy: The quest for competitive advantage : concepts and cases*. London: McGraw-Hill Education.

<b>Course Name</b>	<b>Studio Practice: Installation &amp; Eco-Art</b>				
<b>Course Type</b>	BA-VA-ASP: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Barbara Benish, M.F.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Students will develop both an aesthetic understanding of the form of installation art and it's application to important environmental issues of our time, as well as the historical precedents leading up to it. There will be weekly experiments in visual creativity, critical thought, and research techniques for the artist. We will explore the larger context of a visual vocabulary in a changing world outside of the traditional museum and gallery structures.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define basic issues of Installation art; its historical development, context today, and political/social contributions</li> <li>▪ Identify important environmental artists and movements of the 20-21<sup>st</sup> Centuries</li> <li>▪ Demonstrate an understanding of environmental art in the larger global context</li> <li>▪ Analyze what makes a work of art 'successful' or not; utilize basic visual vocabulary</li> <li>▪ Critique art works that engage climate, ecology, and the specific discourses around them</li> <li>▪ Create original works of art that express the ecological challenges of our time</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Installation Art  Week 2 Ana Mendieta  Week 3 Smithson, Kiki Smith, Louise Bourgoise  Week 4 the Harrison's  Week 5 Genii Loci: the Sense of Place  Week 6 Rural Cultivators  Week 7 Project presentations  Week 8 California Space and Light  Week 9 Systems: Mel Chin, Hans Haacke, Joseph Beuys, Ant Farm  Week 10 Waste + Plastic Pollution  Week 11 Technology + Energy  Week 12 Local Installers: the Czech/Slovak scene  Week 13 Review  Week 14 Final Project presentations</p>				

**Study literature and study aids****Required**

- Blanc, N., & Benish, B. K. (2017). *Form, Art & the Environment*. Routledge.

**Recommended**

- Miles, M. (2014). Climate Change and Culture. *In Eco-Aesthetics, Art, Literature and Architecture in a Period of Climate Change* (pp. 9-30). Bloomsbury Academic.
- *Interview with Mark Dion*, Season 4. Art 21. <https://art21.org/artist/mark-dion/>
- Harrison, H. M., & Harrison, N. (2016). Making Earth, Then Making Strawberry Jam. *In The time of the force majeure: After 45 years counterforce is on the horizon*. Prestel.

<b>Course Name</b>	<b>Studio Practice: Materials, Techniques &amp; Methods of Drawing</b>				
<b>Course Type</b>	BA-VA-ASP: Compulsory			<b>Recommended Year of Study/semestr</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term project, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Richard Willenbrink, M.F.A. – 100 % Robert Horvitz, B.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is intended for students with some practical experience and competence in representational drawing. In addition to further progress in the development of skills, this course aims to broaden and deepen the student's knowledge about drawing, including its history, techniques and current possibilities. Recognizing that not everyone wants to draw for the same reasons, instruction will be individualized as much as possible. In addition to ordinary graphite pencils, we will explore colored pencils, charcoal, pastels and ink (with both pens and brushes) and different surfaces (textured and colored papers, silk, mylar). We will learn about early manual forms of image reproduction (engraving, woodblock printing, lithography, etc.) as well as digital software-based techniques. The second half of the class will move beyond representation to explore fantasy and abstraction. Homework assignments will be flexible enough for students to explore their own interests. This course aims to develop each student's competence in drawing, their creative imagination, their understanding of drawing's many possibilities and applications, and their observational and representational skills. Their understanding of the history of visual communication, contemporary professional practices and emerging media will also be enhanced.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use a variety of drawing materials and techniques purposefully and proficiently</li> <li>▪ Render objects, people, scenes and ideas with increased accuracy and stylistic flare</li> <li>▪ Recognize the work of some of the best draftsmen in history</li> <li>▪ Identify the drawing content and techniques which are most meaningful and useful to them</li> <li>▪ Express their drawing aims and strategies verbally</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course introduction  Week 2 Silverpoint, charcoal, pastel and crayon  Week 3 Drawing's origins  Week 4 Illuminated manuscripts, calligraphy, graffiti  Week 5 The Western canon  Week 6 Early graphic reproduction techniques (woodblock printing, etching, engraving and lithography)  Week 7 Collage  Week 8 Cartoons and Caricatures</p>				

Week 9 Animation  
 Week 10 Scientific illustration  
 Week 11 Abstraction  
 Week 12 Speed sketching  
 Week 13 Drawing software  
 Week 14 Portfolio review

**Study literature and study aids**

**Required**

- Buder, T. (n.d.). *History of Drawing*. <https://historyofdrawing.com/>
- South, H. (2019, January 6). *Drawing and Art Software Programs: It's almost like working at an easel—and some are free*. LiveAbout.com. <https://www.liveabout.com/drawing-programs-and-art-software-1122819>

**Recommended**

- Anderson, G. (2019). *Drawing as a Way of Knowing in Art and Science*. Intellect Books.
- Bermingham, A. (2000). *Learning to Draw: Studies in the Cultural History of a Polite and Useful Art*. Yale University Press.
- Fava, M. (2019). A decline in drawing ability? *International Journal of Art & Design Education*, 39(2). doi: 10.1111/jade.12255.
- Plagens, P. (1969). The impact of recent art on the teaching of drawing. *Art Journal*, 28(4), 403-404. doi:10.2307/775318
- Simmons, S. (2019). Drawing in the digital age: Observations and implications for education. *Arts*, 8, 33. <https://www.mdpi.com/2076-0752/8/1/33>

<b>Course Name</b>	<b>Studio Practice: Materials, Techniques &amp; Methods in New Media</b>				
<b>Course Type</b>	BA-VA-ASP: Compulsory		<b>Recommended Year of Study/semestr</b>	2. -3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Seminars	
<b>Assessment methods and other requirements</b>	Term paper, case study, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>					
	MgA. Jana Babincová – 100 % MgA. Daniel Vlček – 100 %				
<b>Brief annotation of the course</b>					
	<p><b>Course Description</b></p> <p>This course will introduce students to Studio Art with an emphasis on New Media &amp; Time Arts using digital photography (and digital film), but also touching upon other important media from drawing, painting, sculpting, performance and “self-performance” as well as developing skills in video and sound art. Students will learn to use all possible media to find the right tools to express their ideas, concepts and feelings about themselves, contemporary society and nature.</p> <p>This course is an inter-disciplinary exploration of photograph, video, performance, and all of the evolving forms of new media. Regardless of artistic ability, will students engage with studio art practices and art production in group and solo projects. Students will also critically respond to contemporary art through visiting cross-media art exhibits (visual, audio, haptic, interactive and new media), performances, installations and festivals.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ use all possible media to express their ideas, concepts and feelings about their self, contemporary society, and nature.</li> <li>▪ demonstrate familiarity with contemporary “cross media art” internationally, but then with an emphasis on current trends in Czech art and society.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction</p> <p>Week 2 Drawing excercises--experimentation with touch and using specific objects</p> <p>Week 3 Drawing excercises--experimentation with profiles/faces</p> <p>Week 4 Self-Performance--examination of the artist's work in group excercises (costumes and masks)</p> <p>Week 5 Self-Performcance II--working with the body and environmental space and in historcial contexts</p> <p>Week 6 Introduction to techniques in Art therapy</p> <p>Week 7 Seeking Stories in art with a field trip to an exhibit of contemporary or ancient art, a walkthrough Prague Castle and gardens, and the Lesser Town</p> <p>Week 8 Installation-group excercise using found objects for creating art installations</p> <p>Week 9 Photographic Collections</p> <p>Week 10 Topic / new / media-sculpture-object</p> <p>Week 11 Combining sculpture, objects, installation, performance.</p>				

Week 12 selection and work on the final project for the course.  
 Week 13 workshop on the preparation of the final project for the course  
 Week 14 Final student presentations. Vernisage with Critiques.

**Study literature and study aids**

**Required**

- Bryson, N., Holly, M. A., & Moxey, K. (eds.). (2013). *Visual Culture: Images and Interpretations*. Wesleyan University Press.
- Foster, H. (ed.). (2009). *Vision and Visuality*. Seattle Bay Press.
- Klanten, R., & Alonzo, P. (2012). *Art and agenda: Political art and activism*. Gestalten.
- Mitchell, W. J. T. (2014). *Picture theory: Essays on verbal and visual representation*. Chicago: University of Chicago Press.

**Recommended**

- David, C., & Chevrier, J.-F. (1997). *Documenta X: Politics – poetics*. Cantz.
- Debord, G. (2018). *Society of the spectacle*. Black & Red.
- Felshin, N. (2006). *But is it art? The spirit of art as activism*. Bay Press.
- PODE BAL. *Pode Bal 1998-2008*. Divus, 2008.



<b>Course Name</b>	<b>Studio Practice: Materials, Techniques &amp; Methods of Painting</b>		
<b>Course Type</b>	BA-VA-ASP: Compulsory	<b>Recommended Year of Study/semestr</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, term project, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>			
	Richard Willenbrink, M.F.A. – 100 % Robert Horvitz, B.A. – 100 %		
<b>Brief annotation of the course</b>			
<p><b>Course Description</b></p> <p>This painting course will center the use of the human figure as a primary subject of expression in Central European painting and technical studio instruction for this expression. After an introductory lecture, the class will move to the studio facilities to work directly from live models. Here students will be taught the basics of painting from the figure while simultaneously applying the experiences and knowledge gained from the lectures and the museums in Prague. Students will work primarily from the model, but should be inspired stylistically by the specific Expressionist characteristics of Central European art. The premise is that the Central Europe of Prague and Vienna developed according to its unique history and artistic heritage, which differed from the cultures of other European capitals and regions and that this can be a valuable source of inspiration for the contemporary artist</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and recognize the main characteristics of the Expressionist Figurative styles in Central European art</li> <li>▪ Demonstrate a basic working knowledge of the principles and techniques of figure painting, which include a basic knowledge of human proportions, anatomy, contour line, value, and color.</li> <li>▪ Demonstrate the understanding and skills to use the Expressionist methods in one's own work.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Course  Week 2 Drawing the figure – Expressive gesture  Week 3 Drawing the figure – Contour line  Week 4 Drawing the figure – Value  Week 5 Painting the Figure – Introduction to Painting Techniques  Week 6 Painting the Figure – Limited Palette  Week 7 Painting the Figure – Color  Week 8 Painting the Figure – Texture  Week 9 Lecture: Central European Expressionism  Week 10 Museum Visit  Week 11 Painting the Figure – Expressionism</p>			

Week 12 Course review

Week 13 Final Project I

Week 14 Final Project II

**Study literature and study aids**

***Required***

- Vergo, P. (2015). *Art in Vienna 1898–1918*. (4 ed.). Phaidon Press.
- Wittlich, P. (2012). *Czech modern painters: (1888-1918)*. (1st English ed.). Karolinum.

<b>Course Name</b>	<b>Subcultures: Lifestyles, Literature &amp; Music</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: Gender, Minority & Culture				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Pavla Jonssonová, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>            Elective in the AAU Humanities programs. Provides critical insights into cultural resistance to mainstream culture, such as graffiti, street-art, underground, punk, psychedelia, new social movements etc. Topics are explored through the lenses of culture studies and urban anthropology. Seminal readings on subcultures are used to discuss the practices of ‘alternative’ urban lives in postindustrial society and certain trends of artistic production. Focus is on political interpretation of youth subversion and disclosures of power mechanisms. Visuals and field trips to graffiti and other subcultural sites are a part of this course.</p> <p><b>Student Learning Outcomes</b>            Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ use of research tools of cultural studies – critical thinking, semiotics, urban anthropology</li> <li>▪ conceptualize and contextualize expressions of youth rebellion</li> <li>▪ apply critical imagination in decoding of subversive artifacts</li> <li>▪ read resistance to consumer culture</li> <li>▪ interpret the streets and other public spaces of the city</li> </ul> <p><b>Course Outline</b>            Week 1 Introductions. Syllabus. Counterculture, alternative, underground, subcultures. Theory framework: Frankfurt and Birmingham School.            Week 2 Counterculture and hippies            Week 3 Punk and postpunk subcultures            Week 4 Psychedelic Research. Drugs and subcultures            Week 5 field trip to One World film festival of Human rights. New Social Movements. Everyday Rebellions            Week 6 Hipsters old and now. Recycling.            Week 7 Midterm test            Week 8 Culture Jamming Art and Politics            Week 9 Graffiti and street art: urban decore or politics            Week 10 Site visit: Tesnov legal graffiti site visit with practice of writing            Week 11 Rock music: pop and politics            Week 12 Political art/New Social Movements visit to DOX. Poupetova 1, Praha 7            Week 13 Queer            Week 14 Final projects presentations</p>				

**Study literature and study aids**
**Required**

- Magid, V. (2007). *CAP: Crew Against People [Bley, Crap, Dize, Key, Kto, Masker, Mosd]*. Praha: Bigg Boss.
- Banksy. (2006). *Banksy: wall and piece*. London: Random House.
- Ellsworth-Jones, W. (2013). *Banksy: The man behind the wall*. New York: St Martin's Press. *Street art Praha*. (2007). Praha: Arbor vitae. pp. 1–19.
- Vomáčková, K., Čermáková, B. & Kaláb, J. (2008). *Names: the first international festival of street art and graffiti in the Czech Republic: 26 August – 12 October 2008*. Praha: Občanské sdružení Trafačka.
- Keller, R. (2006). Rappers, Ravers, and Rock Stars. The Deviatizing Hand of Music in Psychotropia. In L. C. Rubin (ed.), *Psychotropic drugs and popular culture: Essays on medicine, mental health and the media*. (pp.135-157). Jefferson, N.C: McFarland & Company.
- Reynolds, S. (1998). In our angelhood rave as counterculture and spiritual revolution. In S. Reynolds, *Generation Ecstasy: Into the World of Techno and Rave Culture*. New York: Routledge.
- Záborský, T. (2007). Methamphetamine in the Czech Republic. *Journal of Drug Issues*, 37(1), 155-180.
- Clark, D. (2003). The Death and Life of Punk, the Last Subculture. In D. Muggleton, & R. Weinzierel (eds.), *The Post-Subcultural Reader*. (pp. 223-238). New York: Berg.
- Sokolova, V. (2015). State Approaches to Homosexuality and Non-Heterosexual Lives in Czechoslovakia under State Socialism. In H. Havelková, & L. Oates-Indruchová, L. (eds.), *The politics of gender culture under state socialism: An expropriated voice*. New York: Routledge.
- Erbacher, E. (2012). Hip or Square? Pop Cultural Negotiations of Hipster Lifestyles Between Commodification and Subversion. In L. R. Koos (ed.), *Hidden Cities: Understanding Urban Popcultures*. Oxford, UK: Inter-Disciplinary Press.
- Schiermer, B. (2014). Late-modern hipsters: New tendencies in popular culture. *Acta Sociologica*, 57(2), 167–181.

**Recommended**

- Jurková, Z. et al. (2014). *Prague soundscapes*. Prague: Karolinum.
- Maderová, B., Jurková, Z., & Veselý, K. (2013). *To touch the world: Czech musical alternative 1968-2013*. Praha: Fakulta humanitních studií Univerzity Karlovy.
- Heath, J., & Potter, A. (2005). *Rebel Sell*. Toronto: HarperCollins.
- Reynolds, S. (2005). *Rip It Up and Start Again. Postpunk 1978-1984*. London: Faber and Faber, 2005.
- Hebdige, D. (1979). *Subculture. The Meaning of Style*. London: Methuen.
- Smith, K. (2007). *The Guerilla Art Kit*. New York: Princeton Architectural Press.
- Sullivan, N. (2003). *A Critical Introduction to Queer Theory*. New York: NYU Press.

<b>Course Name</b>	<b>Marketing Research</b>			
<b>Course Type</b>	BA-BA-MKT: Compulsory BA-BA-STM: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-BA-MKT: Prerequisites: Introduction to Marketing BA-BA-STM: Prerequisites: Introduction to Marketing			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Christopher Shallow, MSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Christopher Shallow, MSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This advanced course describes the role of marketing research in the current marketing environment and in marketing-oriented organizations, and its applications, concepts, methodologies, techniques, and terminologies. Designed to make the student a knowledgeable marketing research consumer, and a beginning practitioner, it demonstrates how research contributes to the effectiveness of marketing, advertising, sales, and product design and development. In particular, the course illustrates the importance of market research for successful decision-making concerning the final consumer / customer – B2C, as well as in B2B.</p> <p>The course details the stages of market research process, starting with the definition of the problem, brief setting and proposal evaluation, through data collection, analysis, and interpretation, to presentation of research findings, and the application of findings and analysis in management decision making. The focus is on qualitative (exploratory) research techniques, quantitative research execution, and the latest developments in technology. New internet related market research techniques are described.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the relationship between market research and decision making</li> <li>▪ Comprehend and have a clear understanding of the processes used in formulating and conducting market research projects</li> <li>▪ Place in context and lend perspective to the market conditions under which research may be undertaken, and the impact of these conditions on the type of research to be conducted, including methodologies and project management</li> <li>▪ Comprehend and have a clear understanding of the range of qualitative and quantitative techniques and methods available in marketing research, including applicability and limitations</li> <li>▪ Comprehend and have a clear understanding of how to design a market research to obtain actionable information as a decision support and be able to make a Request for proposal for a market research project</li> <li>▪ Place in context and lend perspective to the language of marketing research as it is used by practitioners and business people</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Information: expectations, deadlines, and procedures. Introduction to the subject area.  Week 2 The Marketing Research Process  Week 3 Designing Research Studies  Week 4 Survey Research.  Week 5 Observation.  Week 6 Conducting Marketing Experiments. Part Three: Measurement  Week 7 Questionnaire Design.</p>			

Week 8 Mid-term exam  
 Week 9 Sampling and Statistical Theory  
 Week 10 Analysis and Reporting  
 Week 11 Testing for Differences Between Groups and for Relationships Among Variables.  
 Week 12 Communicating Research Results  
 Week 13 Communicating Research Results  
 Week 14 Final exam

### Study literature and study aids

#### **Required**

- Malhotra, N. K., Nunan, D., & Birks, D. F. (2017). *Marketing research: An applied approach*. New York : Pearson.
- McDaniel, C. D., & Gates, R. H. (2017). *Marketing research*. Hoboken: Wiley.
- Zikmund, W. G., & Babin, B. J. (2010). *Essentials of marketing research*. Mason, Ohio: South-Western/CENGAGE Learning.
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#### **Recommended**

- Brace, I. (2018). *Questionnaire design: How to plan, structure and write survey material for effective market research*. London : KoganPage.
- Cooper, D. R., & Schindler, P. S. (2006). *Marketing research*. New York: McGraw-Hill/Irwin.
- Hague, P. N., Hague, N., & Morgan, C. (2004). *Market research in practice: A Guide to the Basics*. London: Kogan Page Publishers.
- Hair, J. F. etal. (2008). *Essentials of Marketing Research*. Boston: McGraw-Hill.
- Kaden, R. J., Linda, G., & Levinson, J. C. (2009). *More guerrilla marketing research: Asking the right people, the right questions, the right way and effectively using the answers to make more money*. London: Kogan Page.
- Keegan, S. (2009). *Qualitative research for marketing: How qualitative research underpins good business decisions*. London: Kogan Page.
- Wilson, A. M. (2012). *Marketing research: An integrated approach*. Harlow: Financial Times Prentice Hall.
- Williams, J. (2006). *The Official CIM Revision Cards Marketing Research and Information*. Elsevier Butterworth-Heinemann, The Chartered Institute of Marketing.

<b>Course Name</b>	<b>Survey of Western Art</b>		
<b>Course Type</b>	BA-HS: Compulsory BA-JM: Required optional BA-PS: Required optional	<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours
<b>Prerequisites, corequisites, equivalences</b>	BA-JM: Equivalence: World History I / World History II / European History I / European History II		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Mg.A. Alena Foustková – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course presents an introductory survey of History of the Western Art from the Paleolithic era to the present day. The scope of the course is broad, focusing on a limited set of major examples which will document the most important pieces in the eyes of the art historians. The course will not be, however, about memorizing names and dates. It will rather try to expose students to the beauty of art and deepen their historical understanding. It will allow them to observe pieces of art in their context of time and specific meaning, as well as an artistic value. Students will sharpen their visual skills and learn to apply their knowledge to works of art that they may have never been exposed to before. There will be numerous field trips to museums and art galleries to see and admire the works of art face to face.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify art styles and relate them to their historical context;</li> <li>▪ Further develop skills in the analysis and interpretation of works of visual art;</li> <li>▪ Recognize and start to explain changes in art over the ages, and understand how these changes reflect and illuminate wider changes in society;</li> <li>▪ Further develop / strengthen writing skills in the analysis and interpretation of works of art.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction, Design elements and principles (Overview of art styles)</p> <p>Week 2 40 thousand BC – 8 thousand BC (Paleolithic and Neolithic Art)</p> <p>Week 3 3 thousand BC – 1<sup>st</sup> century BC (Ancient art: Mesopotamia)</p> <p>Week 4 8<sup>th</sup> century BC – 3<sup>rd</sup> century BC (Pre-Greek and Greek Art)</p> <p>Week 5 3<sup>rd</sup> century BC – 5<sup>th</sup> century AD (Hellenistic Art, Roman Art)</p> <p>Week 6 Midterm oral presentations</p> <p>Week 7 1<sup>th</sup> – 10<sup>th</sup> century (Early Christian art, Byzantine Art, Islamic art briefly)</p> <p>Week 8 11<sup>th</sup> – 12<sup>th</sup> century (Romanesque Art)</p> <p>Week 9 13<sup>th</sup> – 14<sup>th</sup> century (Gothic Art)</p> <p>Week 10 15<sup>th</sup> century Italy (Giotto, Early Renaissance, Italy), 16<sup>th</sup> century Northern Europe</p> <p>Week 11 16<sup>th</sup> century in Italy (High Renaissance)</p> <p>Week 12 17<sup>th</sup> century in Italy</p> <p>Week 13 17<sup>th</sup> – 18<sup>th</sup> century European art</p> <p>Week 14 Art of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century</p>		



**Study literature and study aids**

**Required**

- Schneider Adams, L. (2007). *Art across time*. New York: McGraw-Hill.

**Recommended**

- Benton, J. R. (2002). *Art of the Middle Ages*. London: Thames & Hudson.
- Gardner, H., Kleiner, F. S., Mamiya, C. J., & Tansey, R. G. (2003). *Gardner's art through the ages: The Western perspective*. Belmont, CA: Thomson/Wadsworth.
- Ocvirk, O. G. (2006). *Art fundamentals: Theory and practice*. Boston: McGraw-Hill.
- Spielvogel, J. J. (2000). *Western Civilization: comprehensive volume*. Belmont, CA: Wadsworth
- Sutton, I. (1999). *Western architecture: From ancient Greece to the present*. Thames and Hudson.

**Online resources**

- *The Lascaux Prehistory of Art* (2008). [Video file]. Retrieved from <http://www.youtube.com/watch?v=bzShXDxm2v8&feature=related>
- National Geographic (2008). *Stonehenge Monument* [Video file]. Retrieved from <http://www.youtube.com/watch?v=LQG6IWNUAms&feature=fvw>  
<http://www.youtube.com/watch?v=-6oxmxPKoSE&feature=channel>
- AllHistories (2010). *Queen Pharaoh – Hatshepsut 1 of 3*. [Video file]. Retrieved from [http://www.youtube.com/watch?feature=player\\_embedded&v=JbBNkp1FfMc](http://www.youtube.com/watch?feature=player_embedded&v=JbBNkp1FfMc)
- *The Greeks* (n.d.). Retrieved from <http://www.shunya.net/Text/Herodotus/TheGreeks.htm>
- *The Mysterious Etruscans* (n.d.). Retrieved from <http://www.mysteriousetruscans.com/>
- World History: Rise and Fall of the Roman Empire: Ancient Rome. Retrieved from [http://mr\\_sedivy.tripod.com/r\\_life.html](http://mr_sedivy.tripod.com/r_life.html)
- *Roman Engineering: Crash Course History of Science #6*. (n.d.). [Video file]. Retrieved from [https://wn.com/roman\\_architecture](https://wn.com/roman_architecture)
- *Turn to Christianity in Rome: Constantine I*. Series of videos (links in the lecture presentations)
- Keough, P. (2008). *Early Christian Art* [Video file]. Retrieved from <https://www.youtube.com/watch?v=9yGyKhCAIRQ>
- Florence in War and Flood: Crucifix – Cimabue. (n.d.) Retrieved from <http://florenceinwarandflood.wordpress.com/works-in-exhibition-the-flood/crucifix-cimabue/>
- Phou, P. (2013). Leonardo da Vinci: The Man, The Mystery, The Turning Point in History (Improved). [Video file]. Retrieved from <https://www.youtube.com/watch?v=PUqzKlqIh-8>
- Smarthistory. art, history, conversation (2011). *Van Eyck, Portrait of Giovanni Arnolfini and his Wife, 1434*. [Video file]. Retrieved from [https://www.youtube.com/watch?v=U38V\\_XwaRxM](https://www.youtube.com/watch?v=U38V_XwaRxM)
- Kirkby, A. (2008). *How to read a Gothic cathedral façade*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=FBwrcowWOGc&feature=related>
- *The Reformation-Martin Luther*. (2008). [Video file]. Retrieved from <http://www.youtube.com/watch?v=EFqWnEpZvjs>
- Khan Academy (2019). *Courbet, The Artist's Studio, a real allegory summing up seven years of my artistic and moral life* [Video file]. Retrieved from <https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/realism/v/courbet-the-artist-s-studio-1854-55>
- Marinetti, F.T. (1909). *The Founding and Manifesto of Futurism*. Retrieved from <https://www.unknown.nu/futurism/manifesto.html>



<b>Course Name</b>	<b>Sustainable Development: From Global Vision to Meaningful Practice</b>		
<b>Course Type</b>	BA-IR-GAF: Required optional BA-PS-SPD: Compulsory	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Terrorism in Global Politics		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, group project, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Ing. Petr Lebeda, M.A. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Sustainable Development has become a commonplace term and a major reference point in global as well as national politics of most countries. The overarching 2015 global framework of Sustainable Development Goals (SDGs) committed the UN member states, international organizations as well as NGOs, business and other stakeholders to implement their strategies and cohere their activities/policies along 17 broad areas ranging from poverty, inequalities to environment, peace and good governance.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a structured understanding of the concept/s of Sustainable Development in the context of international relations, EU and global politics, including practical approaches taken by major stakeholder groups (besides governments, NGOs and to a lesser degree businesses) that allows them to use the knowledge gained in various professional environments</li> <li>▪ Demonstrate awareness of the concept of sustainable development and its development over time</li> <li>▪ Demonstrate knowledge of the selected key issue areas and understanding of the dynamics of and inter-linkages between them</li> <li>▪ Critically reflect on the challenges of a coherent/integrated approach to finding meaning solutions and formulate their benefits (be it in the context of international negotiations, national policy-making, approaches taken by business, or individual decisions)</li> <li>▪ Apply their creative thinking and knowledge of international relations in proposing original solutions to these challenges</li> <li>▪ Critically assess and analyze contemporary political/media discourse as manifested in the various themes of sustainable development and key issues covered in the course</li> <li>▪ Have a greater insight into the practical solutions to global challenges and bridge concepts with national and EU policy-making</li> <li>▪ Demonstrate an effort to approach their learning with clarity and responsibility and demonstrate an ability to reflect mindfully on their own learning process.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to the course  Week 2 Starting with the End in Mind: Where do We Want to Get? Introduction to Integrated Approach  Week 3 The Story of Sustainable Development: The Concept, Its Historical Overview and Current Practice  Week 4 Climate change</p>		

Week 5 Food Security  
 Week 6 Illicit Financial Flows (Tax Justice)  
 Week 7 Migration  
 Week 8 Midterm exam  
 Week 9 Field trip: the Business' Approach to Sustainable Development and Corporate Social Responsibility  
 Week 10 The Challenges of Integrated Approach  
 Week 11 Team Presentations, Discussion and Reflection  
 Week 12 Team Presentations, Discussion and Reflection  
 Week 13 Reflection of Main Takeaways, Course Review and Evaluation  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- United Nations Global Compact (2017). *Making Global Goals Local Business: A New Era for Responsible Business*.  
[https://www.unglobalcompact.org/docs/about\\_the\\_gc/MakingGlobalGoalsLocalsBusiness2017.pdf](https://www.unglobalcompact.org/docs/about_the_gc/MakingGlobalGoalsLocalsBusiness2017.pdf)
- Sen, A. (2013). *Development as freedom*. New York: Anchor Books.
- Office of the Government of the Czech Republic (2017). *National Report on the Implementation of the 2030 Agenda for Sustainable Development: Czech Republic*. Prague: Office of the Government of the Czech Republic.
- Beck, D. E. (2001). Stages of Social Development: The Cultural Dynamics that Spark Violence, Spread Prosperity, and Shapes Globalization: The twelve postulates. <http://www.integralworld.net/beck2.html>

#### Recommended

- Eliasson, J. (2016). 17 Goals, 15 Years, 1 Agenda: To Leave No One Behind. Huffington Post: the Blog, 17 January 2016.
- Adams, B. & Judd, K. (2016). Silos or System? The 2030 Agenda requires an integrated approach to sustainable development. *Global Policy Watch*, 12, 23 September 2016.
- Catholic Church. (2016). Encyclical letter *Laudato si'* of the Holy Father Francis, On care for our common home. [s.l.]: Ante-Matiere.
- Pillars, A. (2011). What is Sustainable Development? The evolution of the Idea. *The Social Watch*.  
<http://www.socialwatch.org/node/12477>
- Stofleth, D. (2017, February 23). *A Short History of Sustainable Development. Rethinking Prosperity: blog*.  
<http://rethinkingprosperity.org/a-short-history-of-sustainable-development/>
- United Nations. (2000). *United Nations Millennium Declaration*.  
<http://www.un.org/millennium/declaration/ares552e.htm>
- Deese, B. (2017). Paris is not Burning: Why the Climate Change Agreement Will Survive Trump. *Foreign affairs*, 96(4), 83-92.
- Kokorin, A., & Korppoo, A. (2017). Russia's Ostrich Approach to Climate Change and the Paris Agreement. *Policy Insights*, 40. <http://aei.pitt.edu/92744/>
- Woodward, A., & Porter, J.R. (2016). Food, Hunger, Health and Climate Change. *The Lancet*, 387(10031), 1886-1887.
- Kari, M. N. (2011). *Living in Denial: Climate Change, Emotions, and Everyday Life*. The MIT Press.
- Lamy, P. (2011). Lamy on the rise in food prices: "Trade is part of the answer, not part of the problem". *WTO News*, 22 January 2011. [https://www.wto.org/english/news\\_e/sppl\\_e/sppl183\\_e.htm](https://www.wto.org/english/news_e/sppl_e/sppl183_e.htm)
- De Schutter, O. (2011). WTO defending an outdated vision of food security. [speech of the United Nation Special Rapporteur for the Right to Food, 16 Dec 2011]. <http://www.srfood.org/en/wto-defending-an-outdated-vision-of-food-security>
- IPES-Food. (2016). From uniformity to diversity: a paradigm shift from industrial agriculture to diversified agroecological systems. International Panel of Experts on Sustainable Food systems.
- Hepworth, N.P. JC, Guemes Delgado, B., & Kjell, P. (2010). *Drop by drop, Understand the impact of UK's water footprint through a case study of Peruvian asparagus*, Progressio, CEPES and Water Witness International.
- Eurodad (2017). Tax Games: The Race to the Bottom. Europe's role in supporting an unjust global tax system. <https://glopolis.org/wp-content/uploads/Tax-Games-2017-low-res.pdf>
- European Commission (2016). State aid: Ireland gave illegal tax benefits to Apple worth up to €13 billion.
- Crivelli, E., Mooij, R. De, Keen, M. (2015). *Base Erosion, Profit Shifting and Developing Countries*. Washington: IMF.
- Mitchell, D. J. (2011). *Why Tax Havens Are A Force for Good*. Forbes, Sep 4, 2011.
- De Haas, H. (2014). What Drives Human Migration. In B. Anderson, M. Keith, M., & Centre on Migration

- (2014), *Migration: A COMPAS anthology*. Oxford.
- Overseas Development Institute. (2017). *Migration and the 2030 Agenda for Sustainable Development: Executive Summary*. <https://www.odi.org/sites/odi.org.uk/files/resource-documents/12422.pdf>
  - De Haas, H. (2014). *Migration Theory – Quo Vadis?* Working paper 100. International Migration Institute.
  - United Nations. (2016). New York Declaration for Refugees and Migrants.
  - Latek, M. (2016). *Growing Impact of EU Migration Policy on Development cooperation*. [http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS\\_BRI\(2016\)589815](http://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI(2016)589815)
  - Hooper, K. (2017). European Leaders Pursue Migration Deals with North African Countries, Sparking Concerns about Human Costs. Migration Policy Institute.
  - Castillejo, C. (2017). The European Union Trust Fund for Africa: What Implications for Future EU Development Policy? German Development Institute.
  - Škoda Auto. (2016). Škoda Auto Sustainability Report 2015/2016.
  - Le Blanc, D. (2015). Towards Integration at Last? The Sustainable Development Goals as a Network of Targets. UN DESA Working Paper.
  - Ford, L. (2015). Global Goals Received with Rapture in New York – Now Comes the Hard Part. *The Guardian*, 25 September 2015.

<b>Course Name</b>	<b>Taxation</b>				
<b>Course Type</b>	BA-BA-ACF: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	David John Muir, MSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>  This course aims at introducing the topic of Taxation, under various aspects. Lectures will focus on the purpose of Taxation, on the financial needs of the Public Administration and on the different taxation principles, techniques and methods. Students are expected to develop a critical understanding of the various tax policies in terms of redistribution of wealth, welfare and economic growth.</p> <p><b>Student Learning Outcomes</b>  Upon completion of this course, students will be:</p> <ul style="list-style-type: none"> <li>▪ familiar with the presuppositions, purposes of taxation policies</li> <li>▪ able to understand tax systems and policies developed by various authorities</li> <li>▪ S able to assess advantages/disadvantages of the various tax models/policies in terms of, for example, income for the state, distribution of wealth, economic opportunities</li> <li>▪ able to compare different tax systems in various countries or in the same country during different periods</li> <li>▪ able to conduct some research in the area of taxation</li> <li>▪ aware of the ethics of Taxation</li> </ul> <p><b>Course Outline (by weeks)</b>  Week 1 Introduction to Taxation, what is Taxation? How is it used ? The aims of Tax Policies: financing state activities and redistribution of wealth  Week 2 The financial needs of the Public Administration and the related strategies  Week 3 Direct and Indirect Taxation, history of VAT  Week 4 Custom duties and excises: practices in EU and beyond  Week 5 Taxation of Income from Labour  Week 6 Taxation of income from independent activities  Week 7 Mid-term exam  Week 8 Corporate Taxation and Tax Incentives  Week 9 Taxation of Capital Gains  Week 10 EU Tax Policies and its limitations  Week 11 Tax evasion  Week 12 Students presenting their research papers and receiving a feedback before the final submission  Week 13 Students presenting their research papers and receiving a feedback before the final submission  Week 14 Final exam</p>				

**Study literature and study aids****Required**

- Auerbach, A. J., & Smetters, K. (Eds.). (2017). *The economics of tax policy*. NY: Oxford University Press.

**Recommended**

- Everett, J.O., Hennig, C., & Nichols, N. (2016). *Contemporary tax practices: Research, planning and strategies*. Riverwoods, IL: Wolters Kluwer.
- Muchinski, P. T. (2007). *Multinational enterprises and the law*. NY: Oxford University Press.
- Weltman, B. (2017). *J.K. Lasser's 1001 deductions and tax breaks 2017: your complete guide to everything deductible*. Hoboken: John Wiley and Sons.

<b>Course Name</b>	<b>Terrorism in Global Politics</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-SEC: Required optional		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Sustainable Development: From Global Vision to Meaningful Practice BA-IR-SEC: Equivalence: Politics of Religion and Ethnicity				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Pamir Halimzai, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed in a way that will enable the student to master the content of Terrorism in Global Politics and critically assess it through a comprehensive theoretical toolkit. The course accommodates positivist and post-positivist approaches equally. The course provides a broad understanding of what is terrorism, why groups like al Qaida, the Islamic State (IS) and Boko Haram are designated as terrorists, but other militant groups are not. The course looks at and critically examines counter-terrorism strategies, the global War on Terror (WoT) and the makeup of international military coalitions. The role of international organizations like the United Nations (UN), states and institutions as well as of the legal frameworks in combating terror is explored. The course particularly focuses on the history and reasons of terrorism, the notion of Islamic terror and different states' role in supporting terrorism to achieve their domestic and international objectives</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Fully comprehend the content of Terrorism in Global Politics</li> <li>• Understand and efficiently utilize various theoretical approaches</li> <li>• Grasp the role of institutions, 'governmentality' in combating or supporting terrorism; explore the history and identify reasons of terrorism</li> <li>• Develop critical thinking</li> <li>• Refine their research/ academic writing skills</li> <li>• Interpret and analyze relevant data</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 Mapping the history of terrorism</p> <p>Week 3 The new face of terrorism</p> <p>Week 4 Why terrorist groups emerge?</p> <p>Week 5 Global War on Terror: new ways of fighting terror</p> <p>Week 6 The Islamic State: emergence, ideology and the war</p> <p>Week 7 Critical Terrorism Studies</p> <p>Week 8 Midterm exam</p> <p>Week 9 Media and Terrorism: Who is the terrorist?</p> <p>Week 10 Terrorism goes viral: The Social Media Effect</p> <p>Week 11 Counter-terrorism strategies: Intelligence, incarceration and disciplining</p> <p>Week 12 The State and Security: The emergence of biopolitics</p>				

Week 13 Presentations and discussion  
Week 14 Final Exam

### Study literature and study aids

#### Required

- Bigo, D., & Tsoukala, A. (eds.). (2008). *Terror, Insecurity and Liberty: Illiberal practices of liberal regimes after 9/11*. Abingdon, Oxon: Routledge.
- Hansen, L. (2006). *Security as Practice: Discourse analysis and the Bosnian war*. Abingdon: Routledge.
- Jackson, R. (2009). The Study of Terrorism after 11 September 2001: Problems, Challenges and Future Developments. *Political Studies Review* 7(2), 171-184.
- Rashid, A. (2008). *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*. London: I.B Tauris.

#### Recommended

- Cronin, A. K. (2015). *ISIS is not a terrorist group*. *Foreign Affairs*, March/April Issue.
- Ditarych, O. (2014). *Tracing the Discourses of Terrorism*. London: Palgrave Macmillan.
- Foucault, M. (2012). *Discipline & Punish: The Birth of the Prison*. Vintage.
- Foucault, M. (2009). *Security, Territory, Population*. London: Palgrave Macmillan.
- Jackson, R. (2007). Constructing Enemies: 'Islamic Terrorism' in Political and Academic Discourse. *Government and Opposition*, 42(3), 394-426.
- Jackson, R. (2006). Genealogy, Ideology, and Counter-Terrorism: Writing Wars on Terrorism from Ronald Reagan to George W. Bush Jr. *Studies in Language & Capitalism*, 1(1), 163-193.
- Lefort, C. (1988). *Democracy and Political Theory*. Cambridge: Polity Press.
- Klausen, J. (2015). Tweeting the Jihad: Social Media Networks of Western Foreign Fighters in Syria and Iraq. *Studies in Conflict and Terrorism*, 38(1), 1-22.
- Riedel, B. (2012). *Deadly Embrace: Pakistan, America and the future of global Jihad*. Washington D.C: Brookings Institution.
- Shahzad, S. S. (2011). *Inside Al-Qaeda and the Taliban: Beyond bin Laden and 9/11*. New York: Palgrave Macmillan.
- Toros, H., & Mavelli, L. (2014). Collective evil and individual pathology: The depoliticization of violence against Afghan Civilians *International Politics*, 51(4), 508-524.



<b>Course Name</b>	<b>The Art of Persuasion</b>				
<b>Course Type</b>	BA-HS: Required optional BA-JM-PRM: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-PAS: Language & Power				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The Art of Persuasion critically investigates communication techniques which create and meaning and are used to influence beliefs and actions, and how rhetorical techniques are employed to maintain social groups, mediate power and affect social and political change as well as cultural and economic practices. Rhetorical criticism investigates and explains written and spoken language, as well as visual images and symbolic acts and how these shape individual identities and society. The course investigates theories and practical applications of discourse and rhetorical analysis, semiotics and cognitive linguistic and sociolinguistic theories. It examines rhetoric as a historical phenomenon and as a modern practical reality and guides students to understand and ethically and successfully employ rhetorical techniques in personal, professional and political spheres.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will have:</p> <ul style="list-style-type: none"> <li>▪ Understood the history and meaning of classical rhetoric and discourse analysis</li> <li>▪ Understood the history and meaning of critical approaches to rhetoric and discourse analysis</li> <li>▪ Become familiar with significant historical speeches and speakers</li> <li>▪ Applied diverse rhetoric and discourse analysis approaches to diverse case studies including both verbal and visual signs.</li> <li>▪ Become familiar with key readings in the fields of rhetoric and discourse analysis</li> <li>▪ Explored and questioned the positive and negative implications and effects of rhetoric on individuals and society.</li> <li>▪ Collected and evaluated data and conducted a rhetorical analysis first-hand</li> <li>▪ Presented a research report which examines and explains a case study</li> <li>▪ Improved their ability to use language effectively and persuasively.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course Introduction: Aims, Structure, Learning Outcomes &amp; Assignments Preliminaries: What is the relationship between Language &amp; Thought</p> <p>Week 2 Classical Rhetoric: What is it?</p> <p>Week 3 Discourse Analysis: What is it?</p> <p>Week 4 Critical approaches to Rhetoric: Power &amp; Persuasion</p> <p>Week 5 Propaganda and Manipulation: Censorship vs. Freedom of Speech</p> <p>Week 6 Student Debates on Select Topics related to Critical Approaches Rhetoric</p> <p>Week 7 Midterm Exam</p> <p>Week 8 Critical approaches to Rhetoric: Critical Metaphor</p> <p>Week 9 Beyond Words: Visual Rhetoric</p> <p>Week 10 Visual Rhetoric: Cinema, Media &amp; Business</p>				



Week 11 Individual Student Presentations: Rhetorical Analysis & Research Case Studies  
 Week 12 Individual Student Presentations: Rhetorical Analysis & Research Case Studies  
 Week 13 Individual Student Presentations: Rhetorical Analysis & Research Case Studies  
 Week 14 Class Summation, Submission of Written Research Projects, Final Exam

**Study literature and study aids**

**Required**

- Erickson, J. (2005). *The Art of Persuasion*. London: Hodder & Stoughton.
- Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research*. pp. 1–18. London: Routledge.
- Foss, S. K. (2004). *Rhetorical Criticism: Exploration and Practice*. Longrove IL: Waveland Press.
- Goatly, A. (2008). *The Language of Metaphors*. London/New York: Routledge.
- Heffernan, J. W. (1999). Speaking for Pictures: The Rhetoric of Art Criticism. *Word & Image*, 15(1), 19-33.
- Herrick, J. A. (2017). *The History and Theory of Rhetoric*. New York: Routledge.
- Toye, R. (2013). *Rhetoric: A Very Short Introduction*. Oxford: OUP.
- Wardaugh, R. (2010). Words and Culture. In R. Wardaugh, *An Introduction to Sociolinguistics*. 229-252. Oxford: Blackwell.

**Recommended**

- Beer, A. & De Landtsheer, C. (Eds). (2004). *Metaphorical World Politics*. East Lansing, MI: Michigan Stat University Press, ch. 1.
- Cameron, L. & Low, G. (Eds). (1999). *Researching and Applying Metaphor*. Cambridge: Cambridge University Press.
- Carver, T. & Pikalo, J. (Eds). (2008). *Political Language and Metaphor: Interpreting and Changing the World*. London: Routledge.
- Charteris-Black, J. (2011). *Politicians and Rhetoric: The Persuasive Power of Metaphor*. Basingstoke/New York: Palgrave Macmillan.
- Chilton, P., Reisigl, M. & Wodak, R. (2009). The Discourse-Historical Approach. In R. Wodak & M. Meyer (Eds), *Methods of Critical Discourse Analysis*. pp. 87–121. London: Sage.
- Dawson, H. & Phelan, M. (Eds). (2016). Language and Thought. *Language Files. File 11.2*. Columbus OH: Ohio State University Press.
- Edwards, J. L. & Winkler, C. K. (1997). Representative Form and the Visual Ideograph: The Iwo Jima image in editorial cartoons. *Quarterly Journal of Speech*, 83(3), 289-310.
- Fairclough, N. (2006). Global Capitalism and Critical Awareness of Language. In A. Jaworski & N. Coupland (eds.), *The Discourse Reader*. London: Routledge.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Jones, R. H. (2012). Section B: Cohesion and Coherence. In R. H. Jones, *Discourse Analysis: A Resource Book for Students*. London: Routledge.
- Leith, S. (2011). *You Talkin' to Me? Rhetoric from Aristotle to Obama*. London: Profile Books.
- Maher, S. (2017). Learning to think means learning to entertain opposing ideas, not imposing a safety culture on campus. *Macleans*. <https://www.macleans.ca/news/canada/jordan-peterson-and-the-big-mistake-of-university-censors/>
- Mooney, A. & Evans, B. (2015). *Language, Society and Power*. New York NY: Routledge, ch. 3 & 4.
- Olsen, L. C., Finnegan, C. A. & Hope, D. S. (2008). *Visual Rhetoric: A reader in Communication and American Culture*. New York NY: Sage.
- Richardson, J. E. (2007). *Analysing Newspapers*. Basingstoke: Palgrave Macmillan, ch. 1.
- Semino, E. (2008). *Metaphor in Discourse*. Cambridge: Cambridge University Press, ch. 3.
- Thomas, L. (2004). *Language, Society and Power*. New York: Palgrave Macmillan, ch.1.
- van Dijk, T. (2008). *Discourse and Power*. New York: Palgrave Macmillan, ch. 1.
- Widdowson, H. G. (1998). The Theory and Practice of Critical Discourse Analysis. *Applied Linguistics*, 19(1), 136-151.

<b>Course Name</b>	<b>The Holocaust and its Representation</b>		
<b>Course Type</b>	BA-HS: Required optional		<b>Recommended Year of Study</b> 2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: The Holocaust & Jewish Cultural Destruction		
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b> Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	Richard Jackson, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The Holocaust, <i>Shoah</i>, or destruction of European Jewry (as well as other ethno-cultural, religious and social groups, deemed undesirable by the Nazi-German regime and their sympathisers within other European nation-states), was an event of such staggering immensity that the human-mind stumbles at the point of attempting to grasp it. Retreating into a blur of cold statistics and damaging over-generalisations, on the one hand, or the over-reliance and searching for ‘universal truth’ within the particularly of individual survivor, perpetrator and bystander testimonies, on the other, a problem facing everyone whom approaches Holocaust-studies – from academics, teachers, to students and those with a casual interest – is that there is no value-free position to be held with the realm of comprehending the <i>Shoah</i>. Whether this be approaching the genocidal event as a historical topic; a study of the problem of memory, literature, religion, theology &amp; the ‘problem of evil’, even though the camera lens of cinema, the core commonality of all fields within Holocaust-studies is the search to understand the scale of such a traumatic event.</p> <p>Serving as both a suitable introduction to the above issues for students approaching the Holocaust for the first time, as well as for those who have a general historical knowledge of the genocide, this course will explore the Holocaust through the controversies and discussions surrounding its ‘representation’. Primarily focussing on cinematic representations, the course will never-the-less also introduce students to modes of representation that are historical, narrative, poetic and artistic. Students should not that the films viewed are included in the total classroom hours; however, students will also be encouraged to watch additional films and to read further works outside of classroom hours.</p> <p>Throughout the course, there will be two core and essential concerns. One is to compliment the chosen cinematic offerings with an accompanying historical context. The second is more theoretical and specific, devoted to addressing the direction question of ‘Auschwitz’. A dominating element of the ‘global Holocaust consciousness’, united with a universal familiarity of ‘gas chamber’ iconography, the symbolic weight of both these historic horrors are now a threat to the understanding and truth of arguably the greatest human-tragedy of 20<sup>th</sup> century human-civilization. An essential component of the course is to therefore discuss the negative/positive influence of Holocaust representation upon our understand of the genocide as a historical topic today.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate the contribution of Jewish civilisation to central &amp; east European society.</li> <li>▪ Comprehend the main reasons behind, as well as the growth and development of anti-Semitism in Europe, whilst also recognising the disparate aspects of politicised racism endorsed by Nazi Germany.</li> </ul>		

- Realise the uniqueness of the Holocaust as a historical event.
- Know the key stages and sociohistorical factors in the evolution of genocide from 1941 – 1945
- Understand the destructive impact of the Holocaust upon post-war, communist-era and present-day Jewish society in central & east Europe.
- Recognise the complexity of collective memory and acknowledge the positive/negative impact media, literature and film has upon understanding the Holocaust
- Address the question of ‘Jewish destruction’ in the context of universal suffering wrought in Europe during the World War II period and its aftermath.
- Begin to understand the concept of ‘Holocaust industry’ and the misuse of the Holocaust in the global political sphere.
- Be familiar with the difficulties created by Auschwitz-centric narratives in regard to understanding the complexity of the Holocaust.

### Course Outline

Week 1 Introduction: What is the Holocaust? What is Holocaust Representation?

Week 2 What is the historical Jewish Question in Europe?

Week 3 Holocaust by Bullets

Week 4 ‘This Way for the Gas, Ladies & Gentleman’

Week 5 Beyond Auschwitz: The Operation Reinhard Death Camps of Treblinka, Sobibor & Belzec

Week 6 After Auschwitz: Concentration Camp Liberation & Reaction

Week 7 Midterm Exam

Week 8 Comprehending Auschwitz: Holocaust Testimony, Literature & the Problem of Memory

Week 9 Can there be a God after Auschwitz? – Jewish Theological Responses to the Holocaust

Week 10 Neglecting Auschwitz: Jewish Life & Holocaust Remembrance Under Communism

Week 11 Exploiting Auschwitz: Post-1989 Jewish Cultural Revival & Stagnation in Europe

Week 12 Desecrating Auschwitz: The Holocaust Industry & Exploitation of Jewish Suffering

Week 13 Student Presentation

Week 14 Final Exam

### Study literature and study aids

#### Required

- Boswell, M. (2012). *Holocaust Impiety in Literature, Popular Music and Film*. London: Palgrave Macmillan.
- Finkelstein, N. G. (2015). *The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering*. London: Verso.
- La Capra, D. (1998). *History and Memory After Auschwitz*. Ithaca: Cornell University Press.
- Niewyk, D. L. (2003). *The Holocaust: Problems and perspectives of interpretation*. Boston: Houghton Mifflin.
- Friedländer, S. (1984). From Anti-Semitism to Extermination: A Historiographical Study of Nazi Policies towards the Jews and an Essay on Interpretation. *Yad Vashem Studies*, 16.
- Levi, P.N. (1947). *If This Is a Man*.
- Rhodes, R. (2003). *Masters of Death: The SS-Einsatzgruppen and the Invention of the Holocaust*. NY: Vintage.
- Kaes, A. (1992). Holocaust and the End of History: Postmodern Historiography in Cinema. In S. Friedlander (ed.), *Probing the Limits of Representation: Nazism and the ‘Final Solution’*. Harvard University Press.

#### Movies

- Bernstein, Sidney. *German Concentration Camps Factual Survey* (2017).
- Dylewska, Jolanta. *Po-lin. Slivers of Memory* (2008).
- Geissler, Benjamin. *Finding Pictures* (2002).
- Gold, Jack. *Escape from Sobibor* (1987).
- Hardy, Justin. *The Relief of Belsen* (2008).
- Koltai, Lajos. *Fateless* (2005).
- Lanzmann, Claude. *Shoah* (1985).
- Lanzmann, Claude. *Sobibor, 14<sup>th</sup> October 1941* (2001).
- Nemes, Laszlo. *Son of Saul* (2015).
- Oppenheimer, Joshua. *The Act of Killing* (2012).

- Oppenheimer, Joshua. *The Look of Silence* (2014).
- Polansky, Roman. *The Pianist* (2002).
- Prazan, Michael. *Einsatzgruppen: The Death Brigades* (2009).
- Rees, Lawrence. *The Nazis: A Warning from History* (2004).
- Rees, Lawrence. *Auschwitz – The Nazis and the Final Solution* (2005).
- Resnais, Alain. *Night and Fog* (1956).
- Ridgen, David & Rossier, Nicolas. *American Radical: The Trials of Norman Finkelstein* (2009).
- Singer, Andre. *Night Will Fall* (2015).
- Spielberg, Steven. *Schindler's List* (1993).

#### **Music**

- Shostakovich, *Symphony No. 13 – Babi Yar* (1962)
- The Velvet Underground, 'Heroin' – *The Velvet Underground and Nico* (1967)
- Sex Pistols, 'Belsen was a Gas' – *The Great Rock n' Roll Swindle* (1979)
- Pink Floyd, *The Wall* (1979)
- Joy Division, *Unknown Pleasures* (1979)
- Joy Division, *Closer* (1980).
- Rush, 'Red Sector A' – *Grace Under Pressure* (1984)
- Alexander Goldscheider, *Terezin: The Music 1941–1944* (1991)
- Manic Street Preachers, *The Holy Bible* (1994)

#### **Recommended**

- Gershenson, O. (2013). *The Phantom Holocaust: Soviet Cinema and Jewish Catastrophe*. Rutgers University Press.

<b>Course Name</b>	<b>The Holocaust &amp; Jewish Cultural Destruction</b>				
<b>Course Type</b>	BA-HS: Required optional BA-IR-CEE: Required optional		<b>Recommended Year of Study</b>	2. – 3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: The Holocaust and its Representation BA-IR-CEE: Equivalence: Jewish Experience in Central Europe				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Richard Jackson, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course offers an introduction to the Holocaust and the impact the genocide has had upon Europe’s Jewish population. As we are studying the topic in Prague, the course will largely adopt a central and eastern European focus, developing from an initial historical survey of the once significant Jewish presence in this region. Recognising the cultural contribution Jewish people have made in this region – ranging from the assimilated classes of Germany and Bohemia (Czech lands), to the orthodox settlements of eastern Poland, Ukraine and the Baltic States – the course will follow the evolution of European anti-Semitism to the radical exterminatory position towards Jews adopted by Nazi Germany and its allies during the Second World War.</p> <p>Students will be introduced to the central and core issues concerning historical and methodological approaches to the Holocaust. Time shall be given to the chronology, geographical scope, regional differences, plus the actions and responses of perpetrators, victims and bystanders. Post-Holocaust, the course will offer an analysis of the cultural destruction experienced by European Jewish communities. Special attention will be given to the differences between western European nations and those of the communist Eastern-bloc countries, as well as to Jewish theological responses to the Holocaust, the influence of Israel, and the re-emergence of Jewish culture in central and eastern Europe during post-1989 democratic years. The course will end with a discussion about whether the ‘Holocaust’ was a uniquely Jewish tragedy, addressing this controversial issue through the study and analysis of testimony, literature, film and music.</p> <p>Throughout the course, a secondary though essential concern will be devoted to addressing the question of ‘Auschwitz’, in regard to the impact this one significant element in the destruction of European Jewry has had upon Holocaust memory, education and remembrance in today’s world.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate the contribution of Jewish civilisation to central &amp; east European society.</li> <li>▪ Comprehend the main reasons behind, as well as the growth and development of anti-Semitism in Europe, whilst also recognising the disparate aspects of politicised racism endorsed by Nazi Germany.</li> <li>▪ Realise the uniqueness of the Holocaust as a historical event.</li> <li>▪ Know the key stages and sociohistorical factors in the evolution of genocide from 1941 – 1945</li> <li>▪ Understand the destructive impact of the Holocaust upon post-war, communist-era and present-day Jewish society in central &amp; east Europe.</li> <li>▪ Recognise the complexity of collective memory and acknowledge the positive/negative impact media, literature and film has upon understanding the Holocaust</li> <li>▪ Address the question of ‘Jewish destruction’ in the context of universal suffering wrought in Europe</li> </ul>				

during the World War II period and its aftermath.

- Begin to understand the concept of ‘Holocaust industry’ and the misuse of the Holocaust in the global political sphere.
- Be familiar with the difficulties created by Auschwitz-centric narratives in regard to understanding the complexity of the Holocaust.

### Course Outline

Week 1 Introduction: What is the Holocaust? What is Jewish Cultural Destruction?

Week 2 What is the historical Jewish Question in Europe?

Week 3 Evolution toward Auschwitz: European Anti-Semitism & the Rise of Nazi Racial Theory

Week 4 Before Auschwitz: The Einsatzgruppen and Early Mechanics of Mass Murder

Week 5 Local Co-operation and the Establishment of Jewish Ghettos

Week 6 Beyond Auschwitz: The Operation Reinhard Death Camps of Treblinka, Sobibor & Belzec

Week 7 After Auschwitz: Concentration Camp Liberation & Reaction

Week 8 Comprehending Auschwitz: Holocaust Testimony, Literature & the Problem of Memory

Week 9 Can there be a God after Auschwitz? – Jewish Theological Responses to the Holocaust

Week 10 Neglecting Auschwitz: Jewish Life & Holocaust Remembrance Under Communism

Week 11 Exploiting Auschwitz: Post-1989 Jewish Cultural Revival & Stagnation in Europe

Week 12 Desecrating Auschwitz: The Holocaust Industry & Exploitation of Jewish Suffering

Week 13 Representing Auschwitz: Holocaust Film, Music & Impiety

Week 14 Final Exam

### Study literature and study aids

#### Required

- Arad, Y. (1999). *Belzec, Sobibor, Treblinka: The Operation Reinhard Death Camps*. Indiana University Press, 1999.
- Bartov, O. (2015). *Erased: Vanishing Traces of Jewish Galicia in Present-Day Ukraine*. Princeton University Press.
- Czerniaków, A., Hilberg, R., Staron, S., & Kermish, J. (1999). *The Warsaw diary of Adam Czerniakow: Prelude to doom*. Chicago: Ivan R. Dee.
- Heitlinger, A. (2006). *In the Shadows of the Holocaust and Communism: Czech and Slovak Jews Since 1945*. New Brunswick: Transaction Publishers.
- Sakowicz, K. (2006). *Ponary Diary 1941-1943: A Bystander’s Account of a Mass Murder*. New Heaven: Yale University Press.
- Webber, J. (1994). *Jewish Identities in the New Europe*. London: Littman Library of Jewish Civilisation.
- Zelizer, B. (2007). *Remembering to Forget: Holocaust Memory through the Camera’s Eye*. Chicago: University of Chicago Press.

#### Recommended

- Cesarani, D. (2016). *Final Solution: The Fate of the Jews, 1933–1949*. London: Palgrave Macmillan.
- Elon, A. (2006). *The Pity of it All: A Portrait of Jews in Germany, 1743–1933*. Penguin Books.
- Davidowicz, L. S. (1981). *The Holocaust and the Historians*. Harvard University Press.
- Ficowski, J., Robertson, T. S. (2003). *Regions of the Great Heresy: Bruno Schultz a Biographical Portrait*. New York: W. W. Norton & Company.
- Friedländer, S. (2008). *The Years of Extermination: Nazi Germany and the Jews, 1939–1945*. London: Phoenix Books.
- Friedländer, S (2007). *The Years of Persecution: Nazi Germany and the Jews, 1933–1939*. London: Phoenix Books.
- Gigliotti, S. (ed.). (2005). *The Holocaust: A Reader. (Contemporary Debates in Philosophy)*. Oxford: Wiley-Blackwell.
- Gilbert, M. (1987). *The Holocaust: A history of the Jews of Europe during the Second World War*. New York: H. Holt.
- Gitelman, Z. (2003). *Jewish Life After the USSR*. Bloomington: Indiana University Press.
- Gross, J. T. (2007). *Fear: Anti-semitism in Poland After Auschwitz: an essay in historical interpretation*. New York: Random House Trade Paperbacks.
- Katz, S. T. (ed). (2007). *Wresting with God: Jewish Theological Responses During and After the Holocaust*. Oxford: Oxford University Press.
- Lehrer, E. (2013). *Jewish Poland Revisited: Heritage and Tourism in Unquiet Places*. Bloomington:



Indiana University Press.

- Korczak, J. (2003). *Ghetto Diary*. New Haven: Yale University Press.
- Novick, P. (2013). *The Holocaust in American life*. New York, N.Y: Houghton Mifflin
- Polonsky, A., & Michlic, J. B. (2004). *The neighbors respond: The controversy over the Jedwabne Massacre in Poland*. Princeton: Princeton University.
- Raphael, M. (2006). *The female face of God in Auschwitz: A Jewish feminist theology of the Holocaust*. London: Routledge.
- Rhodes, R. (2003). *Masters of Death: The SS-Einsatzgruppen and the Invention of the Holocaust*. NY: Vintage.
- Snyder, T. (2015). *Bloodlands: Europe Between Hitler and Stalin*. London: Vintage.
- Young, J. E. (1993). *The Texture of Memory: Holocaust Memorials and Meaning*. New Heaven: Yale University Press.

<b>Course Name</b>	<b>The Intellectual Contribution of Central Europe</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	prof. PhDr. Milada Polišínská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišínská, CSc. – 100 % doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The goal of this course is to familiarize students with the intellectual contribution of Central Europe, which we define as Czech Republic, Slovakia, Austria, Poland and Hungary. Emphasis will be given particularly to the development of universities, research and scholarship in these countries set against the backdrop of their contemporary political, social and cultural history. The course presents significant achievements in the humanities, social sciences and technology. The examination of these areas will demonstrate that Central Europe has produced a long list of Nobel prize winners, extraordinary thinkers and academics despite the devastating impact of the two totalitarian regimes, Nazism and Communism, in which they lived and struggled and from which Central Europe is still recovering</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of role of Central Europe in a larger context of European history.</li> <li>▪ Analyze and evaluate the main historical processes, events and personalities of Central Europe.</li> <li>▪ Intensify their knowledge of Central European specifics through a first-hand experience of visits of historical sites (make-up classes by agreement) and examination of archival documents and other sources.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Intellectual history of Central Europe in the Middle Ages</p> <p>Week 2 Renaissance, Reformation and Humanism, and the post-30 year war intellectual development in Central Europe</p> <p>Week 3 How the Central Europeans discovered the world and reported on it</p> <p>Week 4 Enlightenment in Central Europe, its impact on education and intellectual life and their developments till 1850</p> <p>Week 5 Intellectual contribution of Austria and Czech lands from 1850 to 1918</p> <p>Week 6 Intellectual contribution of Hungary and Poland from 1850 to 1918</p> <p>Week 7 Intellectual contribution Czechoslovakia and Poland in the inter war period</p> <p>Week 8 Intellectual contribution of Austria and Hungary in the inter war</p> <p>Week 9 Impact of First and Second World War on education and intellectual life in Central Europe</p> <p>Week 10 Intellectual and academic situation in the Central European countries during the Cold war I. (till 1956).</p> <p>Week 11 Intellectual and academic situation in the Central European countries during the Cold war II. (1968-1989)</p> <p>Week 12 Intellectual and academic situation in the Central European countries after the collapse of Communism</p>				



Week 13 Major achievements of Central European scholars – summary  
 Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Colish, M. L. (1999). *Medieval Foundations of the Western Intellectual Tradition*. Yale University Press.
- Kavka, F., & Petráň, J. (2001). *History of Charles University*. Vol. 1, 2. Prague, Karolinum, 1995-1998. Selected chapters.
- Polišíenský, J. (1989). *Česká touha cestovatelská*. Praha: Odeon. English abstracts in NEO.
- Tóth, I. G. (2000). *Literacy and Written Culture in Early Modern Central Europe*. Budapest-New York: CEU Press.
- Wandycz, P. (2001). *The Price of Freedom. History of East Central Europe from Middle Ages to the Present*. London, New York: Routledge.

#### **Recommended**

- Berend, N. (2014). *Central Europe in the High Middle Ages*. Cambridge University Press.
- Mojsejová, K., Stamhuis, I. & Štrbáňová, S. (2004). *Women scholars and institutions*. Proceedings of the international conference. Praha: Výzkumné centrum pro dějiny vědy. Práce z dějin vědy – Studies in the history of sciences and humanities.
- Schumann, A. (ed.) (2012). *Logic in Central and Easter Europe: History, Science, and Discourse*. University Press of America.
- Publications of Society for Arts and Sciences in NEO.

#### **Online resources**

- <http://digitalarchive.wilsoncenter.org/>, selected documents from collections on 1956 Polish and Hungarian Crisis, 1980-1981 Polish Crisis, Soviet invasion in Czechoslovakia 1968, Warsaw Pact.

<b>Course Name</b>	<b>The United States and Global Civil Rights</b>				
<b>Course Type</b>	BA-IR-GAF: Required optional BA-IR-HMR: Required optional BA-IR-ILA: Required optional BA-PS-HMR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-GAF: Equivalence: Human Rights BA-IR-HMR: Equivalence: Race & Civil Rights in Modern America BA-PS-HMR: Equivalence: Race & Civil Rights in Modern America				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	doc. PhDr. Francis D. Raška, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The goal of this seminar course is to familiarize students with the concept of human rights, its origins, and evolution in the context of United States policy. The topic will be tackled mainly from a historical and political perspective, but philosophical and legal aspects need to be discussed as well in order for students to appreciate the topic fully.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the origins and evolution of the United States' interest in human and civil rights.</li> <li>▪ Understand and analyze the actors and processes involved in American human and civil rights policy</li> <li>▪ Place in context and lend perspective to the ongoing debate on civil rights.</li> </ul> <p><b>Course Outline</b> Week 1 Background: Origins of Human Rights Policy Week 2 Background: Declaration of Human Rights Week 3 Background: International Human Rights Perspective Week 4 Human Rights: World Affairs and the US Civil Rights Movement Week 5 Human Rights: Cold War Week 6 Human Rights: International Human Rights Movement Week 7 Human Rights: The Hard Questions Week 8 American Human Rights Policy: The Future of Human Rights Week 9 American Human Rights Policy: The Helsinki Effect Week 10 American Human Rights Policy: Coming of Age of the Human Rights Movement Week 11 Specific Issues in United States Human Rights Policy: US Policy for a New Era Week 12 Specific Issues in United States Human Rights Policy: An Interdisciplinary Approach Week 13 Students' Presentations Week 14 Final Exam</p>				

### Study literature and study aids

#### **Required**

- Neier, A. (2017). *The International Human Rights Movement: A History*. Princeton: Princeton University Press.
- Iriye, A., Goedde, P., & Hitchcock, W. I (eds.). (2012). *The Human Rights Revolution and International History*. Oxford.
- Holder, C., & Reidy, D. (eds.). (2015). *Human Rights: The Hard Questions*. Cambridge.
- Schulz, W. F. (2009). *The Future of Human Rights: U.S. Policy for a New Era*. Univ of Pennsylvania.

#### **Recommended**

- Dudziak, M. L. (2002). *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University Press.
- Freeman, M. (2011). *Human Rights. An Interdisciplinary Approach*. Massachusetts: Malden.
- Glendon, M. A. (2002). *A World made new: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House.
- Laber, J. (2005). *The Courage of Strangers: Coming of Age with the Human Rights Movement*. Public Affairs.
- Moyn, S. (2010). *The Last Utopia: Human Rights in History*. Cambridge.
- Rosenberg, J. (2006). *How Far the Promised Land: World Affairs and the American Civil Rights Movement from the First World War to Vietnam*. Princeton: Princeton University Press.
- Thomas, D. C. (2001). *The Helsinki Effect: International Norms, Human Rights, and the Demise of Communism*. Princeton: Princeton University Press.

<b>Course Name</b>	<b>Theatre and Politics</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-HSC: American Literature / British Literature Equivalence BA-HS-PAS: Seminar on Vaclav Havel: Theatre Politics & Dissent				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	prof. Ondřej Pilný, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course examines the depiction of political issues such as colonialism, totalitarianism, controversies concerning US domestic and international policies, and terrorism in twentieth- and twenty-first-century theatre. It also aims to discuss the role that theatre might play as a form of cultural intervention in these issues. The exploration of theatre and politics is based on an introduction to principal styles and genres of modern theatre that contemporary playwrights may use to address their themes, such as naturalism, epic theatre, and the theatre of the absurd. Influences of these styles will be traced in recent European, American and Latin American plays, and will be followed by a discussion of new theatrical genres, for instance, the monologue play or verbatim drama. Classes will be complemented by the screening of extracts from productions and other visual material, and by optional attendance at any available theatre productions.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of how contemporary drama and theatre interacts with political reality.</li> <li>▪ Understand the basics of principal modes of modern theatre, such as naturalism, epic theatre, and the theatre of the absurd, and be able to trace their legacies in the work of contemporary playwrights.</li> <li>▪ Place in context and lend perspective to the work of principal European, North American, and Latin American playwrights.</li> <li>▪ Improve the skills of critical thinking, close reading, oral presentation, academic writing, and independent research.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Realism  Week 3 Theatre for Instruction  Week 4 The Theatre of the Absurd  Week 5 Contemporary Theatre and Political Reality – Colonialism  Week 6 Contemporary Theatre and Political Reality – Totalitarianism 1  Week 7 Contemporary Theatre and Political Reality – Totalitarianism 2  Week 8 Contemporary Theatre and Political Reality – The American Dream? 1  Week 9 Contemporary Theatre and Political Reality – The American Dream? 2  Week 10 Contemporary Theatre and Political Reality – The American Dream? 3</p>				

Week 11 Contemporary Theatre and Political Reality – Terrorism and the Middle East 1  
 Week 12 Contemporary Theatre and Political Reality – Terrorism and the Middle East 2  
 Week 13 Contemporary Theatre and Political Reality – Terrorism and the Middle East 3  
 Week 14 Final test and feedback on final essays.

<b>Study literature and study aids</b>	
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***Required***

- Selected plays by Henrik Ibsen, Bertolt Brecht, Samuel Beckett, Brian Friel, Griselda Gambaro, Caryl Churchill, David Mamet, T. Kushner, David Hare, Robin Soans and Mark Ravenhill.
- Allain, P., & Harvie, J. (2006). *The Routledge Companion to Theatre and Performance*. London and New York: Routledge.
- Marvin Carlson (1993). *Theories of the Theatre*. Cornell University Press.

***Recommended***

- Elam, K. (1980). *The Semiotics of Theatre and Drama*. London and New York: Methuen.
- Pavis, P. (1999). *Dictionary of the Theatre: Terms, Concepts, and Analysis*. Toronto: University of Toronto Press.

<b>Course Name</b>	<b>Theories of Globalization</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mgr. Pamir Sahill – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed in a way that will enable the student to master the content of Theories of Globalization and critically assess it through a comprehensive theoretical toolkit. The course accommodates positivist and post-positivist approaches equally and is suitable for master’s students having basic knowledge of international politics and economy.</p> <p>The course provides a broad understanding of what is globalization, how economic globalization is both a source of improving human lives and misery in the 21<sup>st</sup> century and the ways, patterns and changes of mobility in the world with their impacts. It looks at and critically examines the processes of globalization in the world through various case studies and by including works of classical, modern and contemporary scholars.</p> <p>From economic interdependence, crises to rising economic inequality and from political interconnectedness to climate change, the course offers in-depth analyses of the most compelling issues that humans face globally by employing various mainstream and critical theories.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Fully comprehend the content of theories and processes of globalization</li> <li>▪ Understand and efficiently utilize various theoretical approaches with the help of concrete case studies</li> <li>▪ Demonstrate enhanced critical thinking</li> <li>▪ Demonstrate refined research/ academic writing</li> <li>▪ Interpret and analyze relevant data</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 Globalization and its Forms: an Intellectual History</p> <p>Week 3 Economic Globalization I: Financial Crisis and Beyond</p> <p>Week 4 Economic Globalization II: The Mobility</p> <p>Week 5 Political Globalization I: The Arab Spring</p> <p>Week 6 Political Globalization II: The Advent of the Right in the EU, the US and elsewhere</p> <p>Week 7 Mid-term written exam.</p> <p>Week 8 Globalization, Terrorism and Security in post 9/11 world</p> <p>Week 9 Globalization and post-colonialism</p> <p>Week 10 Global Migration</p> <p>Week 11 The “globalization” of Climate Change and Anthropocene</p> <p>Week 12 Social and Cultural Globalization</p> <p>Week 13 The Light at the End of Tunnel</p> <p>Week 14 Presentations and discussion.</p>			

## Study literature and study aids

### Required

- Alcaro, R., & Haubrich-Seco, M. (eds.). (2012). *Re-thinking Western policies in light of the Arab uprising*. Rome: Edizioni Nuova Cultura.
- Eschle, C., & Maignashca, B. (eds.). (2005). *Critical theories, international relations and 'the Anti-Globalisation Movement': The politics of global resistance* (1st ed.). Abingdon: Routledge.
- Hayden, P., & el-Ojeili, C. (2006). *Critical theories of globalization* (1st. ed.). NY: Palgrave Macmillan.
- Klausen, J. (2015). Tweeting the Jihad: Social media networks of Western foreign fighters in Syria and Iraq. *Studies in Conflict and Terrorism*, 38(1), 1-22.
- Klein, N. (2007). *The shock doctrine: the Rise of disaster capitalism* (1st ed.). NY: Metropolitan Books/Henry Holt.
- Krishna, S. (2009). *Globalization and postcolonialism: Hegemony and resistance in the twenty-first century*. Lanham: Rowman & Littlefield.
- Lewis, S., & Maslin, M. A. (2018). The human planet: How we created the anthropocene (1st ed., pp. 233-263). London: Pelican Books.
- Mann, M. (2013). *The sources of social power: Globalizations 1945-2011*. Volume 4. NY: Cambridge University Press.
- Milanović, B. (2016). *Global in equality: A new approach for the age of globalization*. Cambridge: Harvard University Press.
- Ritzer, G., & Dean, P. (2019). *Globalization: The essentials* (2nd ed.). New Jersey: John Wiley & Sons.
- Stiglitz, J. E. (2006). *Making globalization work* (1st ed.). NY: Norton.
- Žižek, S. (2010). A permanent economic emergency. *New Left Review* 64, 85–95.

### Recommended

- Hardt, M., & Negri, A. (2000). *Empire*. Cambridge: Harvard University Press.
- Keane, J. (2003). *Global Civil Society?* NY: Cambridge University Press.
- Krugman, P. R. (2009). *The return of depression economics and the crisis of 2008*. NY: Norton.

<b>Course Name</b>	<b>Theories of International Relations</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance			
<b>Course Guarantor</b>	prof. PhDr. Milada Polišenská, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	50 %			
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišenská, CSc. – 50 % Daniela Lenčěš Chalániová, Ph.D. – 50 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course aims to provide students with the following objectives: first, an advanced knowledge of the various theoretical traditions of the discipline of International Relations (IR), by getting familiar with the canonical texts of the discipline, on top of the background textbook summaries. Second, throughout and after completion of this course, students should be able to critically compare and reflect on the various theoretical traditions in terms of meta-theoretical debates (ontology, epistemology, levels of analysis etc.) as well as the differing theoretical approaches to concepts such as the state, power, balance of power, security, national interest etc. Third, this course aims to introduce students to the process of scholarly writing, including skills such as peer-reviewing and editing a paper.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Navigate among the multiple traditions of International Relations theories</li> <li>▪ Comprehend and have a clear understanding of each of the IR “schools”, their internal and external differences, their objects of analysis, as well as their approach to knowledge</li> <li>▪ Read scholarly texts with comprehension. Be able to compare the IR schools of thought and their respective authors in their assumptions about international politics and conceptual definitions (see participation; review article assignments)</li> <li>▪ Critically examine IR texts - pose questions relevant to the schools of thought as well in context of broader disciplinary debates; answer questions using the argumentation of the (core) readings (see participation; reading/text discussions; review article assignments)</li> <li>▪ Compare the IR schools of thought in terms of ontology, epistemology, levels of analysis, subjectivity/objectivity, normativity etc. (see participation; reading/text discussion assignments)</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction - History of International Relations as a Discipline            Week 2 Philosophy of Science – Why Do We Need Theory and What Good Is It Anyway?            Week 3 Mainstream - The Realist Tradition            Week 4 Mainstream - The Liberal Tradition            Week 5 The Neo-Neo Synthesis            Week 6 Mainstream - Social Constructivism            Week 7 Beyond Mainstream - The English School            Week 8 Critical Theory - The Marxist Tradition            Week 9 Critical Approaches – Critical Theory, “Radical” Social Constructivism and Feminism            Week 10 Further Criticism – Postmodernism and Poststructuralism</p>			



Week 11 Non-Western Approaches to IR  
 Week 12 New Horizons – Towards More Interdisciplinary International Studies  
 Week 13 Where Do We Go from Here? The Future of IR  
 Week 14 Review Article Consultations

### Study literature and study aids

#### Required

##### Books:

- Dunne, T., Kurki, M., & Smith, S. (eds.). (2016). *International relations theories: Discipline and diversity* (4th ed.). Oxford, New York: Oxford University Press.
- Steans, J., Pettiford, L., Diez, T., & El-Anis, I. (eds.) (2013). *An introduction to international relations theory. Perspectives and Themes* (3rd ed.). Harlow: Longman/Pearson Education.

##### Articles and selected articles:

- Acharya, A., & Buzan, B. (eds.) (2010). Why is there no non-Western international relations theory? An introduction. In *Non-Western international relations theory. Perspectives on and beyond Asia*. (pp. 1-25). London and New York: Routledge.
- Berenskötter, F. (2017). Deep theorizing in international relations. *European Journal of International Relations*, 1-27. <https://doi.org/10.1177/1354066117739096>.
- Bull, H. (2002). "Introduction", Ch 1 "The Concept of Order in World Politics", Ch 2 "Does Order Exist in World Politics?" and Ch 3 "Order vs. Justice in World Politics". In *The anarchical society. A study of order in world politics* (3rd ed., xxxii-50, 74-94). New York: Palgrave.
- Butler, J. (1990). "Preface" and "Subjects of Sex/Gender/Desire". In *Gender trouble. Feminism and the subversion of identity* (pp. vii-34). New York and London: Routledge.
- Buzan, B., Wæver, O., & de Wilde, J. (1998). "Introduction" and "Security Analysis: Conceptual Apparatus". In *Security. A new framework for analysis*. (pp. 1-47). London: Lynne Rienner Publishers.
- Campbell, D. (1998). "Introduction: On Dangers and Their Interpretation" and Ch 2 "Rethinking Foreign Policy". In *Writing security – United States foreign policy and the politics of identity* (rev. ed., pp. 1-13 and 35-51). Minneapolis: University of Minnesota Press.
- Cox, R. W. (1981). Social forces, states and world orders: Beyond international relations theory. *Millennium – Journal of International Studies*, 10(2), 126-155.
- Der Derian, J. (1990). The (s)pace of international relations: Simulation, surveillance, and speed. *International Studies Quarterly*, 34(3), 295-310.
- Doyle, M. W. (1983). Kant, liberal legacies, and foreign affairs". *Philosophy and Public Affairs*, 12(3), 205-235.
- Dunne, T., Hansen, L., & Wight, C. (2013). The End of international relations theory? *European Journal of International Relations*, 19(3), 405-425.
- Dyer, H. C. (2014). Climate anarchy: Creative disorder in world politics. *International Political Sociology*, 8(2), 182-200.
- Guzzini, S. (2005). The concept of power: A constructivist analysis. *Millennium – Journal of International Studies*, 33(3), 495-521.
- Hansen, L. (2006). Discourse Analysis, Identity, and Foreign Policy. In *Security as practice. Discourse analysis and the Bosnian war*. (pp. 15-32). London and New York: Routledge.
- Hardt, M., & Negri, A. (2001). The political constitution of the present. In *Empire*. (pp. 1-66). London and Cambridge: Harvard University Press.
- Hutchison, E., & Bleiker, R. (2014). "Introduction" and "Theorizing Emotions in World Politics". *International Theory*, 6(3), 490-514.
- Ikenberry, J. G. (2019). An institutional theory of order formation. In *After victory. institutions, strategic restraint and the rebuilding of order after major wars*. (pp. 50-79). Princeton University Press.
- Keohane, R. O., Nye, J. S., & Zakaria, F. (2012). "Part I – Understanding Interdependence" (Chapters 1-3). In *Power and interdependence*. (pp. 1-51). New York: Longman.
- Lamy, S. (2014). Contemporary mainstream approaches: Neo-Realism and Neo-Liberalism". In J. Baylis, S. Smith, & P. Owens (eds.), *The globalization of world politics. An introduction to international relations* (6th ed., pp. 126-140). Oxford University Press.
- Lynch, D. (2009). Chinese thinking on the future of international relations: Realism as the Ti, rationalism as the Yong? *The China Quarterly*, 197, 87-107.
- Mearsheimer, J. J. (2001). "Introduction" and "Anarchy and the Struggle for Power" (Chapters 1-2). In *Tragedy of great power politics*. (pp.1-54). W.W. Norton & Company.
- Morgenthau, H. J. (2006). A realist theory of international politics. In *Politics among nations. The struggle*

for power and peace (7th ed., pp. 3-17). Boston: McGraw-Hill Higher Education.

- Morgenthau, H. J. (2006): Part 3 “National Power”, in *Politics among nations. The struggle for power and peace* (7th ed., pp. 73-122). Boston: McGraw-Hill Higher Education.
- Nye, J. S. (1988). Neorealism and neoliberalism. *World Politics*, 40(2), 235-251.
- Ripsman, N. M., Talianferro, J. W., & Lobell, S. E. (2016). “Introduction: Neoclassical Realist Theory of International Politics” and “Neoclassical Realist Theory and the Limits of Structural Realism”. In *Neoclassical realist theory of international politics* (pp. 1-32). NY: Oxford University Press.
- Risse, T. (2000). “Let’s argue!”: Communicative action in world politics. *International Organization*, 54(1), 1-39.
- Stivachtis, Y. A. (2008). Civilization and international society: The case of European Union expansion. *Contemporary Politics*, 14(1), 71-89.
- Tadjbakhsh, S. (2010). International relations theory and the Islamic worldview. In A. Acharya, & B. Buzan (eds.), *Non-Western international relations theory. Perspectives on and beyond Asia.* ( pp. 174-196). London and New York: Routledge.
- Wæver, O. (2010). Still a discipline after all these debates? In T. Dunne, M. Kurki, & S. Smith (eds.), *International relations theories: Discipline and diversity* (3rd ed., pp. 306-327). Oxford, New York: Oxford University Press.
- Walker, R. B. J. (1997). The Subject of Security. In K. Krause, & M. C. Williams (eds.), *Critical security studies. Concepts and cases.* (pp. 61-81). London: UCL Press.
- Wallerstein, I. (1974). The rise and future demise of the world capitalist system: Concepts for comparative analysis. *Comparative Studies in Society and History*, 16(4), 387-415.
- Waltz, K. (2010): Ch. 5 “Political Structures” and Ch. 6 “Anarchic Structures and Balances of Power”. In *Theory of international politics.* Long Grove.
- Weldes, J., & Rowley, C. (2015). So, how does popular culture relate to world politics? In F. Caso, & Hamilton, C. (eds.), *Popular culture and world politics. Theories, methods, pedagogies.* (pp. 11-34). E-International Relations Publishing.
- Wendt, A. (1992). Anarchy is what states make of it: The social construction of power politics. *International Organization*, 46(2), 391-425.
- Wheeler, N. (2000). Ch. 1 “Humanitarian Intervention and International Society” and Ch. 7 “Global Bystander to Genocide: International Society and the Rwandan Genocide of 1994”. In *Saving strangers. humanitarian intervention in international society.* (pp. 21-52, 208-241). Oxford: Oxford University Press.
- Wight, C. (2012). Philosophy of social science and international relations. In W. Carlsnaes, T. Risse, & B. A. Simmons (eds.), *Handbook of international relations* (2nd ed., pp.29-56). London: Sage.

### Recommended

- Ashley, R. (1988). Untying the sovereign state: A double reading of the anarchy problematique. *Millennium: Journal of International Studies*, 17(2), 227-262.
- Biersteker, T. J., & Weber, C. (1996). The social construction of state sovereignty. In *State sovereignty as social construct* (pp. 1-21). Cambridge: Cambridge University Press.
- Brown, W. (2006). Power after Foucault. In J. S. Dryzek, Honig, B., & A. Phillips (eds.), *Oxford Handbook of Political Theory.* (pp. 65-84). Oxford: Oxford University Press.
- Buzan, B. (2001). The English school: An underexploited resource in IR. *Review of International Studies*, 27(3), 471-488.
- Diez, T. (1999). Speaking ‘Europe’: The politics of integration discourse. *Journal of European Public Policy*, 6(4), 589-613.
- Enloe, C. (2014). Gender Makes the World Go Round. In *Bananas, beaches and bases. Making feminist sense of international politics* (2nd ed., pp. xxi-36). Berkeley: University of California Press.
- Fukuyama, F. (1989). The End of history? *The National Interest* (Summer 1989), 3-18.
- Gilpin, R. (1981). The Nature of international political change. In *War and change in world politics* (pp. 9-49). Cambridge: Cambridge University Press.
- Guzzini, S. (1993). Structural power: The limits of neorealist power analysis. *International Organization*, 47(3), 443-478.
- Hansen, L. (2015). How images make world politics: International icons and the case of Abu Ghraib. *Review of International Studies*, 41(2), 263-288.
- Hansen, L., & Nissenbaum, H. (2009). Digital disaster, cyber security, and the Copenhagen school. *International Studies Quarterly*, 1155-1175.
- Hays II, G. (2012). Three incarnations of The Quiet American: Applying Campbell’s ‘foreign policy’ to sub-elite identifiers. *Perspectives*, 20(1), 5-32.
- Herrmann, R. K. (2008). Linking theory to evidence in international relations. In W. Carlsnaes, T. Risse, & Simmons, B. A. (eds.), *Handbook of International Relations* (2nd ed., pp. 119-136). London: Sage.

- Checkel, J. T. (2006). Constructivist approaches to European integration. *ARENA Working Paper*, No. 6. [http://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2001-2010/2006/wp06\\_06.pdf](http://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2001-2010/2006/wp06_06.pdf)
- Klausen, J. (2015). Tweeting the *Jihad*: Social media networks of western foreign fighters in Syria and Iraq. *Studies in Conflict & Terrorism*, 38(1), 1-22.
- Klein, N. (2007). Blank is Beautiful. In *The Shock doctrine*. (pp. 3-21). New York: Metropolitan Books.
- Linklater, A. (1996). Citizenship and sovereignty in the post-Westphalian state. *European Journal of International Relations*, 2(1), 77-103.
- March, J. G., & Olsen, J. P. (1998). The institutional dynamics of international political orders. *International Organization*, 52(4), 943-969.
- Mearsheimer, J. M. (1994-5). The false promise of international institutions. *International Security*, 19(3), 5-49.
- Moravcsik, A. (1997). Taking preferences seriously: A liberal theory of international politics. *International Organization*, 51(4), 513-553.
- Morgenthau, Hans J. (2006): Part 4 “Limitations of International Power: The Balance of Power”, in *Politics among nations. The struggle for power and peace*. (7th ed., pp. 3-17). Boston: McGraw-Hill Higher Education.
- Risse-Kappen, T. (1994). Ideas do not float freely: Transnational coalitions, domestic structures, and the end of the Cold War. *International Organization*, 48(2), 185-214.
- Rose, G. (1998). Neoclassical realism and theories of foreign policy. *World Politics*, 51(1), 144-172.
- Tickner, A. (2003). Seeing IR differently: Notes from the third world. *Millennium – Journal of International Studies*, 32(2), 295-324.
- Waltz, K. (2010). Laws and Theories. In *Theory of international politics*. Long Grove.
- Weber, C. (1994). Good girls, little girls, and bad girls: Male paranoia in Robert Keohane's critique of feminist international relations. *Millennium: Journal of International Studies*, 23(2), 337-349.
- Wilcox, L. B. (2015). “Bodies, Subjects, and Violence in International Relations” and “Dying is Not Permitted: Guantanamo Bay and the Liberal Subject”. In *Violence on bodies. Theorizing embodied subjects in international relations*. (pp. 17-79). Oxford University Press.
- Williams, M. C. (2003). Words, images and enemies: Securitization and international politics. *International Studies Quarterly*, 47(4), 511-531.
- Žižek, S. (2010). Introduction: “The Spiritual Wickedness in the Heavens”. In *Living in the End Times*. (pp. vii-xv). London and New York: Verso.

<b>Course Name</b>	<b>Thesis in Accounting and Finance</b>		
<b>Course Type</b>	BA-BA-ACF: Compulsory	<b>Recommended Study/ semester</b>	<b>Year of</b> 3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar		
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis		
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic financial plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>		
<b>Study literature and study aids</b>	The course is a part of the advisor's individual work with the student on his/her thesis. Study literature not assigned.		

<b>Course Name</b>	<b>Thesis in Anglo-American Studies</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D.– 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e., a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of humanities and social science areas of study. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Humanities and Social Science Thesis Requirements, 2019.</li> <li>▪ The School of Humanities and Social Science Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> </ul>				

<b>Course Name</b>	<b>Thesis in Art History</b>				
<b>Course Type</b>	BA-VA-HIS: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D.				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a substantial, original and sophisticated critical analysis of a topic, one which combines insights from the variety of areas within art studies (art history, art theory &amp; criticism), with an emphasis on the concentration of history of art and architecture. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound academic analysis,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. Pearson.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Guidelines, 2019.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Requirements, 2019</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 7<sup>th</sup> Ed., 2019</li> </ul>				



## Thesis in

<b>Course Name</b>	<b>Thesis in Art Management &amp; Curatorial Studies</b>				
<b>Course Type</b>	BA-VA-AMC: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Art students on the Art Management &amp; Curatorial Studies concentration must still write a thesis, but instead of a traditional academic thesis and upon approval of the dean/department chair, it is an academic text that fully explains the Final Curatorial Project from theoretical and an historical art and film perspective. The thesis for Art Management &amp; Curatorial Studies concentration is the academic explanation or analysis of the Final Curatorial Project. Both the thesis and the Final Curatorial Project are given their final grade at the thesis defense/state exams session at the completion of the studies. The thesis must be based on the student’s project (as an original idea), as opposed to a survey of previous studies or scholarship.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound academic analysis,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. Pearson.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Guidelines, 2019.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Requirements, 2019</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 7<sup>th</sup> Ed., 2019</li> </ul>				

<b>Course Name</b>	<b>Thesis in Art Studio Practice</b>			
<b>Course Type</b>	BA-VA-ASP: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar			
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	Karolína Dolanská, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Karolína Dolanská, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Art students on the Studio Practice concentration must still write a thesis, but instead of a traditional academic thesis and upon approval of the dean/department chair, it is an academic text that fully explains the Final Art Studio Project from theoretical and an art historical perspective. The thesis for Art Studio concentration is the academic explanation or justification for the Final Art Studio Project. Both the thesis and the Final Studio Project are given their final grade at the thesis defense/state exams session at the completion of the studies. The students have more artistic freedom in this for poetic/literary emphasis if preferred. The thesis must be based on the student's art project (as an original idea), as opposed to a survey of previous studies or scholarship.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound academic analysis,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. Pearson.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Guidelines, 2019.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Requirements, 2019</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 7<sup>th</sup> Ed., 2019</li> </ul>			



<b>Course Name</b>	<b>Thesis in Business Economics</b>			
<b>Course Type</b>	BA-BA-BEC: Compulsory	<b>Recommended Study/ semestr</b>	<b>Year of</b>	3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar			
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation	
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic economic plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>			
<b>Study literature and study aids</b>	The course is a part of the advisor's individual work with the student on his/her thesis. Study literature not assigned.			

<b>Course Name</b>	<b>Thesis in Central European Studies</b>			
<b>Course Type</b>	BA-HS: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar			
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e., a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of humanities and social science areas of study. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course. This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Humanities and Social Science Thesis Requirements, 2019</li> <li>▪ The School of Humanities and Social Science Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson. 2015.</li> </ul>			

<b>Course Name</b>	<b>Thesis in Economics and Finance</b>			
<b>Course Type</b>	BA-BA-ECF: Compulsory	<b>Recommended Study/ semestr</b>	<b>Year of</b>	3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar			
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation	
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic economic or financial plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>			
<b>Study literature and study aids</b>	The course is a part of the advisor's individual work with the student on his/her thesis. Study literature not assigned.			

<b>Course Name</b>	<b>Thesis in Entrepreneurship</b>		
<b>Course Type</b>	BA-BA-ENT: Compulsory	<b>Recommended Study/ semestr</b>	<b>Year of</b> 3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar		
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis		
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic business (entrepreneurial) plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>		
<b>Study literature and study aids</b>	The course is a part of the advisor's individual work with the student on his/her thesis. Study literature not assigned.		

<b>Course Name</b>	<b>Thesis in Film &amp; Video Art</b>			
<b>Course Type</b>	BA-VA-FIL: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar			
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	Kevin Johnson, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Kevin Johnson, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Art students on the Film &amp; Video Art concentration must still write a thesis, but instead of a traditional academic thesis and upon approval of the dean/department chair, it is an academic text that fully explains the Final Film/Video Project from theoretical and an historical art and film perspective. The thesis for Film/Video Art concentration is the academic explanation or justification for the Final Art/Video Project. Both the thesis and the Final Film/Video Project are given their final grade at the thesis defense/state exams session at the completion of the studies. The thesis must be based on the student’s project (as an original idea), as opposed to a survey of previous studies or scholarship.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound academic analysis,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. Pearson.</li> <li>▪ The School of Journalism AAU. <i>Media &amp; Visual Arts Thesis Guidelines</i>, 2019.</li> <li>▪ The School of Journalism AAU. <i>Media &amp; Visual Arts Thesis Requirements</i>, 2019.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 7<sup>th</sup> Ed., 2019</li> </ul>			

<b>Course Name</b>	<b>Thesis in Film Studies</b>				
<b>Course Type</b>	BA-JM-FSV: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	Kevin Johnson, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100%				
<b>Instructors and their involvement in teaching</b>	Kevin Johnson, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e, a substantial, original and sophisticated critical analysis of a topic in film studies (with an emphasis on documentary film). The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Requirements, 2019.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> </ul>				

<b>Course Name</b>	<b>Thesis in Humanities, Society and Culture</b>			
<b>Course Type</b>	BA-HS: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar			
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D.– 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e, a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of humanities and social science areas of study. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course. This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Humanities and Social Science Thesis Requirements, 2019.</li> <li>▪ The School of Humanities and Social Science Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> </ul>			

<b>Course Name</b>	<b>Thesis in International Business Law</b>		
<b>Course Type</b>	BA-BA-IBL: Compulsory	<b>Recommended Study/ semester</b>	<b>Year of</b> 3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar		
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis		
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic business plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>		
<b>Study literature and study aids</b>	The course is a part of the advisor's individual work with the student on his/her thesis. Study literature not assigned.		



<b>Course Name</b>	<b>Thesis in International Relations</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	of Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	prof. PhDr. Milada Polišenská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišenská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The main goal of this course is to bring together the knowledge acquired throughout the course of your studies to write a good bachelor’s thesis.</p> <p>This course is conducted as “independent study”, individual work with your advisor – specialist in the chosen area – with an aim to develop your thesis proposal (final project of the Thesis Seminar course) into a full-fledged thesis. Throughout the course, your advisor will give step-by-step (chapter-by-chapter) guidance on theory and its application, structuring of chapters and logic of arguments made. You advisor will also help you with orientation in topic-relevant literature and primary sources such as media, public or archival/historical data.</p> <p><b>Student Learning Outcomes</b> (Applied Theory Theses)</p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their ability to put together a cohesive and wholesome research design</li> <li>• Demonstrate their understanding of theory</li> <li>• Demonstrate application of theory to case(s) on the appropriate BA level</li> <li>• Support their argumentation with relevant evidence and proper reference to sources</li> <li>• Comprehensively communicate their findings in written form</li> </ul> <p><b>Student Learning Outcomes</b> (Historical Theses)</p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their ability to put together a historical study reflecting on the context/position from which it is written</li> <li>• Demonstrate their ability to keep in line of the chosen historical approach</li> <li>• Demonstrate historical accuracy</li> <li>• Support their argumentation with relevant evidence and proper reference to sources</li> <li>• Comprehensively communicate their findings in written form</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>					

**Required**

- The School of International Relations and Diplomacy Thesis Manual.
- Browne, M., & Keeley, S. (2012). *Asking the Right Questions*. New York: Pearson.
- The University of Chicago. (2018). *Chicago-Style Citation Quick Guide. The Chicago Manual of Style Online*. Chicago: The University of Chicago.  
[http://www.chicomanualofstyle.org/tools\\_citationguide.html](http://www.chicomanualofstyle.org/tools_citationguide.html)

**Recommended**

- Reus-Smit, Ch., & Snidal, D. (2008). *The Oxford Handbook of International Relations*. New York: Oxford University Press.

<b>Course Name</b>	<b>Thesis in International Relations and Diplomacy</b>		
<b>Course Type</b>	MA-IR: Compulsory	<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar		
<b>Grade Type</b>	Term grade	<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis		
<b>Course Guarantor</b>	prof. PhDr. Milada Polišenská, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišenská, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The main goal of this course is to bring together the knowledge acquired throughout the course of your studies to write a good bachelor's thesis.</p> <p>This course is conducted as "independent study", individual work with your advisor – specialist in the chosen area – with an aim to develop your thesis proposal (final project of the Thesis Seminar course) into a full-fledged thesis. Throughout the course, your advisor will give step-by-step (chapter-by-chapter) guidance on theory and its application and/or historiographical approach to improve structuring of chapters and logic of arguments made. You advisor will also help you with orientation in topic-relevant literature and primary sources such as media, public or archival/historical data.</p> <p><b>Student Learning Outcomes</b></p> <p><u>Applied Theory Theses:</u></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate their ability to put together a cohesive and wholesome research design</li> <li>▪ Demonstrate their understanding of theory</li> <li>▪ Demonstrate application of theory to case(s) appropriate to the master's level</li> <li>▪ Support their argumentation with relevant evidence and proper references to sources</li> <li>▪ Comprehensively communicate their findings in written form</li> </ul> <p><u>Historical Theses:</u></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate their ability to put together a historical study reflecting on the context/position from which it is written</li> <li>▪ Demonstrate their ability to keep in line of the chosen historical approach</li> <li>▪ Demonstrate historical accuracy</li> <li>▪ Support their argumentation with relevant evidence and proper references to sources</li> <li>▪ Comprehensively communicate their findings in written form</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 Individual consultation</p>		
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Browne, M. N., &amp; Keeley, S. M. (2011). <i>Asking the right questions with readings: A guide to critical</i></li> </ul>		

*thinking*. Boston: Prentice Hall.

- The School of International Relations and Diplomacy Thesis Manual
- The University of Chicago (2017). *The Chicago Manual of Style Online: Chicago-Style Citation Quick Guide*. Chicago: The University of Chicago. [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- [Literatura Recommended vedoucím závěrečné práce](#)

***Recommended***

- Reus-Smit, C., & Snidal, D. (2010). *The Oxford Handbook of international relations*. Oxford: Oxford University Press.

<b>Course Name</b>	<b>Thesis in Jewish Studies</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e, a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of humanities and social science areas of study. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Humanities and Social Science Thesis Requirements, 2019.</li> <li>▪ The School of Humanities and Social Science Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson. 2015.</li> </ul>				

<b>Course Name</b>	<b>Thesis in Journalism</b>				
<b>Course Type</b>	BA-JM-JRN: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	Andrew Giarelli, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Andrew Giarelli, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e, a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of media studies. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p>Journalism students also have the option of writing, instead of a traditional academic thesis and upon approval of the journalism dean/department chair, a long investigative article. This must be an original story idea, with extensive first-hand reporting and quotes (as opposed to “canned” quotes taken from other journalistic articles on the same subject). The long-form investigative article has the same length requirement as the traditional academic thesis, but the structure and attribution methods are decidedly different. Journalism students who choose this option and have it approved should be thoroughly familiar with these methods and should have already practiced them in short form journalistic articles for various classes in the program and/or for the Lennon Wall magazine.</p> <p>Investigative stories are news stories, and thus should follow in extended form the structure of news stories that students have learned in Reporting I and II:</p> <ol style="list-style-type: none"> <li>1) There should be a “lead” or “nut paragraph” near the beginning identifying clearly what is newsworthy about the piece (the “so what” factor in journalism).</li> <li>2) The article should be structured into chapters that delve progressively deeper and/or elaborate various angles of the issue at hand.</li> <li>3) The article does not try to prove a thesis as in a traditional academic paper but rather explores all relevant aspects of the issue at hand in as much up-to-date detail as possible.</li> <li>4) Thus there is no “conclusion” summarizing an argument, though there could be a section titled “Conclusion” that offers quotes/anecdotes/other information summing up the story.</li> </ol> <p>Like traditional academic theses, investigative journalistic articles depend for their credibility upon absolutely accurate information supported by identified sources. However, in journalism our information is mostly obtained first-hand, orally, from the relevant sources themselves. These sources are usually individuals pertinent to the story, though they can also be printed or broadcast sources. In all cases, rather than citing sources either in-text within parentheses or in footnotes/endnotes, journalists cite sources via attribution within the story itself, not as a separate apparatus. Here are some specific criteria:</p>				

- 1) Sources must be quoted exactly and accurately, and what they say must be clearly understandable: it is no excuse to say you didn't know what the source meant.
- 2) Printed sources – previous journalism articles on the subject, government or other official documents or correspondence, scholarly articles, etc. – are allowed and encouraged when relevant. However, they should not comprise the majority of the article's attributed information. Also, they too should be attributed like oral sources, in the story itself. The in-text attribution should be brief (e.g. “according to a 2014 WHO report”, “in a Foreign Policy article this year”). It is also typical in journalistic articles, even when dealing with a printed source, to attempt to contact the author of that source for a first-hand quote.
- 3) At the end, instead of the traditional “Works Cited” page, the student should provide a “List of Print/Other Media Sources”. This list, along with selected quotes from individuals in the story, will be fact-checked by the advisor for accuracy. Inaccurate quotes and attributions are serious shortcomings and grounds for failure.

All journalism students who choose this option must submit a detailed story outline, with a list of specific sources who will be contacted, to his/her advisor. If the advisor approves the story, he/she will submit it to the journalism dean/department chair for final approval.

### ***Student Learning Outcomes***

Upon completion of this course, students will be able to:

- Demonstrate the ability to create a cohesive and sound research design,
- Demonstrate the ability to conduct both primary and secondary research,
- Demonstrate the understanding of theory and its application,
- Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,
- Demonstrate the ability to cite resources accurately,
- Clearly and coherently communicate claims and findings in appropriate academic writing.

### ***Course Outline***

Week 1 – Week 14 individual consultation

### **Study literature and study aids**

#### ***Required***

- The School of Journalism, Media & Visual Arts Thesis Requirements, 2019.
- The School of Journalism, Media & Visual Arts Thesis Guidelines, 2019.
- Browne, M., & Keeley, S. (2012). *Asking the Right Questions*. New York: Pearson.
- Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.
- Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2011.

#### ***Recommended***

- Lester, J. (2015). *Writing Research Papers: A Complete Guide*. New York: Pearson.
- Eco, U. (2015). *How to Write a Thesis*. MIT Press.

<b>Course Name</b>	<b>Thesis in Management</b>		
<b>Course Type</b>	BA-BA-MGT: Compulsory	<b>Recommended Study/ semestr</b>	Year of 3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar		
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis		
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic management plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>		
<b>Study literature and study aids</b>	The course is based on an individual cooperation between bachelor students and their thesis advisors. Study literature not assigned.		



<b>Course Name</b>	<b>Thesis in Marketing and Communications</b>			
<b>Course Type</b>	BA-BA-MKT: Compulsory	<b>Recommended Study/ semestr</b>	<b>Year of</b>	3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar			
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation	
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic marketing plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>			
<b>Study literature and study aids</b>	The course is based on an individual cooperation between bachelor students and their thesis advisors. Study literature not assigned.			

<b>Course Name</b>	<b>Thesis in Media &amp; Culture</b>			
<b>Course Type</b>	BA-JM-MED: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar			
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	Theodore Turnau, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e. a substantial, original and sophisticated critical analysis of a topic in media culture. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Requirements, 2019.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> </ul>			

<b>Course Name</b>	<b>Thesis in People Management and Leadership</b>		
<b>Course Type</b>	BA-BA-PML: Compulsory	<b>Recommended Study/ semestr</b>	<b>Year of</b> 3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar		
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis		
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic HR plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal  Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor  Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor  Week 11-13 Writing a thesis; Submission of a final draft to advisor  Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>		
<b>Study literature and study aids</b>	The course is based on an individual cooperation between bachelor students and their thesis advisors. Study literature not assigned.		

<b>Course Name</b>	<b>Thesis in Political Science</b>				
<b>Course Type</b>	BA-PS: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	of Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	Pelın Ayan Musil, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Pelın Ayan Musil, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b>            The main goal of this course is to bring together the knowledge acquired throughout the course of your studies to write a good bachelor’s thesis.</p> <p>This course is conducted as “independent study”, individual work with your advisor – specialist in the chosen area – with an aim to develop your thesis proposal (final project of the Thesis Seminar course) into a full-fledged thesis. Throughout the course, your advisor will give step-by-step (chapter-by-chapter) guidance on theory and its application, structuring of chapters and logic of arguments made. You advisor will also help you with orientation in topic-relevant literature and primary sources such as media, public or archival/historical data.</p> <p><b>Student Learning Outcomes</b>            Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate their ability to put together a cohesive and wholesome research design</li> <li>▪ Demonstrate their understanding of theory</li> <li>▪ Demonstrate application of theory to case(s) on the appropriate BA level</li> <li>▪ Support their argumentation with relevant evidence and proper reference to sources</li> <li>▪ Comprehensively communicate their findings in written form</li> </ul> <p><b>Course Outline</b>            Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of International Relations and Diplomacy Thesis Manual.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ The University of Chicago. (2018). Chicago-Style Citation Quick Guide. The Chicago Manual of Style Online.            Chicago: The University of Chicago. <a href="http://www.chicagomanualofstyle.org/tools_citationguide.html">http://www.chicagomanualofstyle.org/tools_citationguide.html</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Reus-Smit, Ch., &amp; Snidal, D. (2008). <i>The Oxford Handbook of International Relations</i>. New York: Oxford University Press.</li> </ul>				

<b>Course Name</b>	<b>Thesis in Politics and Society</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e, a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of humanities and social science areas of study. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Humanities and Social Science Thesis Requirements, 2019.</li> <li>▪ The School of Humanities and Social Science Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> </ul>				

<b>Course Name</b>	<b>Thesis in Public Relations and Marketing</b>				
<b>Course Type</b>	BA-JM-PRM: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar				
<b>Grade Type</b>	Pass/Fail			<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis				
<b>Course Guarantor</b>	MgA. Alena Foustková				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	MgA. Alena Foustková – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e. a substantial, original and sophisticated critical analysis of a topic in the fields of public relations and marketing. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>				
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Requirements, 2019.</li> <li>▪ The School of Journalism, Media &amp; Visual Arts Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> <li>▪ Eco, U. (2015). <i>How to Write a Thesis</i>. MIT Press.</li> </ul>				

<b>Course Name</b>	<b>Thesis in Sociology, Psychology and Leadership</b>			
<b>Course Type</b>	BA-HS: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Thesis seminar			
<b>Grade Type</b>	Pass/Fail		<b>Mode of Instruction</b>	Consultation
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of this course is for students to produce a thesis, i.e, a substantial, original and sophisticated critical analysis of a topic, one which combines insights from a variety of humanities and social science areas of study. The thesis is a synthesis of individual research, knowledge acquired throughout the BA course of study, as well as a development of the thesis proposal produced in the Thesis Seminar course.</p> <p>This course is conducted as an “independent study”; i.e., the student works individually with an advisor who is a specialist in their chosen area. Throughout the course, the advisor will orient the student toward relevant literature and resources, will give detailed and systematic guidance on theory and its application, as well as logical reasoning and the structure and composition of the thesis.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the ability to create a cohesive and sound research design,</li> <li>▪ Demonstrate the ability to conduct both primary and secondary research,</li> <li>▪ Demonstrate the understanding of theory and its application,</li> <li>▪ Demonstrate the ability to develop and support arguments with substantial relevant and credible evidence,</li> <li>▪ Demonstrate the ability to cite resources accurately,</li> <li>▪ Clearly and coherently communicate claims and findings in appropriate academic writing.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 – Week 14 individual consultation</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ The School of Humanities and Social Science Thesis Requirements, 2019.</li> <li>▪ The School of Humanities and Social Science Thesis Guidelines, 2019.</li> <li>▪ Browne, M., &amp; Keeley, S. (2012). <i>Asking the Right Questions</i>. New York: Pearson.</li> <li>▪ Modern Language Association (MLA) Handbook, 8<sup>th</sup> Ed., 2016.</li> <li>▪ Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> Ed., 2009.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>▪ Lester, J. (2015). <i>Writing Research Papers: A Complete Guide</i>. New York: Pearson.</li> </ul>			



<b>Course Name</b>	<b>Thesis in Strategic Marketing</b>			
<b>Course Type</b>	BA-BA-STM: Compulsory	<b>Recommended Study/ semestr</b>	<b>Year of</b>	3.
<b>Duration of the Course</b>	150 hours	<b>Weekly classtime</b>	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Corequisites: Thesis Seminar			
<b>Grade Type</b>	Pass/Fail	<b>Mode of Instruction</b>	Consultation	
<b>Assessment methods and other requirements</b>	Active cooperation with an advisor, submission of thesis			
<b>Course Guarantor</b>	prof. Ing. Alena Zemplerová, CSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	prof. Ing. Alena Zemplerová, CSc. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The aim of the Thesis course is to design a strategic marketing plan for a company under a supervision of an assigned advisor. For this, students have to perform critical analysis of the current strategy of the company, research its internal and external environment, think about the possible futures of the organization, and, based on the analysis recommend the strategy. Strategic Plan is an exercise in analytical and creative thinking and writing, it is not about recreating an annual report on the company.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ carry out original research</li> <li>▪ identify strategic challenges of a company</li> <li>▪ interpret the challenges within their broader context and from a comparative perspective</li> <li>▪ conduct a strategic business analysis</li> <li>▪ design a strategic plan for a company</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Completion of Thesis Proposal            Week 2-5 Writing a thesis; Submission of a 15-page draft to advisor            Week 6-10 Writing a thesis; Submission of a 40-page draft to advisor            Week 11-13 Writing a thesis; Submission of a final draft to advisor            Week 14-15 Writing a thesis; Submission of a thesis to the school office</p>			
<b>Study literature and study aids</b>	The course is based on an individual cooperation between bachelor students and their thesis advisors. Study literature not assigned.			



<b>Course Name</b>	<b>Thesis Seminar in Bussines Administration</b>			
<b>Course Type</b>	BA-BA: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to Economic Thought, Introduction to Management, Introduction to Marketing, Financial Accounting, Corporate Finance			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Christopher Shallow, MSc.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Christopher Shallow, MSc. – 100 % Mark Wiedorn, MBA – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This “capstone” thesis seminar course provides students with overall guidance on writing a Strategic Marketing Analysis &amp; Plan (SMAP) as their final semester thesis for the Bachelor of Business Administration degree. The course is closely linked to the Strategic Planning course; both requiring students to extensively apply knowledge from other courses, particularly marketing related, studied in the SBA degree program. This course takes students, using a workshop format, through the process of analysing and creating a strategic marketing strategy for an existing company with a specified marketing strategy problem.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <p><b>Course Outline</b> Week 1 Explanation of SMAP thesis expectations, deadlines, procedures, State Exams, etc., Embarking on a Thesis Week 2 1st Presentation: each student’s selected company Week 3 How to use literature in SMAP and SMAP structure Week 4 Critiquing a Sample Thesis Week 5 Taking the Next Step 1 - How to write your first four chapter Week 6 Taking the Next Step 2 - How to write your fifth chapter Week 7 Progress Check Week 8 Taking the Next Step 3 - How to write your sixth, seventh, &amp; eighth chapters Week 9 The Importance of Critical Thinking Week 10 Progress Check Week 11 Progress Check Week 12 Progress Check Week 13 Thesis Defence Presentation Critiques -Presentations of draft presentations Week 14 Thesis Defence Presentation Critiques - Presentations of final presentations</p>			
<b>Study literature and study aids</b>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Dibb, S., Simkin, L., Pride, W., &amp; Ferrell, O.C. (2005). <i>Marketing: Concepts and Strategies</i>. 5th European edition. Abingdon, U.K.: Houghton Mifflin.</li> <li>▪ Walker, O. C., Mullins, J., Boyd, H. (2007). <i>Marketing Strategy: A Decision Focused Approach</i>. McGraw-Hill/Irwin; 6th edition.</li> </ul>			

***Recommended***

- Bell, J. (2010). *Doing Your Research Project: Open Up Study Skills*. 5th edition. Open University Press.
- Easterby-Smith, M., Thorpe, R., Jackson, P., Lowe, A. (2008). *Management Research: Theory and Practice*. Sage.
- Jankowicz, A. D. (2004). *Business Research Projects*. 4th edition. Cengage Learning EMEA.
- Levin, P. (2005). *Excellent Dissertations!* Student-Friendly Guides series. Open University Press.
- Riley, M., Wood, R. C., Clark, M., Wilkie, E., Szivas, E. (2000). *Researching and Writing Dissertations in Business and Management*. Cengage Learning EMEA.
- Saunders, M.N.K, Thornhill, A., Lewis, P. (2007). *Research Methods for Business Students*. Harlow: Prentice Hall.
- Swetnam, D., Swetnam, R. (2000). *Writing Your Dissertation: The bestselling guide to planning, preparing and presenting first-class work*. The How to Series. 3rd Revised edition. How To Books.
- White, B. (2003). *Dissertation Skills: For Business and Management Students*. Thomson. [selected chapters].
- Zelazny, G. (2001). *Say It With Charts: The Executive's Guide to Visual Communication*. McGraw-Hill Education. [selected chapters].

<b>Course Name</b>	<b>Thesis Seminar in Humanities and Social Sciences</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Karen Grunow-Hårsta, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course introduces students to the purpose, structural elements and process of writing a Bachelor’s thesis in the Humanities and Social Sciences program. It takes students through the stages of thesis writing: determining a relevant research question, writing a focused thesis statement, supporting that thesis theoretically and methodologically, as well as revising and editing drafts in accordance with the conventions of academic writing. Students will also learn to critically evaluate and incorporate sources to construct a sound argument and to use accurate citation format. The goal of the course is for students to acquire and develop the skills necessary to efficiently produce a Bachelors’ thesis of high academic quality.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Determine a relevant and proper research question.</li> <li>▪ Determine a relevant and proper thesis statement to answer that question.</li> <li>▪ Determine the relevant theory and methodology to inform the thesis statement.</li> <li>▪ Find and properly incorporate quality resources into their argument in support of the thesis statement.</li> <li>▪ Produce an overall quality foundation for further research with their thesis.</li> <li>▪ Engage in constructive small-group peer revision and editing.</li> <li>▪ Critically read, write, and think.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and Course Overview, Introductory discussion on Critical Thinking</p> <p>Week 2 Humanities and Journalism Research Thesis Guide: Components &amp; Structure, Formulating Research Questions and the Thesis Statement</p> <p>Week 3 Finding, Evaluating &amp; Documenting sources (note-taking, citations, work-cited)</p> <p>Week 4 Internal Structure of the Thesis, Abstract, Literature Review (Theoretical Framework) and Methodology</p> <p>Week 5 Incorporating Sources (paraphrase, summary and quotation), Argumentation and Fallacies</p> <p>Week 6 Outlines</p> <p>Week 7 Audience, Academic Style &amp; Conventions</p> <p>Week 8 Proposal Content &amp; Structure</p> <p>Week 9 Revision and Formatting</p> <p>Week 10 Citation Focus</p> <p>Week 11 Final Peer Review</p> <p>Week 12 Final Update Student Update Presentations &amp; discussion</p> <p>Week 13 Defense Preparation</p> <p>Week 14 Course Wrap up.</p>				

<b>Study literature and study aids</b>	
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***Required:***

- Browne, M., & Keeley, S. (2012). *Asking the Right Questions*. New York: Pearson.
- Lester, J. (2015). *Writing Research Papers: A Complete Guide*. New York: Pearson.

***Recommended***

- Wayne, C. B. et al. (2008). *The Craft of Research*. University of Chicago Press.

<b>Course Name</b>	<b>Thesis Seminar in International Relations</b>		
<b>Course Type</b>	BA-IR: Compulsory	<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> International Relations Research Methods		
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, homework, active participation, attendance		
<b>Course Guarantor</b>	George Hays II, Ph.D.		
<b>Involvement of the Course Guarantor in teaching</b>	100 %		
<b>Instructors and their involvement in teaching</b>	George Hays II, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces the students to the components, structure, and function of a large academic work- the Bachelor’s Thesis. Through introductory lectures and structured work at the individual, small group, and class level, the students will steadily build a foundation upon which to write their theses with their individual thesis advisors. In addition to the overall thesis structure, the students will learn and practice researching with proper sources, citing those sources properly, using those sources to construct a strong and well informed argument, and defend that argument. The ultimate goal of the course is to give the students the skills-set necessary to approach and engage with their advisors at a high level in order to efficiently produce Bachelors’ Theses of high academic quality.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Determine a relevant and proper research question.</li> <li>▪ Determine a relevant and proper thesis statement to answer that question.</li> <li>▪ Determine the relevant theory and methodology to inform the thesis statement.</li> <li>▪ Find and properly incorporate quality resources into their argument in support of the thesis statement.</li> <li>▪ Critically read, critically write, critically think.</li> <li>▪ Produce an overall quality foundation for research with their thesis advisor.</li> <li>▪ Do the above through constructive small-group peer editing</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and Course Overview  Week 2 Thesis Components and Structure  Week 3 Resources, Citations, and Plagiarism  Week 4 Theory and Methodology  Week 5 Argumentation and Fallacies  Week 6 Outlines  Week 7 Research Day  Week 8 First Peer Group  Week 9 Research Day  Week 10 First Update  Week 11 Research Day  Week 12 Final Peer Group  Week 13 Final Update</p>		

Week 14 Defense Preparation

**Study literature and study aids**

**Required**

- Browne, M. N., & Keeley, S. M. (2012). *Asking the right questions: A guide to critical thinking*. NY: Pearson.
- The University of Chicago (2010). *Chicago-Style Citation Quick Guide. The Chicago Manual of Style Online*. Chicago: The University of Chicago.

**Recommended**

- Allison, G. (1969). Conceptual Models of the Cuban Missile Crisis. *The American Political Science Review*, 63(3), 689-718.
- Bryman, A. (2008). *Social Research Methods*. New York: Oxford University Press.
- Carlsnaes, W., Risse, T., & Simmons, B.A. (eds.). (2013). *Handbook of International Relations – 2nd edition*. London: SAGE.
- Gray, C. (2004). In Defence of the Heartland: Sir Halford Mackinder and His Critics a Hundred Years On. *Comparative Strategy*, 23(1), 9-25.
- Guzzini, S. (2005). The Concept of Power: a Constructivist Analysis. *Millennium Journal of International Studies*, 33(3), 495-521.
- Hollis, M. (2008). *The Philosophy of Social Science*. Cambridge: Cambridge University Press.
- Krotz, U. (2009). Momentum and Impediments: Why Europe Won't Emerge as a Full Political Actor on the World Stage Soon. *Journal of Common Market Studies*, 47(3), 555-578.
- Malici, A. (2005). Discord and Collaboration between Allies. *The Journal of Conflict Resolution*, 49(1), 90-119.
- Ripsman, N. & Levy, J. (2008). Wishful Thinking or Buying Time? The Logic of British Appeasement in the 1930s. *International Security*, 33(2), 148-181.
- Reus-Smit, C., & Snidal, D. (2008). *The Oxford Handbook of International Relations*. New York: Oxford University Press.
- Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. New York, NY: Routledge.

<b>Course Name</b>	<b>Thesis Seminar in International Relation and Diplomacy</b>				
<b>Course Type</b>	MA-IR: Compulsory			<b>Recommended Year of Study</b>	2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Term grade			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. George Hays, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces the students to the components, structure, and function of a large academic work- the Master’s Thesis. Through introductory lectures and structured work at the individual, small group, and class level, the students will steadily build a foundation upon which to write their theses with their individual thesis advisors. In addition to the overall thesis structure, the students will learn and practice researching with proper sources, citing those sources properly, using those sources to construct a strong and well informed argument, and defend that argument. The ultimate goal of the course is to give the students the skills-set necessary to approach and engage with their advisors at a high level in order to efficiently produce Masters’ Theses of high academic quality.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Determine a relevant and proper research question.</li> <li>▪ Determine a relevant and proper thesis statement to answer that question.</li> <li>▪ Determine the relevant theory and methodology to inform the thesis statement.</li> <li>▪ Find and properly incorporate quality resources into their argument in support of the thesis statement.</li> <li>▪ Critically read, critically write, critically think.</li> <li>▪ Produce an overall quality foundation for research with their thesis advisor.</li> <li>▪ Do the above through constructive small-group peer editing</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and Course Overview  Week 2 Thesis Components and Structure  Week 3 Resources, Citations, and Plagiarism  Week 4 Theory and Methodology  Week 5 Argumentation and Fallacies  Week 6 Outlines  Week 7 Research Day  Week 8 Peer Group Day  Week 9 Research Day  Week 10 Update Day  Week 11 Peer Group Day  Week 12 Research Day  Week 13 Update Day  Week 14 Defense Preparation</p>				

**Study literature and study aids**
**Required**

- Browne, M. N., & Keeley, S. M. (2011). *Asking the right questions with readings: A guide to critical thinking*. Boston: Prentice Hall.
- Gray, C. (2004). In defence of the Heartland. *The Occasional: Number 47 Contemporary Essays*. The Strategic and Combat Studies Institute.
- Guzzini, S. (2005). The concept of power: A constructivist analysis. *Millennium Journal of International Studies*, 33(3), 495-521.
- Krotz, U. (2009). Momentum and impediments: Why Europe won't emerge as a full political actor on the world stage soon. *Journal of Common Market Studies*, 47(3), 555-578.
- Malici, A. (2005). Discord and collaboration between allies. *The Journal of Conflict Resolution*, 49(1), 90-119.
- Ripsman, N., & Levy, J. (2008). Wishful thinking or buying time? The logic of British appeasement in the 1930s. *International Security*, 33(2), 148-181.
- The University of Chicago (2017). *The Chicago Manual of Style Online: Chicago-Style Citation Quick Guide*. Chicago: The University of Chicago. [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Waltz, K. (1970). The stability of a bipolar world. In D. V. Edwards (ed.), *International Political Analysis: Readings* (pp. 318-342). New York: Holt, Rinehart and Winston.

**Recommended**

- Bryman, A. (2008). *Social research methods*. Oxford University Press.
- Carlsnaes, W., Risse, T., & Simmons, B. A. (eds.). (2013). *Handbook of international relations* (2nd ed.). London: Sage.
- Hollis, M. (2008). *The philosophy of social science*. Cambridge University Press.
- Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. New York: Routledge.
- Reus-Smit, C., & Snidal, D. (2010). *The Oxford Handbook of international relations*. Oxford: Oxford University Press.



<b>Course Name</b>	<b>Thesis Seminar in Journalism and Media</b>				
<b>Course Type</b>	BA-JM: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Karen Grunow-Hårsta, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Karen Grunow-Hårsta, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course introduces students to the purpose, structural elements and process of writing a Bachelor’s thesis in the Journalism and Media Studies program. It takes students through the stages of thesis writing: determining a relevant research question, writing a focused thesis statement, supporting that thesis theoretically and methodologically, as well as revising and editing drafts in accordance with the conventions of academic writing. Students will also learn to critically evaluate and incorporate sources to construct a sound argument and to use accurate citation format. The goal of the course is for students to acquire and develop the skills necessary to efficiently produce a Bachelors’ thesis of high academic quality.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Determine a relevant and proper research question.</li> <li>▪ Determine a relevant and proper thesis statement to answer that question.</li> <li>▪ Determine the relevant theory and methodology to inform the thesis statement.</li> <li>▪ Find and properly incorporate quality resources into their argument in support of the thesis statement.</li> <li>▪ Produce an overall quality foundation for further research with their thesis.</li> <li>▪ Engage in constructive small-group peer revision and editing.</li> <li>▪ Critically read, write, and think.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and Course Overview, Introductory discussion on Critical Thinking</p> <p>Week 2 Humanities and Journalism Research Thesis Guide: Components &amp; Structure, Formulating Research Questions and the Thesis Statement</p> <p>Week 3 Finding, Evaluating &amp; Documenting sources (note-taking, citations, work-cited)</p> <p>Week 4 Internal Structure of the Thesis, Abstract, Literature Review (Theoretical Framework) and Methodology</p> <p>Week 5 Incorporating Sources (paraphrase, summary and quotation), Argumentation and Fallacies</p> <p>Week 6 Outlines</p> <p>Week 7 Audience, Academic Style &amp; Conventions</p> <p>Week 8 Proposal Content &amp; Structure</p> <p>Week 9 Revision and Formatting</p> <p>Week 10 Citation Focus</p> <p>Week 11 Final Peer Review</p> <p>Week 12 Final Update Student Update Presentations &amp; discussion</p> <p>Week 13 Defense Preparation</p> <p>Week 14 Course Wrap up.</p>				

<b>Study literature and study aids</b>	
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***Required***

- Browne, M., & Keeley, S. (2012). *Asking the Right Questions*. New York: Pearson.
- Lester, J. (2015). *Writing Research Papers: A Complete Guide*. New York: Pearson.

***Recommended***

- Wayne, C. B. et al. (2008). *The Craft of Research*. University of Chicago Press.

<b>Course Name</b>	<b>Thesis Seminar in Political Science</b>			
<b>Course Type</b>	BA-PS: Compulsory		<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Social Science Research Methods			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, presentations, homework, active participation, attendance			
<b>Course Guarantor</b>	George Hays II, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	George Hays II, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course introduces the students to the components, structure, and function of a large academic work- the Bachelor’s Thesis. Through introductory lectures and structured work at the individual, small group, and class level, the students will steadily build a foundation upon which to write their theses with their individual thesis advisors. In addition to the overall thesis structure, the students will learn and practice researching with proper sources, citing those sources properly, using those sources to construct a strong and well-informed argument, and defend that argument. The ultimate goal of the course is to give the students the skills-set necessary to approach and engage with their advisors at a high level in order to efficiently produce Bachelors’ Theses of high academic quality.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Determine a relevant and proper research question.</li> <li>▪ Determine a relevant and proper thesis statement to answer that question.</li> <li>▪ Determine the relevant theory and methodology to inform the thesis statement.</li> <li>▪ Find and properly incorporate quality resources into their argument in support of the thesis statement.</li> <li>▪ Critically read, critically write, critically think.</li> <li>▪ Produce an overall quality foundation for research with their thesis advisor.</li> <li>▪ Do the above through constructive small-group peer editing</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and Course Overview  Week 2 Thesis Components and Structure  Week 3 Resources, Citations, and Plagiarism  Week 4 Theory and Methodology  Week 5 Argumentation and Fallacies  Week 6 Outlines  Week 7 Research Day  Week 8 First Peer Group  Week 9 Research Day  Week 10 First Update  Week 11 Research Day  Week 12 Final Peer Group  Week 13 Final Update</p>			



<b>Course Name</b>	<b>Thesis Seminar in Visual Arts</b>				
<b>Course Type</b>	BA-VA: Compulsory			<b>Recommended Year of Study</b>	3.
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Anthony Ozuna				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course introduces students to the purpose, structural elements and process of writing a Bachelor’s thesis in the Visual Art Studies program. It takes students through the stages of thesis writing: determining a relevant research question, writing a focused thesis statement, supporting that thesis theoretically and methodologically, as well as revising and editing drafts in accordance with the conventions of academic writing. Students will also learn to critically evaluate and incorporate sources to construct a sound argument and to use accurate citation format. The goal of the course is for students to acquire and develop the skills necessary to efficiently produce a Bachelors’ thesis of high academic quality.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Determine a relevant and proper research question.</li> <li>▪ Determine a relevant and proper thesis statement to answer that question.</li> <li>▪ Determine the relevant theory and methodology to inform the thesis statement.</li> <li>▪ Find and properly incorporate quality resources into their argument in support of the thesis statement.</li> <li>▪ Produce an overall quality foundation for further research with their thesis.</li> <li>▪ Engage in constructive small-group peer revision and editing.</li> <li>▪ Critically read, write, and think.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction and Course Overview, Introductory discussion on Critical Thinking</p> <p>Week 2 Humanities and Journalism Research Thesis Guide: Components &amp; Structure, Formulating Research Questions and the Thesis Statement</p> <p>Week 3 Finding, Evaluating &amp; Documenting sources (note-taking, citations, work-cited)</p> <p>Week 4 Internal Structure of the Thesis, Abstract, Literature Review (Theoretical Framework) and Methodology</p> <p>Week 5 Incorporating Sources (paraphrase, summary and quotation), Argumentation and Fallacies</p> <p>Week 6 Outlines</p> <p>Week 7 Audience, Academic Style &amp; Conventions</p> <p>Week 8 Proposal Content &amp; Structure</p> <p>Week 9 Revision and Formatting</p> <p>Week 10 Citation Focus</p> <p>Week 11 Final Peer Review</p> <p>Week 12 Final Update Student Update Presentations &amp; discussion</p> <p>Week 13 Defense Preparation</p> <p>Week 14 Course Wrap up.</p>				

<b>Study literature and study aids</b>	
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***Required***

- Browne, M., & Keeley, S. (2012). *Asking the Right Questions*. Pearson.
- Lester, J. (2015). *Writing Research Papers: A Complete Guide*. Pearson.

***Recommended***

- Wayne, C. B. et al. (2008). *The Craft of Research*. University of Chicago Press.

<b>Course Name</b>	<b>Topics in International Relations</b>				
<b>Course Type</b>	BA-IR: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	<b>Prerequisites:</b> Introduction to International Relations, International Relations Research Methods				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Mgr. Daniela Lenčėš Chalániová, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course builds on the knowledge gained in the <i>Introduction to International Relations</i> and <i>International Relations Research Methods</i> courses by connecting theory with empirical reality through practical cases; the course also serves as an testing “laboratory” for students to see “how it’s done,” how does theory connect to reality, before they attempt to do it themselves in their own <i>Theses</i>.</p> <p>Throughout the course, a range of diverse topics will be covered – from World Wars, Cold War and its aftermath, through colonization, to European integration, global governance, rise of international norms or role of women in politics – all addressed through at least two different theoretical lenses for comparison and development of critical thinking. Research studies on world wars, terrorism, international norms and institutions, women or media political communication will be the proverbial bread and butter of this course as they best illustrate the application of theories in particular situations/cases; the goal is to help students understand the logic, structure and process “how to” get from theoretical assumptions to real-life situation application and results.</p> <p>Besides supporting the theory-method “backbone” of the International Relations study programme (a string of prerequisites: 1. <i>Introduction to International Relations</i> 2. <i>International Relations Research Methods</i> 3. <i>Thesis Seminar</i> 4. <i>Thesis</i>), this course seeks to address older but especially currently discussed topics in the field of International Relations, foreign policy, security or other interdisciplinary topics. Since this course is intended as an advanced IR course – seminar format is the preferred choice with the bulk of work focused on cases (analysed from particular theoretical perspectives), to demonstrate to students their logic and argumentation, work with data, operationalization of theoretical concepts etc.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ pick an appropriate theory for the problem at hand</li> <li>▪ weigh pros and cons of particular perspective in case studies</li> <li>▪ understand the structure of research papers and case studies (be able to identify its sections such as literature review, problem justification, theoretical perspective, identify concepts used, identify their “translation” in the given case)</li> <li>▪ start creating their own research designs – monkey see monkey do</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 World War I+II (classic realism, liberalism)</p> <p>Week 2 Cold War (Realism liberalism)</p>				

Week 3 End of Cold War (liberalism, constructivism, realism)  
 Week 4 International Norms (constructivism, institutionalism, English school)  
 Week 5 European integration (EU theories applied, functionalism, regionalism, new institutionalism)  
 Week 6 Colonization (new theories)  
 Week 7 Midterm Exam  
 Week 8 Women in Politics (feminism, poststructuralism)  
 Week 9 Media and Communication (constructivism, critical theories, poststructuralism)  
 Week 10 Global Governance (institutionalism, liberalism)  
 Week 11 Migration (poststructuralism, copenhagen school)  
 Week 12 Global Economy (Marxism, liberalism) macdonaldization of society  
 Week 13 Terrorism (Copenhagen school securitization, realism, poststructuralism)  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Brown, C., & Ainley, K. (2009). *Understanding International Relations*. Palgrave Macmillan.
- Goldstein, J. S., & Pevehouse, J. C. (2014). *International Relations*. USA: Pearson.
- Snow, D. M. (2018). *Cases in International Relations. Principles and Applications*. Rowman & Littlefield.

#### Recommended

- Kaldor, M. (2013). *New and Old Wars: Organised Violence in a Global Era*. Polity.
- Huysmans, J. (2000). The European Union and the Securitization of Migration. *Journal of Common Market Studies*, 38(5), 751-777.
- Szalai, A., & Göbl, G. (2015). Securitizing Migration in Contemporary Hungary. *CEU Center for EU Enlargement Studies Working Paper*, November 2015, available at: <https://cens.ceu.edu/sites/cens.ceu.edu/files/attachment/event/573/szalai-goblmigrationpaper.final.pdf>
- Acharya, A. (1997). The Periphery as the Core: The Third World and Security Studies. In K. Krause, & M. C. Williams (eds.), *Critical Security Studies. Concepts and Cases*. University College London – UCL Press.
- Waltz, K. (2000). Structural Realism after the Cold War. *International Security*, 25(1), 5-41.



<b>Course Name</b>	<b>Torah and Jewish Law</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-JEW: Introducing Judaism				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	doc. Dr. Jiří Kašný, Th.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	doc. Dr. Jiří Kašný, Th.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course investigates the origin and the sources of Jewish law: Tora, Nevi'im and Ketuvim, history of the text of the Hebrew Bible and its canon. It studies Jewish legal tradition in the rabbinic era, during medieval, modern and contemporary era. It examines selected institutes of the Jewish legal tradition, family law, procedural and court law and the legal system of a modern State of Israel. It also examines the legal status of the Jews and Jewish communities in modern democratic and totalitarian states.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify Jewish legal sources and institutes and the principles of Jewish law</li> <li>▪ critically understand the role of Jewish law in the life of an individual and the Jewish community</li> <li>▪ understand the role of Jewish law in contemporary states</li> <li>▪ critically analyze and identify the impact of the Jewish legal tradition on European Continental Law and Anglo-American Law</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p> <p>Week 2 Origin and Sources of Jewish Law</p> <p>Week 3 History of the Text of the Hebrew Bible</p> <p>Week 4 Family Law in the Torah</p> <p>Week 5 Procedural Law and Court Law in the Torah</p> <p>Week 6 Law on Crime in the Torah</p> <p>Week 7 Constitutional Principles in the Torah</p> <p>Week 8 Jewish Law in the Rabbinic Era</p> <p>Week 9 Jewish Customs and Traditions</p> <p>Week 10 Practical Judaism</p> <p>Week 11 Jewish Law and the Law of the State of Israel</p> <p>Week 12 Legal Status of the Jews in the Contemporary States</p> <p>Week 13 Jewish Legal Tradition and European Law</p> <p>Week 14 Final Exam</p>				

**Study literature and study aids****Required**

- *Torah, the Prophets and Writings*
- Selected parts of *Midrash* and *Talmud*.
- Elon, M. (ed.). (1975). *The Principles of Jewish Law*. Jerusalem: Keter Publishing House.
- Glenn, H. P. (2007). *Legal Traditions of the World*. Oxford: Oxford University Press.
- Horowitz, G. (1973). *The Spirit of Jewish Law*. New York: Central Book.
- Brenner, M. (2010). *A Short History of the Jews*. Princeton, N. J.: Princeton University Press.

**Recommended**

- *Jewish Virtual Library* at <https://www.jewishvirtuallibrary.org/>
- Buber, M. (2013). *I and thou*. London: Bloomsbury.
- Hoffman, Y., & Graf Reventlow, Henning. (2012). *The Decalogue in Jewish and Christian Tradition*. New York: T & T Clark.
- Calum, C. (1996). *The Spirit of Biblical Law*. Athens: University of Georgia Press.
- Holding, M. (ed.). (1993). *Jewish Law and Legal Theory*. New York: New York University Press.
- Rakovek, N. (1994). *Guide to the Sources of Jewish Law*. Jerusalem: Library of Jewish Law.
- Mošav Ben Šemen. (1997). *Practical Judaism*. Israel: Mondan Publishing House.

<b>Course Name</b>	<b>Towards the Final Solution: Racism and Anti-Semitism in Western History</b>		
<b>Course Type</b>	BA-IR-HMR: Compulsory BA-PS-HMR: Compulsory	<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b> 3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>			
<b>Grade Type</b>	Exam	<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance		
<b>Course Guarantor</b>			
<b>Involvement of the Course Guarantor in teaching</b>			
<b>Instructors and their involvement in teaching</b>	William Eddleston, Ph.D. – 100 %		
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The course traces the development of racial prejudice and anti-Semitism, from their roots in the classical and mediaeval worlds to the rise of National Socialism in the early 20th century. Particular emphasis will be paid to the manner in which religious, cultural, linguistic and physical/biological forms of exclusion have overlapped and reinforced each other. It is one of the principal contentions of this course that National Socialism's exterminatory anti-Semitism is not merely a product of centuries of anti-Jewish prejudice; rather, racial anti-Semitism must be understood as something which evolved in close symbiosis with racial prejudices directed against Africans – slave and free – and colonial peoples from the early modern period, culminating in the historically-particular form of exterminatory racial anti-Semitism which formed the necessary precondition of the Holocaust.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Be familiar with many of the most important intellectual and historiographical controversies concerning the study of racism, slavery, imperialism, nationalism and anti-Semitism.</li> <li>▪ Understand the development of racial thinking from antiquity to the 20th century.</li> <li>▪ Grasp the connections between anti-Semitism and various forms of exclusionary racial discourses within European history (anti-Slavic prejudice; anti-Roma prejudice) and earlier forms of physical racialism which developed in relation to Africans and colonial subjects.</li> <li>▪ Understand long-term historical continuities in certain memes of racist discourse: polygenesis; ritual murder accusations; the taint of “blackness”; “barbarism” and natural slavery.</li> <li>▪ Equally appreciate the many radical breaks and departures in racial discourse: notions of the “purity of blood”; craniometry and physiological racism; anti-Judaism to anti-Semitism; 19th century imperialism; Darwinism and inheritance and the eugenics movement.</li> <li>▪ Critically evaluate the complex process by which linguistic definitions of racial affiliation – “Aryan,” “Semite,” “Turanian” and “Slav” – became hardened into physiological, pseudo-scientific racial concepts.</li> <li>▪ Finally, understand the lineages of National Socialist racism and genocide in these discourses – but especially in the histories of slavery, imperialism and eugenics.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to Racism and Anti-Semitism in History  Week 2 Racial Prejudice and Judeophobia in Antiquity  Week 3 Jews and Others in the Christian Middle Ages  Week 4 Race and Religion in the Early Modern World</p>		

Week 5 Slavery, Race and the Bible in the Early Modern World  
 Week 6 Race, Racism and Enlightenment  
 Week 7 Racism, Collective Memory and Film  
 Week 8 Race and Language  
 Week 9 The Rise of the White Man's Republic: Race and Slavery in Jacksonian America  
 Week 10 Race, Empire and Evolution  
 Week 11 Nationalism, Anti-Semitism and Eugenics in Europe, 1871-1914  
 Week 12 White Men's Countries: Jim Crow, Apartheid and White Australia  
 Week 13 Towards the Final Solution  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Fredrickson, G. M. (2002). *Racism: A Short History*. Princeton, N. J.: Princeton University Press.
- Bethencourt, F. (2013). *Racisms: From the Crusades to the Twentieth Century*. Princeton and Oxford: Princeton University Press.
- Rattansi, A. (2007). *Racism: A very short introduction*. Oxford: Oxford University Press
- Beller, S. (2007). *Antisemitism: A Very Short Introduction*. Oxford & New York: OUP.

#### Recommended

- Isaac, B. (2004). *The Invention of Racism in Classical Antiquity*. Princeton, N.J.: Princeton University Press.
- Eliav-Feldon, M., Isaac, B. H., & Ziegler, J. (2013). *The origins of racism in the west*. Cambridge: Cambridge University Press.
- Nirenberg, D. (2013). *Anti-Judaism: The Western Tradition*. New York and London: W. W. Norton & Co., 2013.
- Snowden, F. M., Jr. (1983). *Before Color Prejudice: The Ancient View of Blacks*. Cambridge, Mass.: Harvard University Press.
- Langmuir, G. I. (1991). *Toward a Definition of Antisemitism*. Berkeley: University of California Press.
- Dundes, A. (ed.). *The Blood Libel Legend: A Casebook in Anti-Semitic Folklore*. Madison, Wisc.: The University of Wisconsin Press.
- Bartlett, R. (1994). *The Making of Europe: Conquest, Colonization and Cultural Change, 950 – 1350*. London: Penguin Books.
- Pagden, A. (1987). *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge: Cambridge University Press.
- Jordan, W. B. (1995). *White over Black: American Attitudes towards the Negro, 1550- 1812*. Chapel Hill: The University of North Carolina Press.
- Blackburn, R. (1997). *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso.
- Kidd, C. (2006). *The Forging of Races: Race and Scripture in the Protestant and Atlantic Worlds, 1600-2000*. Cambridge: Cambridge University Press.
- Biddis, M. D. (1970). *Father of Racist Ideology: The Social and Political Thought of Count Gobineau*. New York: Weybright and Talley.
- Dreher, R. E. (1970). *Arthur de Gobineau, an Intellectual Portrait*. University of Wisconsin.
- Field, G. G. (1981). *Evangelist of Race: The Germanic Vision of Houston Stewart Chamberlain*. New York: Columbia University Press.
- Hecht, J. M. (2000). Vacher de Lapouge and the Rise of Nazi Racial Science. *The Journal of the History of Ideas*, 61(2), 285-304.
- Olender, M. (1992). *The Languages of Paradise: Race, Religion and Philology in the Nineteenth Century*. Cambridge, Mass.: Harvard University Press.
- Trautmann, T. R. (1997). *Aryans and British India*. Berkeley: University of California Press.
- Said, E. (1978). *Orientalism*. Harmondsworth: Penguin Books.
- Augstein, H. (1999). *F. James Cowles Prichard's Anthropology: Remaking the Science of Man in Early Nineteenth Century Britain*. Amsterdam: Rodopi.
- Horsman, R. (1986). *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Cambridge, Mass.: Harvard University Press.
- Stocking, G. W. (1991). *Victorian Anthropology*. New York: The Free Press.
- Biddis, M. D. (1976). *The Politics of Anatomy: Dr Robert Knox and Victorian Racism*. *Proceedings of the Royal Society of Medicine* 69, 245-50.
- Desmond, A., & Moore, J. (2010). *Darwin's Sacred Cause: Race, Slavery and the Quest for Human Origins*. London: Penguin Books.

- Barta, T. (2005). Mr Darwin's Shooters: On Natural Selection and the Naturalizing of Genocide. *Patterns of Prejudice*, 39(2), 116-137.
- Finzsch, N. (2005). 'It is scarcely possible to conceive that human beings could be so hideous and loathsome': discourses of genocide in eighteenth- and nineteenth- century America and Australia. *Patterns of Prejudice*, 39(2), 97-115.
- Brantlinger, P. (2003). *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930*. Ithica and London: Cornell University Press.
- Stocking, G. W. (1971). What's in a Name?: The Origins of the Royal Anthropological Institute (1837-70). *Man* 6, 369-90.
- Leopold, J. (1974). British Applications of the Aryan Theory of Race to India 1850-70. *English Historical Review* 89, 578-603.
- Lorimer, D. A. (1990). Nature, Racism and Late Victorian Science. *Canadian Journal of History* 25(3), 364-385.
- Lorimer, D. A. (1988). Theoretical Racism in Late Victorian Anthropology: 1870-1900. *Victorian Studies* 31(3), 405-430.
- Ellingson, T. (2001). *The Myth of the Noble Savage*. Berkley & London: The University of California Press.
- Lorrimer, D. A. (1978). *Colour, Class and the Victorians: English Attitudes to the Negro in the Mid-Nineteenth Century*. Leicester: University of Leicester Press.
- Poliakov, L. (1980). *The Aryan Myth: A History of Racist and Nationalist Ideas in Europe*. NY: New American Library.
- Mosse, G. L. (1978). *Toward the Final Solution: A History of European Racism*. NY: Howard Fertig.
- Turda, M., & Weindling, P. J. (eds.). (2007). *Blood and Homeland: Eugenics and Racial Nationalism in Southeast Europe, 1900-1940*. Budapest & New York: Central European University Press.
- Lindemann, A. S. (1997). *Esau's Tears: Modern Anti-Semitism and the Rise of the Jews*. Cambridge: Cambridge University Press.
- Lake, M., & Reynolds, H. (2008). *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality*. Cambridge: Cambridge University Press.
- Hutton, Ch. M. (2005). *Race and the Third Reich*. Cambridge: Polity Press.
- Stone, D. (2010). *Histories of the Holocaust*. Oxford and New York: Oxford University Press.

#### **Documentaries**

- *Racism: A History*. Parts 1-3. BBC, 2007.
- *Birth of a Nation*. D. W. Griffith, 1915.
- *Africans in America – America's Journey through Slavery*. Part 3/4 – Brotherly Love, 1791-1831. (PBS, 1998).

<b>Course Name</b>	<b>Travel Writing</b>				
<b>Course Type</b>	BA-JM-JRN: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Cultural Journalism Prerequisites: Introduction to Reporting II				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	Anthony Ozuna, M.A.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Anthony Ozuna, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>Like every other facet of journalism in the 21st century, travel writing is undergoing profound changes. More sophisticated and demanding audiences, increasingly specialized coverage and the rise of social media have made the profession more challenging for everyone from casual bloggers to veteran travel journalists. This course is designed to give students the tools they need to succeed in that environment. The primary focus is on writing, starting with fundamentals and building to sophisticated journalistic and literary techniques. With an eye toward understanding the market and getting published, the course also offers an overview and detailed look at evolving genres, styles and outlets. Students will get practical advice on generating ideas, crafting successful pitches and producing fresh, engaging stories, along with individual instruction on improving their writing.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a practical understanding and proficient use of the fundamentals of travel journalism</li> <li>▪ Demonstrate a familiarity with advanced writing structures and techniques</li> <li>▪ Demonstrate an understanding of and ability to work in a variety of travel genres</li> <li>▪ Research and identify story ideas tailored to specific publications and audiences</li> <li>▪ Write persuasive story pitches and compile a set of clips to accompany pitches</li> <li>▪ Show significant improvement in their writing skills</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction: Travel Writing in the 21st Century  Week 2 Fundamentals of Good Travel Journalism  Week 3 Trends in Travel Writing  Week 4 Writing for a Target Audience  Week 5 Getting Published  Week 6 Advanced Travel Writing Techniques  Week 7 Mid-term evaluation and individual consultation  Week 8 Guidebooks  Week 9 Capturing a Sense of Place  Week 10 Finding Characters and Creating Memorable Encounters  Week 11 Cultural Journalism  Week 12 Point of View  Week 13 Writing Travel Features  Week 14 Final exam</p>				

**Study literature and study aids**
**Required**

- Wilson, J., & Fuller, A. (2019). *The Best American Travel Writing 2019*. Boston, MA: Houghton Mifflin Harcourt.
- Bryson, B. (1997). *Notes from a Small Island*. New York City, NY: HarperCollins.
- Strayed, C. (2013). *Wild*. London, United Kingdom: Atlantic Books.
- Troost, J. M. (2009). *Lost on Planet China*. Amsterdam, Netherlands: Adfo Books.

**Recommended**

- Steinbeck, J. (2002). *Travels with Charly*. New York: Penguin Books.
- Kaplan, R. (2014). *Balkan ghosts*. New York: Picador.
- Twain, M. (2018). *The innocents abroad, or, The new pilgrims' progress*. Orinda, CA: SeaWolf Press.
- Thompson, H. S., & Frisell, B. (2012). *The Kentucky Derby is decadent and depraved*. Paris Records

**Blogs:**

- *Alex In Wanderland*
- *The Blonde Abroad*
- *Neverending Footsteps*
- *Wandering Earl*
- *A Backpackers Tale*
- *Roads and Kingdoms*
- *Fathom*
- *Traveling Canucks*
- *Legal Nomads*
- *Migrationology*
- *View From the Wing*
- *The Points Guy*
- *Skift*
- *Hey Nadine*
- *Camels and Chocolate*
- *Expert Vagabond*
- *Hecktic Travels*
- *Captain and Clark*
- *Fathom's 24 Best Travel Blogs and Websites 2017*



<b>Course Name</b>	<b>Twentieth Century Historiography: Questions and Controversies in 20th Century Historiography</b>			
<b>Course Type</b>	MA-HU: Required optional		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, midterm exam, presentation, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	William Eddleston, M.A., Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>3 look at two classic controversies in British historiography: the twin assault on the “Whig” conception of history launched by Herbert Butterfield and Lewis Namier, and the questions of free will and determinism in history arising from Isaiah Berlin’s critique of E. H. Carr, and the further controversy over the purpose and utility of historical study between Carr and Geoffrey Elton. Session 4 looks at the more recent dispute occasioned by Richard Evans’ moderate defence of empirical history against the challenge of postmodernism. Session 5 and 6 examine two key rival schools of social history: the French <i>Annales</i> scholars and the (predominantly British) school of Marxist historiography. Session 7 looks at A. J. P. Taylor and the controversy surrounding his 1962 revisionist tract <i>The Origins of the Second World War</i>. Taylor’s importance lies in his dominance within British historical scene in the mid-to-late 20<sup>th</sup> century, despite his eschewal of any form of theorising. Taylor is a reminder of the enduring relevance – and relative imperviousness to theory - of diplomatic history.</p> <p>Just before the midterm break, Session 8 explores the concept of collective memory in relationship to the memory of the Jewish Holocaust. Session 9 examines cultural history, through the work of the pioneering historian of culture Jan Huizinga, author of <i>The Autumn of the Middle Ages</i>, and through the later work of George L. Mosse. Mosse made major contributions to the study of fascism, interpreting fascism – against prevailing historical and political science orthodoxies – as essentially a cultural revolution against the liberal bourgeois order.</p> <p>Sessions 10 through to 14 return to a number of the key methodological challenges of post-colonialism, ethnological history, Kuhnian approaches to the history of science and postmodernism, focusing on the work of a number of key thinkers: Edward Said; Keith Thomas; Thomas Kuhn, Michael Ruse and Michel Foucault, along with the work of their manifold acolytes and critics. Specific topics examined will be the Orientalism; the new perspectives brought by feminism and cultural anthropology to the interpretation of the Early Modern “witch craze”; the mid-19<sup>th</sup> century Darwinian Revolution as a scientific “paradigm shift,” and the impact of Foucault’s <i>Discipline and Punish</i> on the study of institutions and of Stalinism.</p> <p>The final session will involve book reports on several the most famous examples of 20<sup>th</sup> century “microhistories”: <i>The Return of Martin Guerre</i>; <i>The Cheese and the Worms</i>; Montaigne and <i>The Great Cat Massacre</i>.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Be familiar with four of the most important methodological debates in British historiography in the 20<sup>th</sup> century: the debate inspired by Herbert Butterfield's <i>Whig Interpretation of History</i>; the famous Carr-Elton-Berlin controversy of the 1960s; the arguments over Richard J. Evans' moderate critique of postmodernism, and the early 1960s controversy surrounding A. J. P. Taylor's iconoclastic <i>Origins of the Second World War</i>.</li> </ul>			



- Have examined the three most significant schools of social history of the 20<sup>th</sup> Century: the French Annales School; the Cliometric movement and (British) Marxism.
- Looked at the work of two cultural historians: Jan Huizinga and his pathbreaking *Autumn of the Middle Ages*; and George L. Mosse's re-reading of fascism as a form of cultural revolution.
- Studied a major scholarly dispute in the field of diplomatic history – the so-called “Taylor Controversy” on the origins of the Second World War.
- Understand something of the concept of collective memory through its application to the study of the Holocaust.
- Have examined the application of feminism, poststructuralism, postcolonialism and other strands of postmodern thought in the study of the Near East (Orientalism); the problem of the so-called “Witch Craze” of the early modern period, and the rise of the so-called penal society and its relation to the later Soviet Gulag.
- Gained some understanding of the Kuhnian concept of “paradigm shift” through examining the debates around the so-called “Darwinian Revolution.”
- Read and discussed at least one of the more famous works of microhistory: *The Cheese and the Worms*; *The Return of Martin Guerre*; *Montaillou* or *The Great Cat Massacre*.

### Course Outline

Week 1 Introduction; Course Requirements; Introductory Film – Akira Kurosawa’s *Rashomon* (1950).

Week 2 Seminar 1 – The Whig Idea of History: Herbert Butterfield, Lewis Namier and Liberal England’s National Myth.

Week 3 Seminar 2 - Determinism, Morality and Progress: E. H. Carr’s *What is History* and its Critics

Week Seminar 3 - Postmodernism and its Discontents: Richard Evans vs. Keith Jenkins and Friends.

Week 5 Seminar 4 – *La Longue Durée*: The Annales School and the Cliometricians.

Week 6 Seminar 5 – Class Struggle or Economic Determinism? E. P. Thompson, Eric Hobsbawm and the British Marxist Historians

Week 7 Seminar 6 – Does History Really Need a Methodology? A. J. P. Taylor and his *Origins of the Second World War*.

Week 8 Seminar 7 - The Holocaust and Collective Memory.

Week 9 Seminar 8 – Cultural History: Jan Huizinga and George L. Mosse on the 15th Century and on Fascism as Cultural Revolution.

Week 10 Seminar 9 – Enough Said? Orientalism, Post-Colonialism and their Discontents.

Week 11 Seminar 10 – Witches, Anthropologists and Feminists: The Problem of the Early Modern Witch Craze in Historiography.

Week 12 Seminar 11 – Poststructuralism and the Gulag: The Uses of Michel Foucault’s *Discipline and Punish*.

Week 13 Seminar 12 - The Darwinian Revolution as a Paradigm Shift.

Week 14 Reading Microhistories: Book Report Session on Microhistories. Final Exam Submissions.

### Study literature and study aids

#### Required

- Bayoumi, Moustafa & Andrew Rubin, eds. *The Edward Said Reader*. New York: Vintage Books, 2000.
- Butterfield, Herbert. *The Whig Interpretation of History*. New York: Norton, 1965 [orig., Cambridge, 1931].
- Carr, Edward Hallett. *What is History?* With a New Introduction by Richard J. Evans. London: Macmillan, 2010.
- Elton, Geoffrey R. *The Practice of History*. 2<sup>nd</sup> Ed., With an Afterword by Richard J. Evans. Oxford: Blackwell Publishing, 2002.
- Evans, Richard J. *In Defence of History*. New Edition. London: Granta Books, 2000.
- Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford: Oxford University Press, 2008.
- Green, Anna & Kathleen Troup, eds. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. Manchester: Manchester University Press, 1999.
- Hodge M.J.S. “Against “revolution” and “evolution.” *Journal of the History of Biology*. Vol. 38 (2005):101–124.
- Huizinga, Johan. *The Autumn of the Middle Ages*. Rodney J. Payton & Ulrich Mammitzsch, trans. Chicago: The University of Chicago Press, 1996.
- Iggers, George G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. 2<sup>nd</sup> Ed. Middletown, Connecticut: Wesleyan University Press, 2005.
- Jenkins, Keith, ed. *The Postmodern History Reader*. London: Routledge, 1997.

- Jenkins, Keith. *Re-Thinking History*. London and New York: Routledge, 1991.
- Judt, Tony. *Reappraisals: Reflections on the Forgotten Twentieth-Century*. London: Vintage Books, 2009.
- Kaye, Harvey J. *The British Marxist Historians*. Cambridge: Polity Press, 1984.
- Kedourie, Elie. *The Chatham House Version and Other Middle Eastern Studies: With a New Introduction by David Pryce-Jones*. Chicago: Ivan R. Dee, 2004.
- Kelley, Donald R. *Fortunes of History: Historical Enquiry from Herder to Huizinga*. New Haven & London: Yale University Press, 2003.
- Kotkin, Stephen. "Magic Mountain: Stalinism as a Civilisation." In Hoffmann, David L., ed. *Stalinism: The Essential Readings*. Oxford: Blackwell, 2003, pp. 107-126.
- Mehta, Ved. *The Fly and the Fly Bottle: Encounters with British Intellectuals*. Harmondsworth: Penguin Books, 1961.
- Mosse, George L. *The Fascist Revolution: Toward a General Theory of Fascism*. New York: Howard Fertig, 1999.
- Novick, Peter. *The Holocaust and Collective Memory*. London: Bloomsbury, 2000.
- Oldridge, Darren, ed. *The Witchcraft Reader*. 2nd Ed. London & New York: Routledge, 2008.
- Olick, Jeffrey K., Vered Vinitzky-Seroussi and Daniel Levy, eds. *The Collective Memory Reader*. Oxford: Oxford University Press, 2011
- Rabinow, Paul, ed. *The Foucault Reader*. Harmondsworth: Penguin Books, 1986.
- Robertson, Esmonde M. *The Origins of the Second World War*. London: The Macmillan Press, 1971.
- Ruse, Michael. "The Darwinian Revolution: Rethinking its Origin and Significance." *PNAS*. Vol 106 (June 16<sup>th</sup>, 2009): 1040-47.
- Ruse, Michael. *The Darwinian Revolution: Science Red in Tooth and Claw*. Cambridge: Cambridge University Press, 1979.
- Thompson, Dorothy, ed. *The Essential E. P. Thompson*. New York: The New Press, 2001.
- Warrington, Marnie Hughes. *Fifty Key Thinkers on History*. 2nd Ed. London: Routledge, 2008.

### **Recommended**

- Burke, Kathleen. *Troublemaker: The Life and History of A. J. P. Taylor*. New Haven & London: Yale University Press, 2000.
- Colley, Linda. *Lewis Namier*. London: George Weidenfeld and Nicholson, 1989.
- Cox, Michael. *E. H. Carr: A Critical Appraisal*. London: Palgrave Macmillan, 2000.
- Darnton, Robert. *The Great Cat Massacre, and Other Episodes in French Cultural History*. New York: Basic Books, 2000.
- Davis, Natalie Zemon. *The Return of Martin Guerre*. Cambridge, Mass., & London: Harvard University Press, 1983.
- Evans, Richard J. *Eric Hobsbawm: A Life in History*. Oxford & New York: Oxford University Press, 2019.
- Ferry, Luc & Alain Renault. *French Philosophy in the 1960s: An Essay in Antihumanism*, Mary H. S. Cattani, trans. Amherst: University of Massachusetts Press, 1990.
- Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Tedeschi, John & Anne, trans. Baltimore: The Johns Hopkins University Press, 1992.
- Haslam, Jonathan. *The Vices of Integrity: E. H. Carr, 1892-1982*. London: Verso, 1999.
- Hayton, D. W. *Conservative Revolutionary: The Lives of Lewis Namier*. Manchester: Manchester University Press, 2019.
- Himmelfarb, Gertrude. *The New History and the Old*. Harvard: Harvard University Press, 1995.
- Hobsbawm, Eric. *On History*. London: Abacus, 1997.
- Ladurie, Emmanuel Le Roy. *Montaillou*, Barbara May, trans. Harmondsworth: Penguin Books, 1978.
- Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. Cambridge: Cambridge University Press, 1988.
- Otterspeer, Willem. *Reading Huizinga*. Beverley Jackson, trans. Amsterdam: Amsterdam University Press, 2010.
- Palmer, Bryan D. *E.P. Thompson: Objections and Oppositions*. London: Verso, 1994.
- Payne, Stanley G., David J. Sorkin & John S. Tortorice, eds. *What History Tells: George L. Mosse and the Culture of Modern Europe*. Madison, Wisc., University of Wisconsin Press, 2004.
- Purkiss, Dianne. *The Witch in History: Early Modern and Twentieth Century Representations*. London & New York: Routledge, 1996)
- Scruton, Roger. *Fools, Frauds and Firebrands: Thinkers of the New Left*. London: Bloomsbury, 2015.
- Sisman, Adam. *A. J. P. Taylor: A Biography*. London: Sinclair-Stevenson, 1994.
- Sisman, Adam. *Hugh Trevor-Roper: The Biography*. London: Weidenfeld & Nicholson, 2010.

- Stone, Dan. *Histories of the Holocaust*. Oxford and New York: Oxford University Press, 2010.
- Taylor, A. J. P. *The Origins of the Second World War*. Harmondsworth: Penguin Books, 1962.
- Windschuttle, Keith. *The Killing of History: How a Discipline is being murdered by Literary Critics and Social Theorists* Sydney: Macleay Press, 1994.



<b>Course Name</b>	<b>Twentieth Century Social Theory</b>				
<b>Course Type</b>	BA-HS: Required optional MA-HU: Elective			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Social Theory Equivalence BA-HS-HSC: Story of Language Equivalence BA-HS-PAS: Anglo-American Philosophy / Philosophical Ethics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>In this course we will be chronologically exploring some of the key thinkers in continental European social philosophy &amp; social theory and placing them in their socio-historical context. In the first half of the term we will trace the origins &amp; backgrounds of European social philosophy in the thought of such philosophers as Kant, Hegel, Marx, Nietzsche, and Heidegger. We will move on to an assessment of how the cataclysms of the First &amp; Second World Wars affected European social thinkers (Walter Benjamin, Theodor Adorno, Max Horkheimer, Herbert Marcuse), considering the shift in European social thought from a German to a French axis in the postwar period, and the attempts to deconstruct, revise, and even supersede Enlightenment accounts of rationality, autonomy, and society. In this second half we will be considering the works of the following thinkers: Jacques Lacan, Jacques Derrida, Michel Foucault, Gilles Deleuze, Félix Guattari, Jean-Luc Nancy, Niklas Luhmann, and Peter Sloterdijk.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ understand the Enlightenment basis of European social philosophy from Kant through Hegel, coming to an understanding of how later thinkers amplified, revised, critiqued, and diverged from their thought</li> <li>▪ understand the key contemporary thinkers of European social philosophy in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries</li> <li>▪ understand how European social philosophers reflected the socio-historical epochs that gave rise to their thought, from the French Revolution 1789 through the Velvet Revolution (1989), and from 9/11 to the present</li> <li>▪ critically think through a variety of complex theories, and relate those theories to social issues</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction to 20<sup>th</sup> Century Social Theory &amp; Philosophy  Week 2 Kant &amp; the Limits of Human Knowledge (1781, 1784)  Week 3 Kant &amp; the Question of Autonomy &amp; Morality (1788)  Week 4 Beyond Kant: Hegel (1807)  Week 5 Nietzsche (1883) &amp; Heidegger (1927)  Week 6 The Frankfurt School &amp; the World Crisis (1940, 1944, 1964-65)  Week 7 Eros, Death &amp; Psychoanalysis: Bataille &amp; Lacan (1938, 1949, 1967)  Week 8 Structuralism &amp; Deconstruction: Jacques Derrida (1966, 2003)  Week 9 Post-Structuralism I: Michel Foucault (1984)  Week 10 Post-Structuralism II: Gilles Deleuze &amp; Félix Guattari (1980, 1990)  Week 11 The Question of Community: Jean-Luc Nancy (1983)  Week 12 Systems Theory: Niklas Luhmann (1984)</p>				

Week 13 The 21<sup>st</sup> Century: Responses to the 20<sup>th</sup> Century & its Crises: Peter Sloterdijk  
 Week 14 Final Exam

**Study literature and study aids**

**Required**

- Elliot, A. (2014). *Contemporary Social Theory: An Introduction*. Hoboken: Routledge.
- Rousseau, J. J. (1996). *The Social Contract*. 1762. In J. Cottingham (ed.), *Western Philosophy: An Anthology*. Malden: Blackwell. pp. 498-504.
- Kant, I. (1996). An Answer to the Question: What is Enlightenment?. 1784. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 51-57.
- Hegel, G. F. W. (1996). *The Philosophy of Right*. 1821. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 504-510.
- Marx, K., Engels, F. (2004). *The Communist Manifesto*. 1948. In J. Rivkin, & M. Ryan (Eds.), *Literary Theory: An Anthology*. Malden: Blackwell, pp. 91-101.
- Nietzsche, F. (1996). *The Gay Science*. 1883. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 103-104.
- Nietzsche, F. (1996). *Beyond Good and Evil*. 1886. In J. Cottingham (ed.), *Western Philosophy: An Anthology*. Malden: Blackwell., pp. 399-403.
- Freud, S. (1996). *Civilization and its Discontents*. 1930. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 212-218.
- Melchert, N., & Morrow, D. R. (2019). *The great conversation: A historical introduction to philosophy*. pp. 651-679.
- Arendt, H. (2000). Organized Guilt and Universal Responsibility. In *The Portable Hannah Arendt*. pp. 146-156. Penguin Books.
- Marcuse, H. (2014). *One Dimensional Man*. 1964. In R. C. Scharff, & V. Dusek (eds.), *The Philosophy of Technology*. Malden: Blackwell, pp. 449-455.
- Havel, Vaclav. "Letter to Dr. Husak." 1975.
- Havel, Vaclav. "The Power of the Powerless." 1978.
- Lacan, J. (1966). The Mirror Stage as Formative of the 'I' Function. 1949. In *Ecrits*. Paris: Éditions du Seuil. pp. 75-81.
- Derrida, J., & Caputo, J. D. (1997). *Deconstruction in a Nutshell*. NY: Fordham UP. pp. 4-28.
- Foucault, M. (1977). The Eye of Power. In C. Gordon (ed.), *Power Knowledge: Selected Interviews & Other Writings. 1972-1977*. pp. 146-165. NY: Pantheon Books.
- Lyotard, F. (1996). *The Postmodern Condition*. 1979. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 481-513.
- Deleuze, G., & Guattari, F. (1996). *Anti-Oedipus*. 1972. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 401-422.
- Bauman, Z. (2011). Migration and Identities in the Globalized World. *Philosophy & Social Criticism*, 37(4), 425-435.

**Recommended**

- Marx, K. (2004). *Capital*. 1867. In J. Rivkin, & M. Ryan (Eds.), *Literary Theory: An Anthology*. Malden: Blackwell, pp. 665-672.
- Nietzsche, F. (1996). *The Genealogy of Morals*. 1887. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 120-129.
- Sartre, J.- P. (1996). *Existentialism and Human Emotions*. 1957. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 259-272.
- Adorno, T., & Horkheimer, M. (1996). *Dialectic of Enlightenment*. 1944. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 243-258.
- Arendt, H. (2014). The 'Vita Activa' and the Modern Age. In R. C. Scharff, & V. Dusek (eds.), *The Philosophy of Technology*. Malden: Blackwell, pp. 389-405.
- de Saussure, F. (1996). *Course in General Linguistics*. 1916. In L. Cahoone (ed.), *From Modernism to Postmodernism: An Anthology*. Malden: Blackwell, pp. 177-184.
- Barthes, R. (2004). *Mythologies*. 1957. In J. Rivkin, & M. Ryan (Eds.), *Literary Theory: An Anthology*. Malden: Blackwell, pp. 81-89.
- Derrida, J. (2004). *Of Grammatology*. 1967. In J. Rivkin, & M. Ryan (Eds.), *Literary Theory: An Anthology*. Malden: Blackwell, pp. 300-331.

- Foucault, M. (1982). The Subject and Power. *Critical Inquiry* 8, 777-795.



<b>Course Name</b>	<b>Understanding Media Fandom</b>				
<b>Course Type</b>	BA-JM-MED: Compulsory			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Media Studies				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Term paper, active participation, attendance				
<b>Course Guarantor</b>	Theodore Turnau, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Theodore Turnau, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course explores fandom, particularly media fandom. In a world suffused in popular culture, fans are those who have invested themselves most heavily in enjoying and making meaning from popular culture. Why do they? Are they just weird, just different than us? Or is it simply a more intense expression of how we all make meaning from culture? Drawing on some of the seminal theorists of fan studies (including Michel de Certeau, Pierre Bourdieu, Camille Bacon-Smith, John Fiske, Henry Jenkins, Matt Hills, and D. W. Winnicott), this course seeks to understand fans as meaning-makers as they watch, play, write, create, blog, form communities and hierarchies, even quasi-religions, to understand the object of their fan-desire.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ demonstrate a good grasp of the theoretical concepts associated with the study of media fan subcultures</li> <li>▪ articulate his or her own ideas about what drives fandom,</li> <li>▪ demonstrate an ability to reflect on his or her own fandom.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 An Orientation to Fandom  Week 2 The Popular Perception of Fans  Week 3 Understanding Hegemony, Reception, and Imagination  Week 4 “First-Wave” Fan Theory: Fan as Trickster Hero  Week 5 “First-Wave” continued...  Week 6 Fan Communities  Week 7 Fan Productivity  Week 8 “Second-Wave” Fan Theory: The Fan as (Sub)Culture Capitalist  Week 9 “Second Wave” continued...  Week 10 “Third Wave” Fan Theory: The Return of the Individual Fan, Desire, and Identity  Week 11 “Third-Wave,” continued.  Week 12 Fandom as Religion?  Week 13 Student fandom projects.  Week 14 Student fandom projects.</p>				



**Study literature and study aids**
**Required**

Selected chapters:

- Bacon-Smith, C. (1992). *Enterprising Women: Television Fandom and the Creation of Popular Myth*. Philadelphia: University of Pennsylvania Press.
- Bourdieu, P. (1987). *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, MA: Harvard University Press.
- Fiske, J. (1989). *Understanding Popular Culture*. New York: Routledge.
- Jenkins, H. (1992). *Textual Poachers: Television Fans and Participatory Culture*. New York: Routledge.
- Thornton, S. (1995). *Club Cultures: Music, Media and Subcultural Capital*. Cambridge: Polity Press.
- Winnicott, D. W. (2005). *Playing and Reality*. London: Routledge.

**Recommended**

- Aden, R. C. (1999). *Popular Stories and Promised Lands: Fan Cultures and Symbolic Pilgrimages*. Tuscaloosa, AL: University of Alabama Press.
- Bacon-Smith, C. (2000). *Science Fiction Culture*. Philadelphia: University of Pennsylvania Press.
- Buchanan, I. (2000). *Michel de Certeau: Cultural Theorist*. London: Sage.
- De Certeau, M. (1984). *The Practice of Everyday Life*. Berkeley, CA: University of California Press.
- Forbes, B. D., & Mahan, J. H. (Eds.). (2000). *Religion and Popular Culture in America*. Berkeley, CA: University of California Press.
- Gilsdorf, E. (2009). *Fantasy Freaks and Gaming Geeks: An Epic Quest for Reality Among Role Players, Online Gamers, and Other Dwellers in Imaginary Realms*. Guilford: Lyons Press.
- Grey, Jonathan, Cornel Sandvoss, and C. Lee Harrington (Eds.). 2007. *Fandom: Identities and Communities in a Mediated World*. New York: New York University Press.
- Halpern, J. (2007). *Fame Junkies: The Hidden Truths Behind America's Favorite Addiction*. New York: Houghton Mifflin.
- Harris, C., & Alexander, A. (Eds.). 1998. *Theorizing Fandom: Fans, Subculture and Identity*. Cresskill, NJ: Hampton Press.
- McCranor Henderson, W. (1997). *I, Elvis: Confessions of a Counterfeit King*. New York: Boulevard Books.
- Hills, M. (2002). *Fan Cultures*. London: Routledge.
- Jenkins, H. (2006). *Fans, Bloggers, and Gamers: Exploring Participatory Culture*. New York: New York University Press.
- Jenkins, H. (2016). *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press.
- Lachonis, J., & Johnson, A. J. (2008). *Lost Ate My Life: The Inside Story of a Fandom Like No Other*. Toronto: ECW Press.
- Lewis, L. (ed). (1992). *The Adoring Audience: Fan Culture and Popular Media*. New York: Routledge.
- Machor, J. L., & Goldstein, P. (2001). *Reception Study: From Literary Theory to Cultural Studies*. New York: Routledge.
- Mazur, E. M., & McCarthy, K. (Eds.). (2001). *God in the Details: American Religion in Popular Culture*. New York: Routledge.
- Porter, J. E., & McLaren, D. L. (Eds.). (1999). *Star Trek and Sacred Ground: Explorations of Star Trek, Religion, and American Culture*. Albany, NY: State University of New York Press.
- Ricoeur, P. (1988). *Time and Narrative*. Vol. 3. Chicago: University of Chicago Press.
- Sandvoss, C. (2005). *Fans: The Mirror of Consumption*. Cambridge, U.K.: Polity.

<b>Course Name</b>	<b>US History I</b>			
<b>Course Type</b>	BA-HS: Compulsory		<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-AAS: US History II			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	Mark Brandon, M.A. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course will survey the colonial history of northern America and the early United States. Some of the important topics will be the English colonies, the institution of slavery, the War of Independence, the creation of the United States, political developments in the early republic, the destruction of the Native American population, and the causes of the Civil War.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate fundamental knowledge of, and be conversant in, important topics in colonial and early U.S. history,</li> <li>▪ conduct research in this area and effectively use such information.</li> <li>▪ Be aware of major controversies and areas of and uncertainty in this period of U.S. history</li> <li>▪ Recognize and understand at a fundamental level, how historical arguments are made and how historical evidence is evaluated and used.</li> <li>▪ Recognize and appreciate the significance of constant change in U.S. History (in religious beliefs, philosophical beliefs, political organisation, political geography, economic surroundings, demographics, and group identity).</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 First English Colonies  Week 3 Puritans and Puritanism  Week 4 The War of Independence  Week 5 Founding the United States  Week 6 The Federalists  Week 7 Midterm Exam  Week 8 The Early Republic  Week 9 Slavery I  Week 10 Slavery II  Week 11 U.S. “Indian Policy”  Week 12 Religion in Early America  Week 13 Causes of the Civil War  Week 14 Final Exam</p>			

**Study literature and study aids*****Required***

- Brogan, H. (2006). *The Penguin History of the United States of America*. Penguin. 700 s.

***Recommended***

- Armitage, D. (2007). *The Declaration of Independence: A Global History*. Harvard University Press.
- Brogan, H. (1990). *The Penguin History of the United States of America*. Penguin.
- Brown, D. (1987). *The Trail of Tears*. In S. B. Oates (ed.), *Portrait of America*. Vol I. 277-287. Boston: Houghton Mifflin Company.
- Davidson, J., et al. (1996). *Nation of Nations: A Concise Narrative of the American Republic*. New York: McGraw-Hill.
- Koger, L. (1985). *Black Slave Owners: Free Black Slave Masters in South Carolina, 1790-1860*. Jefferson, North Carolina: McFarland and Company.
- Nash, G. (1999). *Forbidden Love: The Secret History of Mixed-Race America*. New York: Henry Holt and Company.
- Palmer, R. R. (2014). *The Age of Democratic Revolution: A Political History of Europe and America, 1760-1800*. Princeton: Princeton University Press.

<b>Course Name</b>	<b>US History II</b>				
<b>Course Type</b>	BA-HS: Compulsory			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-AAS: US History I				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>					
	Mark Brandon, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is an analysis of the forces that shaped the modern industrial nation after the Civil War which have resulted in the emergence of the United States as a world power. This course provides a general overview of U.S. History from approximately 1865. The class addresses the broad intellectual, political, economic, and cultural issues of the modern United States. There will be lectures, class discussions, reading assignments, quizzes, one short essay, and a final examination.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Summon at least a basic reserve of specific data about U.S. History in order to have an informed and educated conversation about it, and to have a better sense of how to find and use such information when needed.</li> <li>▪ Be capable of finding and recognizing areas of disagreement and uncertainty in U.S. History, and to know what some of the major controversies are.</li> <li>▪ Not only recognize key areas of dispute about U.S. History, but also understand, at least on a basic level, how historical arguments are made and how historical evidence is evaluated and used.</li> <li>▪ Recognize and appreciate the significance of constant change in U.S. History (in religious beliefs, philosophical beliefs, political organisation, political geography, economic surroundings, demographics, and group identity).</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Constitution, Rules of the game  Week 2 Constitution, Rules of the game  Week 3 Causes of the Civil War  Week 4 Industrial Revolution  Week 5 Immigration  Week 6 World War I: The Great Crusade  Week 7 Midterm Exam  Week 8 The Great Depression  Week 9 The True aims of World War II  Week 10 Civil Rights  Week 11 the Modern American Presidency  Week 12 the Modern American Presidency  Week 13 Course Revisions  Week 14 Final Exam</p>				

**Study literature and study aids****Required**

- Brogan, H. (2006). *The Penguin History of the United States of America*. Penguin. 700 s.

**Recommended**

- Ambrosius, L. E. (1991). *Wilsonian Statecraft: Theory and Practice of Liberal Internationalism during World War I*. Scholarly Resources, Inc.
- Capozzola, C. (2008). *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. Oxford: Oxford University Press.
- Dower, J. (1986). *ohn W. War without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books.
- Grantham, D. W. (1987). *Recent America: The United States Since 1945*. New York: Harlan Davidson.
- Ignatiev, N. (1995). *How the Irish Became White*. New York: Routledge.
- Novick, P. (2000). *The Holocaust in American Life*. Boston: Houghton Mifflin.
- O'Neil, W. L. (1993). *A Democracy at War: America's Fight at Home and Abroad in World War II*. Harvard University Press.
- Thomas, D. H. (2000). *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books.
- Weisbrot, R. (1990). *Freedom Bound: A History of America's Civil Rights Movement*. New York: W.W. Norton and Company90.

<b>Course Name</b>	<b>US National Security Policy</b>			
<b>Course Type</b>	MA-IR: Compulsory		<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US / 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>				
<b>Involvement of the Course Guarantor in teaching</b>				
<b>Instructors and their involvement in teaching</b>	doc. PhDr. Francis Raška, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This seminar course seeks to help students gain a basic understanding of American national security policy in theory as well as in practice. As the United States is the world's sole remaining superpower, it is important that students have some knowledge of American foreign and security policy. The course is introductory in nature and the readings reflect this fact. Students will learn about the theoretical foundations of U.S. national security policy, the individual actors involved in policy formulation, and the actual priorities of policy.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of the origins and evolution of United States national security policy.</li> <li>▪ Understand and analyze the actors and processes involved in United States national security policy</li> <li>▪ Place in context and lend perspective to the ongoing debate on United States national security policy.</li> <li>▪ Have quality in written argumentation, grammar, and mechanics.</li> <li>▪ Present and explain the studied topic to peers.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Class introduction and assignment of individual presentation topics</p> <p>Week 2 Culture of U.S. National Security</p> <p>Week 3 The Office of Management and Budget (OMB) and the State Departmen</p> <p>Week 4 U.S. Department of Defense and the military</p> <p>Week 5 Office of the Director of National Intelligence, Central Intelligence Agency (CIA), Federal Bureau of Investigation (FBI), and Department of Homeland Security</p> <p>Week 6 The United States Congress and the Supreme Court</p> <p>Week 7 Lobbyists, thinktanks, and the media</p> <p>Week 8 Industrial age warfare and information based weapons</p> <p>Week 9 The maritime supply chain and national security</p> <p>Week 10 Cyber warfare</p> <p>Week 11 Terrorism and crime</p> <p>Week 12 Chemical, biological, and radiological warfare and Industrial policy and defense policy</p> <p>Week 13 Globalization and U.S. national security policy and War on terror</p> <p>Week 14 Final Exam</p>			

**Study literature and study aids*****Required***

- George, R. Z., & Rishikof, H. (eds.). (2017). *The national security enterprise: Navigating the labyrinth*. Georgetown University Press.
- Hixson, W. L. (2016). *American foreign relations: A new diplomatic history*. Routledge.
- Jarmon, J. A. (2014). *The new era in U.S. national security policy: An introduction to emerging threats and challenges*. Lanham.
- The White House (2002). *The National Security Strategy of the United States of America*.  
<https://www.whitehouse.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905.pdf>

<b>Course Name</b>	<b>US Politics</b>			
<b>Course Type</b>	BA-PS: Required optional		<b>Recommended Year of Study</b>	1.- 2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b> 3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: West European Politics			
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance			
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.			
<b>Involvement of the Course Guarantor in teaching</b>	100 %			
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %			
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course provides a basic introduction to the politics and government of the United States of America. It focuses on the US national government and assumes no prior knowledge of the system. WE will cover both formal and informal American political institutions (Congress, Judiciary, Interest Groups, Parties, etc.) and how individuals behave as members and participants in these institutions. We also will examine and evaluate the American system of government as designed by the “Founding Fathers” in light of the changes in political culture, institutions, and the composition of the electorate occurring in the United States over the past century. Students will also be assessed according to their understanding of key theoretical frameworks that have been used to explain reoccurring empirical phenomena in U.S. Democracy, such as (but not limited to): Presidential election outcomes; Mid-term election outcomes; Policy preference alignment; among others.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and coherently explain the U.S. system of governance;</li> <li>▪ Understand the Constitution, its origin and the Founders;</li> <li>▪ Be familiar with the function of three branches of government;</li> <li>▪ Understand checks and balances;</li> <li>▪ Give concrete examples of checks and balances;</li> <li>▪ Demonstrate the ability analyze law making in U.S. Democracy (Congressional behavior);</li> <li>▪ Understand the medium-voter theorem;</li> <li>▪ Give concrete examples of third-party dynamics in U.S. elections;</li> <li>▪ Produce a research paper (research and writing skills)</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction  Week 2 Origin of U.S. Democracy  Week 3 The Constitution  Week 4 Federalism and the Presidency  Week 5 Congress  Week 6 The Bureaucracy  Week 7 Take home Mid-Term exam + Public Opinion  Week 8 Elections and Representation  Week 9 Political Participation and Turnout  Week 10 Interest Groups  Week 11 Geography and Representation  Week 12 Race  Week 13 Inequality – Socio-economic problems</p>			



Week 14 Final Exam

**Study literature and study aids**

***Required***

- Ginsberg, B., Lowi, T., & Weir, M. (2011). *We the people: An introduction to American politics*. New York: Norton.

***Recommended***

- Bloomfield, M. (2000). *Peaceful revolution: constitutional change and American culture from Progressivism to the New Deal*. Cambridge: Harvard University Press.
- Henretta, J. (1987). *America's history: since 1865*. Chicago: The Dorsey Press.
- Shank, A. (199
- 3). *American politics, policies, and priorities*. 6th ed. Madison: Brown Publishers.

<b>Course Name</b>	<b>Seminar on Vaclav Havel: Theatre, Politics &amp; Dissent</b>				
<b>Course Type</b>	BA-HS: Required optional MA-HU: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence BA-HS-PAS: Theatre and Politics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	prof. Ondřej Pilný, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The primary objective of the course is to introduce the students to Václav Havel, a central figure of the Velvet Revolution in 1989, as Czechoslovakia's first post-communist president, and prior to this a leading political dissident and avant-garde playwright. Students will first discuss Havel's involvement in the theatre <i>On the Ballustrade</i> in the 1960s. His early absurdist plays will be viewed also in association with the work of prominent European playwrights such as Samuel Beckett, whose work Havel helped to introduce in Czechoslovakia, and Tom Stoppard, who has acknowledged a debt to Havel's drama. The course will move to outline Havel's involvement as a dissident after the 1968 invasion of Czechoslovakia by the Warsaw Pact, and follow his removal from the public sphere by the totalitarian regime. Havel's work as a political dissident will be traced through the reading of selected essays and petitions, including his letter to President Husák and the Charter 77 declaration. The latter will be read in its broader context of the coming together of various strands of political dissent (from opposition intellectuals through ex-communist politicians to the Czech underground movement) due to the persecution of the rock band The Plastic People of the Universe. Finally, Havel's official career as a politician will be outlined, from his role as a founding member of the Civic Forum in 1989, through two terms in office as President, up to his retirement from top politics and return to creative writing, as instantiated by his last play <i>Leaving</i> and his subsequent film version of the same. Throughout, Havel's career will be viewed on the backdrop of life in Czechoslovakia, through the mild thaw of the 60s, a return to totalitarianism in the 70s and 80s, up to the liberal atmosphere of the Velvet Revolution, with the objective to facilitate a better understanding of everyday life in these various periods. The course will be complemented by two field trips and the screening of plentiful documentary material.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of Václav Havel's work as a playwright in the broader context of European theatre, and as a political activist and politician.</li> <li>▪ Understand the position of Václav Havel's thought in the context of twentiethcentury politics and philosophy.</li> <li>▪ Understand the nature of everyday life in the totalitarian regime of communist Czechoslovakia.</li> <li>▪ Comprehend the nature of political dissent in Czechoslovakia, including the role of anti-communist intellectuals, pre-1968 reform communists, and radical rock musicians.</li> <li>▪ Comprehend the importance of the production context of drama for the creation of meaning, as instantiated by the interpretation of the theatre of the absurd on either side of the Iron Curtain.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Introduction</p>				

Week 2 Václav Havel, *The Garden Party* and the Theatre of the Absurd  
 Week 3 Václav Havel and the Theatre of the Absurd as Hyper-realism  
 Week 4 Field Trip – The Václav Havel Library and Theatre On the Balustrade  
 Week 5 From Playwright to Dissident  
 Week 6 From Playwright to Dissident  
 Week 7 The Dissident  
 Week 8 The Dissident  
 Week 9 Field Trip – Ordinary Life in Communist Czechoslovakia  
 Week 10 The Dissident  
 Week 11 The Dissident  
 Week 12 From Dissident to President  
 Week 13 From President to Citizen  
 Week 14 Final test and feedback on final essays.

#### Study literature and study aids

##### **Required**

- Havel, V. (1993). *The Garden Party and Other Plays*. New York: Grove Press.
- Havel, V. (2008). *Leaving*. London: Faber and Faber.
- Havel, V. (1990). *Letters to Olga*. London: Faber and Faber.
- Václav Havel, selected essays. Available online from the Václav Havel Library.
- Beckett, S. (1987). Catastrophe. In S. Beckett, *The Complete Dramatic Works*. London: Faber and Faber.
- Stoppard, T. (2006). *Rock 'n' Roll*. London: Faber and Faber.
- “The Charter 77 Declaration”

##### **Recommended**

- Žantovský, M. (2015). *Havel a life*. London: Atlantic Books.

<b>Course Name</b>	<b>Visual Culture</b>				
<b>Course Type</b>	BA-HS: Required optional BA-JM: Compulsory BA-VA: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-HS: Prerequisites: Survey of Western Art BA-VA: Equivalence: Visual Literacy				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>					
	MgA. Alena Foustková – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed to engage the student in the creative process and foster understanding of the visual culture. Topics of study include visual expression and communication in painting, advertising, graphic design, photography, film, computer graphics and typography. Through theory, method and applications, students will develop an understanding of the visual culture and the creative processes inherent in them. Students will analyze, interpret and understand the role the visual phenomena play in their lives and in society. The course is organized around readings, critical evaluation and opinion sharing assignments, written assignments and projects designed to promote visual literacy and understanding of visual images.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically examine and evaluate the visual image in the arts as a form of aesthetic, social and cultural expression.</li> <li>▪ Identify, understand, and appreciate visual images in their historical, critical, and socio-cultural contexts.</li> <li>▪ Differentiate signs, symbols, and other visual references in painting, advertising, graphic design, photography, film and computer graphics.</li> <li>▪ Interpret, observe and write about the arts and visual communication from critical and analytical perspectives.</li> <li>▪ Read, analyze, and discuss selected writings about visual culture from critical, cultural, historical, sociological, political, and philosophical frameworks.</li> <li>▪ Organize and prepare a final paper and a visual project focusing on one aspect of the arts and visual communication.</li> <li>▪ Students of non-arts related majors will gain a better understanding and appreciation of the arts and visual culture.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course introduction, Design elements  Week 2 Design principles  Week 3 Subject, form, content – components present in every piece of art  Week 4 Semiotic meaning – Sign Systems of Visual Design  Week 5 Field trip – Gallery Rudolfinum  Week 6 Metaphor – Symbol of the idea  Week 7 Midterm test</p>				

Week 8 Semiotic meaning, continued – commercial images  
 Week 9 Practical Field trip: Student Photographs – Practice the Tourist and Anthropologist photographic observation and document the process  
 Week 10 Consumer object  
 Week 11 Photography – how to understand the content  
 Week 12 Typography / Graffiti / Commix  
 Week 13 Interior design, “Less is more”  
 Week 14 Film – how to understand the content

### Study literature and study aids

#### **Required**

- Präkel, D. (2010). *The fundamentals of creative photography*. Lausanne: AVA Academia.
- Baldwin, J., & Roberts, L. (2014). *Visual communication: From theory to practice*. London: Fairchild Books.
- Rose, G. (2016). *Visual methodologies: An introduction to the interpretation of visual materials*. London: Sage.

#### **Recommended**

- Ritchin, F. (2010). *After Photography*. London: W.W. Norton.
- Berger, J., Blomberg, S., Fox, C., Dibb, M., & Hollis, R. (1972). *Ways of Seeing*. London: British Broadcasting Corporation.
- Morris, E. (2014). *Believing Is Seeing: Observations on the Mysteries of Photography*. NY: Penguin Press.
- Howells, R., & Negreiros, J. (2012). *Visual Culture*. Cambridge: Polity Press.

<b>Course Name</b>	<b>Visual Literacy</b>				
<b>Course Type</b>	BA-VA: Required optional			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: Visual Culture				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	MgA. Alena Foustková				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	MgA. Alena Foustková – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is designed to engage the student in the creative process and foster understanding of the arts. Topics of study include visual expression and communication in painting, advertising, graphic design, photography, film, computer graphics and typography. Through theory, method and applications, students will develop an understanding of the visual arts and the creative processes inherent in them. Students will analyze, interpret and understand the role the arts play in their lives and in society. The course is organized around readings, critical evaluation and opinion sharing assignments, written assignments and projects designed to promote visual literacy and understanding in the arts.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically examine and evaluate the visual image in the arts as a form of aesthetic, social and cultural expression.</li> <li>▪ Identify, understand, and appreciate visual images in the in their historical, critical, and socio-cultural contexts.</li> <li>▪ Differentiate signs, symbols, and other visual references in painting, advertising, graphic design, photography, film and computer graphics.</li> <li>▪ Interpret, observe, and write about the arts and visual communication from critical and analytical perspectives.</li> <li>▪ Read, analyze, and discuss selected writings about visual literacy from critical, cultural, historical, sociological, political, and philosophical frameworks.</li> <li>▪ Organize and prepare a final paper and a visual project focusing on one aspect of the arts and visual communication.</li> <li>▪ Students of non-arts related major will gain a better understanding and appreciation of the arts.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Course introduction, Design elements  Week 2 Design principles  Week 3 Subject, form, content – components present in every piece of art  Week 4 Semiotic meaning – Sign Systems of Visual Design  Week 5 Metaphor – SYMBOL of the idea.  Week 6 Midterm  Week 7 Semiotic meaning, continued – commercial images  Week 8 Consumer object  Week 9 Photography – how to understand the content</p>				

Week 10 Field trip: Student Photographs – Tourist and Anthropologist  
 Week 11 How to understand the content  
 Week 12 Typography / Graffiti / Commix  
 Week 13 Interior design, “Less is more”  
 Week 14 Field trip – visit of a contemporary gallery show

<b>Study literature and study aids</b>	
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**Required**

- Präkel, D. (2010). *The fundamentals of creative photography*. AVA Academia.
- Baldwin, J., & Roberts, L. (2014). *Visual communication: From theory to practice*. Fairchild Books.
- Rose, G. (2016). *Visual methodologies: An introduction to the interpretation of visual materials*. Sage.

**Recommended**

- Ritchin, F. (2009). *After Photography*. W.W. Norton.
- Berger, J., & Blomberg, S., Fox, C., Dibb, M., & Hollis, R. (1972). *Ways of Seeing*. British Broadcasting Corporation.
- Morris, E. (2014). *Believing Is Seeing: Observations on the Mysteries of Photography*. Penguin Press.
- Howells, R., & Negreiros, J. (2012). *Visual Culture*. Polity Press.

<b>Course Name</b>	<b>War Studies</b>				
<b>Course Type</b>	BA-IR-SEC: Compulsory MA-IR: Required optional			<b>Recommended Year of Study</b>	2.-3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, presentations, active participation, attendance				
<b>Course Guarantor</b>	Mgr. George Hays II, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Mgr. George Hays II, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> The course offers an introduction and a basic orientation in the IR theoretical thinking about war. While being based in IR theory, the course is more concerned with concepts and conceptualizations of “war,” and as such also makes use of works from other fields including literature and literary analysis. The themes of the ever evolving nature and understanding of war are stressed, and this evolution will be used as a means to introduce and explore post-Westphalian concepts regarding political order and political action.</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Orientate themselves within the wide-ranging concepts, philosophies, and arguments regarding war</li> <li>• Distil the content of an argument</li> <li>• Provide meaningful and objective critique of that argument</li> <li>• Analyze a wide spectrum of arguments as part of a single work</li> <li>• Propose, develop, present, and defend a research project engaging with the main scholars of war as well as with primary data</li> </ul> <p><b>Course Outline</b> Week 1 Course Introduction Week 2 The Classical Concepts of War Week 3 Two Philosophies of War Week 4 War and the Study of War Week 5 Research Proposals and Presentations Week 6 Typologies of War Week 7 Geopolitics Week 8 Rationalist Reasons for War Week 9 War, Democracy, and Decision Making Week 10 New War vs Old War Week 11 Cyber War and Hybrid War Week 12 Research Presentations Week 13 Research Presentations Week 14 Conclusion</p>				



**Study literature and study aids****Required**

- Aron, R. (2003). *Peace and War. A Theory of International Relations*. London: Transaction Publishers.
- Diehl, P. F. (ed.). (2005). *War, vol. I*. London: Sage.
- Gray, C. et al. (2004). *Contemporary Essays*. London: Strategic and Combat Studies Institute.
- Vasquez, J. A. (2000). *The War Puzzle*. Cambridge: Cambridge University Press.

**Recommended**

- Allison, G. (2005). Conceptual Models and the Cuban Missile Crisis. In P. F. Diehl (ed.). *War, vol. III*. 137-186. London: Sage.
- Coker, Ch. (1998). *War and the Illiberal Conscience*. Boulder: Westview Press.
- Fearon, J. D. (2005). Rationalist Explanations for War. 229-263. In P. F. Diehl (ed.). *War, vol. III*. London: Sage.
- Lanoskza, A. (2016). Russian Hybrid Warfare and Extended Deterrence in Eastern Europe. *International Affairs* 92(1), 175-195.
- Lindsay, J. (2013). Stuxnet and the Limits of Cyber Warfare. *Security Studies*, 22, 365-404.
- Mackinder, H. (2004). The Geographical Pivot of History. *The Geographical Journal*, 170(4), 298-321.
- Mansfield, E., & Snyder, J. (2005). Democratization and Danger of War. 1-30. In P. F. Diehl (ed.). *War, vol. IV*. London: Sage.
- Sun, T. (1993). *The Art of War*. Hertfordshire: Wordsworth Editions.
- Tolstoy, L. N. (2016). *War and Peace*. London: Penguin.

<b>Course Name</b>	<b>West European Politics</b>				
<b>Course Type</b>	BA-PS: Compulsory			<b>Recommended Year of Study</b>	1.- 2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Equivalence: US Politics				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	Alexei Anisin, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	Alexei Anisin, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b> This course aims to provide an understanding of the politics and governments of the countries in Western Europe. It helps students to systematically compare the contemporary government structures, electoral systems, political parties, welfare state systems, social movements, political culture and problems of national identity in West European democracies. In doing so, it emphasizes the current problems of national identity and how the domestic political actors in these counties cope with the EU and globalization</p> <p><b>Student Learning Outcomes</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate developed understanding of the democratic political institutions in West European countries.</li> <li>▪ Comprehend the reasons for similar and different political processes and outcomes in West European democracies.</li> <li>▪ Demonstrate developed understanding for the contemporary political challenges that the West European democracies face in the era of globalization and EUropeanization.</li> <li>▪ Demonstrate developed the ability to engage in scholarly discussions on West European politics both in oral and written form.</li> </ul> <p><b>Course Outline</b> Week 1 Introduction - Conceptualizing Western Europe Week 2 Western Europe Week 3 The State in Western Europe Week 4 Types of democracies in Western Europe Week 5 Comparing government systems in Western Europe Week 6 Comparing electoral systems in Western Europe Week 7 Mid-term Exam Week 8 Comparing parties and party systems Western Europe Week 9 Varieties of economic systems in Western Europe Week 10 Western Europe in global politics Week 11 Western Europe and European Integration Week 12 The crisis of democracy in Wester Europe Week 13 Course Revision Week 14 Final Exam</p>				
<b>Study literature and study aids</b>					

**Required**

- Bedock, C. (2017). *Reforming Democracy: Institutional Engineering in Western Europe*. Oxford: Oxford University Press.
- Dassonneville R., Hooghe, M. & Lewis-Beck, M. S. (eds). (2018). *Electoral Rules and Electoral Behavior: The Scope of Effects*. London: Routledge.
- Gallagher, M., Lver, M., & Mair, P. (2011). *Representative Government in Modern Europe*. London: McGraw-Hill.
- Kriesi, H., Grande, E., Lachat, E., Dolezal, M., & Bornschier, S. (2008). *West European Politics in the Age of Globalization*. Cambridge: Cambridge University Press.
- Szczerbiak, A., & Taggart, P. (2008). *Opposing Europe? The Comparative Party Politics of Euroscepticism: Comparative and Theoretical Perspectives*. Oxford: Oxford University Press.

**Further reading**

- *West European Politics* Journal (selected articles)

<b>Course Name</b>	<b>Work Stress and Wellbeing</b>				
<b>Course Type</b>	BA-HS: Required optional			<b>Recommended Year of Study</b>	2. – 3.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	Prerequisites: Introduction to Psychology Equivalence BA-HS-SPL: People and Institutions in Society / Sociology and the Family				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Group project, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	Mgr. Kateřina Zábrowská, Ph.D. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>In this course, students will learn about the diverse ways in which work influences psychological well-being and health. The first part of the course draws on the discipline of occupational health psychology and focuses on negative factors at work endangering health and well-being, namely job stress, job burnout, work addition, and destructive workplace relationships and behaviors. The second part of the course shifts focus towards positive factors enhancing well-being. Drawing on positive organizational psychology, students will gain both theoretical and practical knowledge about specific strategies allowing individuals not only cope with stress, but also enhance their potential and happiness at work. The primary focus is on development of critical thinking and the ability of students to apply their knowledge in real life, including their careers and personal growth.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop the skills and background knowledge that will enable them to think critically about the relationship between work and well-being and apply them constructively in their lives</li> <li>▪ Be able to understand and define key concepts and theories from the disciplines of occupational health psychology and positive organizational psychology related to psychological well-being and health at work</li> <li>▪ Identify multiple factors that influence well-being at work, including cultural and social influences, workplace environments factors, and individual dispositions</li> <li>▪ Understand the role of personal resources (e.g. personal strengths, resilience, optimism, growth mindset) that can significantly modify experience of work stress</li> <li>▪ Identify and practically apply specific strategies to cope with stress and enhance well-being</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 Well-being at work: introduction, related concepts: happiness, satisfaction, work engagement, flow</p> <p>Week 2 Job stress: typology of stress, current conceptual models of job stress</p> <p>Week 3 Major stressors at work: workload, work-family conflict, job insecurity, emotional labor</p> <p>Week 4 Social stressors at work: toxic cultures, destructive leadership, workplace bullying and discrimination</p> <p>Week 5 Presentations of students' team projects – questions and hypotheses</p> <p>Week 6 Burnout: conceptual models, predictors of burnout</p> <p>Week 7 Negative individual factors: workholism, perfectionism, addictions in the workplace, mental illnesses at work</p> <p>Week 8 Coping with stress: current theories and models, coping strategies</p> <p>Week 9 Positive organizational psychology: introduction, key concepts</p>				

Week 10 Personal resources and their development I: self-efficacy, resilience, hardiness, strengths and virtues  
 Week 11 Personal resources and their development II: learned optimism, growth mindset, spirituality  
 Week 12 Wellness and well-being strategies: mindfulness, meditation, time-management  
 Week 13 Presentations of students' team projects  
 Week 14 Presentations of students' team projects

<b>Study literature and study aids</b>	
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**Required**

- Cameron, K. S., & Spreitzer, G. M. (2011). *The Oxford Handbook of Positive Organizational Scholarship*. Oxford University Press.
- Jex, S. M., & Britt, T. W. (2014). *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons. Chapters 5-8.

**Recommended**

- Cartwright, S., & Cooper, C. L. (2009). *The Oxford Handbook of Organizational Well-Being*. Oxford University Press.
- Dweck, C. (2013). *Mindset. The New Psychology of Success*. Ballantine Book
- Gatchel, R. J., & Schultz, I. Z. (Eds). (2012). *Handbook of Occupational Health and Wellness*. New York: Springer.
- Peterson, Ch. (2006). *A Primer in Positive Psychology*. Oxford: Oxford University Press.
- Seligman, M. (2012). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press.

<b>Course Name</b>	<b>World History I</b>				
<b>Course Type</b>	BA-BA: Required optional BA-HS: Compulsory BA-IR: Required optional BA-JM: Required optional BA-PS: Required optional BA-VA: Required optional		<b>Recommended Year of Study</b>	1.	
<b>Duration of the Course</b>	42 p/s	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM: Equivalence: World History II / European History I / European History II / Survey of Western Art BA-VA: Equivalence: World History II / European History I / European History II				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>	William Eddleston, Ph.D.				
<b>Involvement of the Course Guarantor in teaching</b>	50 %				
<b>Instructors and their involvement in teaching</b>	William Eddleston, Ph.D. – 50 % Mark Brandon, M.A. – 50 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is primarily an overview of Ancient Civilizations from approximately 3500 BC to AD 1500. It includes the civilizations of the Ancient Near East, Ancient and Medieval India, Ancient and Medieval China, the Ancient Greek and Roman civilizations, the rise of Christianity and Islam, the Eurasian world in the Middle Ages, and finally, a brief overview of Native American Civilizations from their earliest appearance to the arrival of Columbus in 1492.</p> <p>This “World History” course is conceived as an opportunity to restore balance to educational systems that have traditionally emphasized the history of “western civilization” and largely ignored the history of other regions. Thus, the emphasis is on “non-western” civilization, although “western” civilization (of course a part of “world history”) is not ignored.</p> <p>This course focuses more on comparison of civilizations than contrast. While differences between human civilizations are striking and important, the amount of similarity, and the ability of all humans to adapt to, learn from, and modify new cultures is also significant. Therefore, the class tries to focus on universal themes, such as the development of writing, the spread of “universal” languages, political ideals of global significance, imperial systems and their management, philosophies and ideologies, and the development of major religious systems and the unifying cultures they helped to create.</p> <p>The class critically analyses the notion a historical “clash” between mutually antagonistic civilizations. The course looks at ways in which humans have sought to organize and unify themselves. It searches more for similarities and integration than for sensational “exoticism” and remote otherness (although there is much that is intriguing and surprising!). Rather than presuming perpetual antagonism and a simple “oppression” and “victimization” scheme, the course emphasizes cultural negotiation, continual change and adaptation, syncretism, and advantageous borrowing.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Develop at least a basic reserve of specific data about World History in order to have an informed and educated conversation about it, and to have a better sense of how to find and use such information when needed.</li> </ul>				

- Be capable of recognizing, understanding, and critically analysing areas of disagreement and uncertainty in World History, and knowing what some of the major controversies are.
- Not only recognize key areas of dispute about World History, but also understand, at least on a basic level, how historical arguments are made and how historical evidence is evaluated and used.
- Recognize and appreciate the significance of constant change in World History (in religious beliefs, philosophical beliefs, political organisation, political geography, economic surroundings, demographics, and group identity).
- Understand the specific contexts for crucial developments in human culture, such as the invention of writing, the development of political ideals, the creation of systems of governance, and the main religious systems that are still significant parts of human culture.
- Critically analyse traditional notions of cultural superiority and inferiority, understand their connection to modern ideas such as “race,” and develop a broader and global understanding of culture and civilization.

### Course Outline

Week 1 The Humble Discipline of History  
 Week 2 The Ancient Near East and the Development of Writing  
 Week 3 Ancient India: From Harappa to Buddhism  
 Week 4 Ancient China and the Philosophy of Moral Government  
 Week 5 What is “Democracy”?  
 Week 6 The Cultural Advantages of the Roman Empire  
 Week 7 Midterm exam  
 Week 8 Return Exam; The Surprising Diversity of Belief in Early Christianity  
 Week 9 The Civilization of Islam and its Frontiers  
 Week 10 Buddhism and Civilization in East Asia: China and Japan  
 Week 11 Ibn Battuta in Medieval India; Early states in Southeast Asia  
 Week 12 Eurasia before 1500: Crusades, the Mongols, and Marco Polo  
 Week 13 Early American Civilizations  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Aslan, R. (2011, July 21). World Wanderer. *Time*.  
[http://content.time.com/time/specials/packages/article/0,28804,2084273\\_2084272\\_2084270-1,00.html](http://content.time.com/time/specials/packages/article/0,28804,2084273_2084272_2084270-1,00.html)
- Boardman, J. et. al. (eds.). (1988). *The Roman World*. Oxford: Oxford University Press.
- Diamond, J. (1999). *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton.
- Dunn, R. E. (2012). The Steppe. [chapter 8]. In R. E. Dunn, *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*. Berkeley: University of California Press. 159-181.
- *Hadith* (2000). [selections]. In P. Stearns, et al.(eds.), *Documents in World History*. Vol I. New York: Longman. 125-130.
- Hornblower, S. (1991). Greece: The History of the Classical Period. [selections]. In J. Boardman, et. al. (eds.), *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press. 156-161.
- *Koran* (1998). [selections]. In P. F. Riley, et. al. (eds.), *The Global Experience: Readings in World History to 1500*. Vol I. New Jersey: Prentice Hall. 176-181.
- Mencius. (1992). Confucianism: The Mencius. [selections]. In K. Reilly (ed.), *Readings in World Civilizations*. Vol. I. New York: St. Martin’s Press. 149-151.
- Saunders, J. J. (1992). The Civilization of Islam. In K. Reilly (ed.), *Readings in World Civilizations*. Vol. I. New York: St. Martin’s Press. 214-222.
- Stearns, P. N. et. al. (2007). *World Civilizations: The Global Experience*. Pearson Longman.

#### Recommended

- Basham, A. L. (2002). *The Wonder that was India*. Vol. I. New Delhi: Rupa.
- Boardman, J. et. al. (eds.). (1991). *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press.
- Chandler, D. (2018). *A History of Cambodia*. London: Taylor and Francis.
- Confucius (1992). The Analects of Confucius [selections]. In K. Reilly (ed.), *Readings in World Civilizations*. Vol. I. New York: St. Martin’s Press. 144-149.

- Davidson, B. (1992). *Africa in History*. Free Press.
- Demand, N. (1996). *A History of Ancient Greece*. New York: McGraw-Hill.
- Fairbank, J. K., & Reischauer, E. O. (1989). *China: Tradition and Transformation*. Houghton Mifflin.
- Han Feizi. (1998). Legalism: The Writings of Han Fei Tzu (Han Feizi). [selections]. In P. F. Riley, et. al. (eds.), *The Global Experience: Readings in World History to 1500*. Vol I. New Jersey: Prentice Hall. 96-101.
- Hourani, A. (1991). *A History of the Arab Peoples*. New York: Warner Books.
- Ibn Battuta (1992). Travels in Mali. In K. Reilly (ed.), *Readings in World Civilizations*. Vol. I. New York: St. Martin's Press. 308-314.
- Ibn Battuta (2004). *The Travels of Ibn Battuta in the Near East, Asia, and Africa, 1325-1354*. Translated and edited by Samuel Lee. Dover Publications. [reprint of 1829 original]. 51-68; 139-168; 172-176; 181-183; 199-206.
- Kitagawa, J. M., & Cummings, M. D. (eds.). *Buddhism and Asian History*. New York: Macmillan.
- Larner, J. (1999). *Marco Polo and the Discovery of the World*. New Heaven: Yale University Press.
- Lao Tzu. (1992). Taoism: The Tao Te Ching. [selections]. In K. Reilly (ed.), *Readings in World Civilizations*. Vol. I. New York: St. Martin's Press. 151-155.
- Mann, C. C. (2017). *1491: New revelations of the Americas before Columbus*. New York: Knopf.
- Morgan, D. (1990). *The Mongols*. Oxford: Blackwell Publishers.
- Robinson, A. (1995). *The Story of Writing: Alphabets, Hieroglyphs and Pictograms*. London: Thames and Hudson.
- Thapar, R. (1984). *A History of India*. Vol. I. Penguin.
- Tinker, H. (1990). *South Asia: A Short History*. Honolulu: University of Hawaii Press.
- Thucydides. (1970). The Debate on Mytilene. In R. Warner (trans.), *Thucydides: History of the Peloponnesian War*. Penguin Books. 180-191.



<b>Course Name</b>	<b>World History II</b>				
<b>Course Type</b>	BA-BA: Required optional BA-IR: Required optional BA-JM: Required optional BA-PS: Required optional BA-VA: Required optional			<b>Recommended Year of Study</b>	1.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-JM: Equivalence: World History I / European History I / European History II / Survey of Western Art BA-VA: Equivalence: World History I / European History I / European History II				
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>					
	Mark Brandon, M.A. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>This course is primarily an overview of World History from approximately 1500 to 2000. The first few weeks focus on the pre-industrial world, including the Age of Exploration, the Islamic Empires, Early Modern China and Japan, and the development of the early American colonies and the Atlantic Slave Trade. A key turning point in the class is the Industrial Revolution (week 5), which drew a sharp line between industrial and pre-industrial regions, which often (but not always) corresponded to “western” and “non-western.” The remainder of the course looks at how individuals in pre-industrial societies quickly adapted to the new, often brutal, but sometimes liberating situation. This will include topics such as the two world wars, the international appeal of the “communist” model, and the vexing problems of decolonization.</p> <p>Modern World History is a vast subject, so instead of discussing every detail, the course emphasizes selected themes of universal significance. One of the aims of this course is to restore balance to educational systems that have traditionally emphasized the history of “western civilization” and largely ignored other regions. However, “the west” is also part of the world, and in the modern era it has been especially influential (through imperialism, for example).</p> <p>At the time of Christopher Columbus, it is possible to argue that the great world civilizations were roughly “equal” in economic, intellectual, and political sophistication. So where did notions of “western superiority” (often expressed in terms of “race”) come from? What made the rapid subjugation of pre-industrial peoples possible in the nineteenth-century? How did people around the world respond to this rapid political, economic, and cultural subjugation?</p> <p>Although there was plenty of antagonism in modern World History, this course emphasizes cultural negotiation, continual change and adaptation, syncretism, and advantageous borrowing. Rather than presuming a simple “oppression” and “victimization” scheme (although there were a lot of victims!), this course looks at how rapidly and skillfully people around the world learned the technologies, languages, and ideologies of a new age, despite horrific and unfair conditions. “Race” proved no barrier to the creation of a modern, global, industrial culture. Instead of “exotic” differences (which there sometimes were), this course emphasizes unifying similarities and shared global cultures. It emphasizes, for example, shared beliefs about religion and magic, the global culture of the Industrial Revolution, the nearly universal appeal of nationalism, the various versions of “communism” and its world-wide appeal, and finally, the global appeal of racial ideology.</p>				

### Learning outcomes

Upon completion of this course, students will be able to:

- Develop at least a basic reserve of specific data about World History in order to have an informed and educated conversation about it, and to have a better sense of how to find and use such information when needed.
- Be capable of recognizing, understanding, and critically analysing areas of disagreement and uncertainty in World History, and knowing what some of the major controversies are.
- Not only recognize key areas of dispute about World History, but also understand, at least on a basic level, how historical arguments are made and how historical evidence is evaluated and used.
- Recognize and appreciate the significance of constant change in World History (in religious beliefs, philosophical beliefs, political organisation, political geography, economic surroundings, demographics, and group identity).
- Critically analyse traditional notions of cultural superiority and inferiority, understand their connection to modern ideas such as “race” and industrial development, and develop a broader and global understanding of culture and civilization.

### Course Outline

Week 1 Introduction, The Superstitious World of Christopher Columbus  
 Week 2 Islamic Empires  
 Week 3 Early Modern East Asia  
 Week 4 The Americas and the Slave Trade  
 Week 5 Workers (and Capitalists) of the World: The Global Significance of the Industrial Revolution  
 Week 6 The Ideology of Imperialism  
 Week 7 Midterm exam  
 Week 8 Return Exam, Gandhi, The British Lawyer Description  
 Week 9 The Global Consequences of World War I  
 Week 10 World War II: The Apocalyptic Race War  
 Week 11 The “Third World” and the “Communist” Model  
 Week 12 The Problems of “Decolonization”  
 Week 13 Race and Mass Murder in Rwanda  
 Week 14 Final Exam

### Study literature and study aids

#### Required

- Roberts, J. M., & Westad, O. A. (2013). *The history of the world*. Oxford University Press.

#### Recommended

- Akçam, T. (2006). *A shameful act. The Armenian genocide and the question of Turkish responsibility*. Holt.
- Babur. (2012). Babur and the Establishment of Mughal Rule in India. In Stearns, P. (ed.), *Documents in World History*. Vol. 2. 32-37. Pearson.
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- Dewulf, J. (2015). Black brotherhoods in North America: Afro-Iberian and West-Central African influences. *African Studies Quarterly*, 15(3), 19-38.
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- Dikötter, F. (2010). *Mao’s great famine*. Bloomsbury.
- Dikötter, F. (2013). *The tragedy of liberation*. Bloomsbury.
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- Duiker, W. J. (2000). *Ho Chi Minh: A life*. Hyperion.

- Dursteler, E. (2014). Bad bread and the outrageous drunkenness of the Turks. *Journal of World History*, 25(2-3), 203-228.
- Elkins, C. (2005). *Imperial reckoning: The untold story of Britain's gulag in Kenya*. Henry Holt.
- Finkel, C. (2005). *Osman's dream: The history of the Ottoman Empire*. Basic Books.
- Gandhi, M. K. (2002). *An autobiography, or The story of my experiments with truth*. Navajivan Publishing House.
- Grandin, G. (2010). *Fordlandia: The rise and fall of Henry Ford's forgotten jungle city*. Bloomsbury.
- Gura, R. (2007). *India after Gandhi*. Macmillan.
- Hinton, A. L. (2010). *Why did they kill? Cambodia in the shadow of genocide*. University of California Press.
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- Hobsbawm, E. (1989). *Age of empire*. Vintage.
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- Hochschild, A. (1999). *King Leopold's ghost*. Mariner Press.
- Inalik, H. (1972). *The Ottoman Empire: The Classical Age, 1300-1600*. Phoenix Press.
- Keesing, R. M. (1989). Creating the past: Custom and identity in the contemporary Pacific. *The Contemporary Pacific* 1(1-2), 19-42.
- Keesing, R. M. (1991). Reply to trask. *The Contemporary Pacific*, 3(1), 168-171.
- Kiernan, B. (1996). *The Pol Pot regime: Race, power, and genocide in Cambodia under the Khmer Rouge, 1975-79*. Yale University.
- Levathes, L. (1994). *When China ruled the seas*. Oxford University Press.
- Levine, R. M. (1998). *Father of the poor? Vargas and his era*. Cambridge University Press.
- Liu, Y. (2011). The spiritual journey of an independent thinker: The conversion of Li Zhizao to catholicism. *Journal of World History*, 22(3), 433-453.
- Lovell, J. (2011). *The opium war*. Picador.
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- Parry, J. H. (1974). *The discovery of the sea*. University of California Press.
- Preston, D. (2000). *The boxer rebellion*. Berkley Books.
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- Robb, P. (2002). *A history of India*. Palgrave.
- Rogaski, R. (2002). Nature, annihilation, and modernity: China's Korean War Germ-Warfare experience reconsidered. *The Journal of Asian Studies*, 61(2), 381-415.
- Shimoda, H. (2010). Tongues-Tied: The making of a 'national language'; and the discovery of dialects in meiji Japan. *American Historical Review*, 115(3), 714-731.
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- Suleiman the Lawgiver. (2000). Suleiman the Lawgiver and Ottoman military power. In P. Stearns (ed.), *Documents in World History*. Vol. 2. Longman. 26-31.
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- Thompson, L. (1995). *A history of South Africa*. Yale University Press.
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- Zaman, T. (2013). Visions of Juliana: A portuguese woman at the court of the Mughals. *Journal of World History*, 23(4), 761-791.

<b>Course Name</b>	<b>Women in Foreign Service and Diplomacy</b>				
<b>Course Type</b>	BA-IR-HMR: Required optional BA-PS-HMR: Required optional		<b>Recommended Year of Study</b>	2.-3.	
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>	BA-IR-HMR: Equivalence: Gender Equality and Politics BA-PS-HMR: Equivalence: Gender Equality and Politics				
<b>Grade Type</b>	Exam		<b>Mode of Instruction</b>	Lectures / seminars	
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>	prof. PhDr. Milada Polišínská, CSc.				
<b>Involvement of the Course Guarantor in teaching</b>	100 %				
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišínská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The title of this course was inspired by a program Women in Foreign Service which was established and chaired by Madelaine Albright before she assumed her diplomatic career.</p> <p>For millenia, the foreign service and diplomacy was a profession exclusively of men. In the period between two world wars, for the first time the women started to appear in diplomatic positions. This was very exceptional, though, and only in the 2nd half of 20th Century the women started to be appointed increasingly frequently to diplomatic positions.</p> <p>This course will familiarize the students with historical, political, social and cultural context which prevented and then allowed the women to pursue a career in foreign service and diplomacy. In the form of a case study, the students will learn about the work and life of leading world women diplomats in the past and in present. At the same time a role of the wives and now also of spouses of diplomats will be discussed as well as the life of children of mothers – diplomats.</p> <p>There will be several visits of guest speakers – experienced Czech and foreign women diplomats – who will provide an important insight and first-hand experience to the students. For the context, we will look at selected governmental organizations and NGOs engaging internationally in which the women are participating.</p> <p>The goal of this course is not to talk interesting stories but to explore a phenomenon which is nowadays an inseparable part of a profession which until recently was closed for women.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of development of changing approach towards women as members of foreign service and as diplomats;</li> <li>▪ Understand the historical, political, social and cultural context of the gradual acceptance of women in foreign service and diplomacy;</li> <li>▪ Know the main struggles the women aspiring for a diplomatic career had to face;</li> <li>▪ Know the selected outstanding women in foreign service and diplomacy in international arena.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 History of diplomacy and the role of women from Ancient Times to the Paris Peace Conference 1919</p> <p>Week 2 History of diplomacy and the role of women from Ancient Times to the Paris Peace Conference 1919.</p> <p>Week 3 Foreign Services in between First and Second World War</p> <p>Week 4 Role of F. D. Roosevelt and Eleanor Roosevelt in promotion of women in diplomacy.</p> <p>Week 5 Women in Soviet foreign service</p> <p>Week 6 Life, practice, protocol and intercultural issues, impact on family, preparation for the mission, negatives and positives (Guest speakers from Czech foreign ministry and foreign embassies in Prague)</p>				

Week 7 Midterm exam

Week 8 Cold War and women in foreign service in a bi-polar World

Week 9 Cold War and women in foreign service in a bi-polar World.

Week 10 Cold War and women in foreign service in a bi-polar World.

Week 11 Women in foreign service after the collapse of communism in the former Soviet bloc.

Week 12 Women as ministers of foreign affairs.

Week 13 Life, practice, protocol and intercultural issues, impact on family, preparation for the mission, negatives and positives (Guest speakers from Czech foreign ministry and embassies in Prague).

Week 14 Final Exam

### Study literature and study aids

#### **Required**

- Hamilton, K., & Langhorne, R. (2011). *The Practice of Diplomacy. Its evolution, theory and administration.* Routledge.
- Brown, R. (2014). *Ruth Bryan Owen: Congresswoman and Diplomat: An Intimate Portrait.* Create Space Independent Publishing Platform.
- Sluga, G., & James, C. (2015). *Women, Diplomacy and International Politics since 1500.* Routledge.
- Morin, A. M. (1995). *Her excellency: An oral history of American women ambassadors.* New York: Twayne Publishers.

<b>Course Name</b>	<b>Women in Foreign Service and Diplomacy</b>				
<b>Course Type</b>	MA-IR: Required optional			<b>Recommended Year of Study</b>	1.-2.
<b>Duration of the Course</b>	14 weeks	<b>Weekly classtime</b>	3 hours	<b>Credits</b>	3 US/ 6 ECTS
<b>Prerequisites, corequisites, equivalences</b>					
<b>Grade Type</b>	Exam			<b>Mode of Instruction</b>	Lectures / seminars
<b>Assessment methods and other requirements</b>	Final written exam, term paper, active participation, attendance				
<b>Course Guarantor</b>					
<b>Involvement of the Course Guarantor in teaching</b>					
<b>Instructors and their involvement in teaching</b>	prof. PhDr. Milada Polišenská, CSc. – 100 %				
<b>Brief annotation of the course</b>	<p><b>Course Description</b></p> <p>The title of this course was inspired by a program Women in Foreign Service which was established and chaired by Madelaine Albright before she assumed her diplomatic career.</p> <p>For millenia, the foreign service and diplomacy was a profession exclusively of men. In the period between two world wars, for the first time the women started to appear in diplomatic positions. This was very exceptional, though, and only in the 2nd half of 20th Century the women started to be appointed increasingly frequently to diplomatic positions.</p> <p>This course will familiarize the students with historical, political, social and cultural context which prevented and then allowed the women to pursue a career in foreign service and diplomacy. In the form of a case study, the students will learn about the work and life of leading world women diplomats in the past and in present. At the same time a role of the wives and now also of spouses of diplomats will be discussed as well as the life of children of mothers – diplomats.</p> <p>There will be several visits of guest speakers – experienced Czech and foreign women diplomats – who will provide an important insight and first-hand experience to the students. For the context, we will look at selected governmental organizations and NGOs engaging internationally in which the women are participating. The goal of this course is not to talk interesting stories but to explore a phenomenon which is nowadays an inseparable part of a profession which until recently was closed for women.</p> <p><b>Student Learning Outcomes</b></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Comprehend and have a clear understanding of development of changing approach towards women as members of foreign service and as diplomats;</li> <li>▪ Understand the historical, political, social and cultural context of the gradual acceptance of women in foreign service and diplomacy;</li> <li>▪ Know the main struggles the women aspiring for a diplomatic career had to face;</li> <li>▪ Know the selected outstanding women in foreign service and diplomacy in international arena.</li> </ul> <p><b>Course Outline</b></p> <p>Week 1 History of diplomacy and the role of women from Ancient Times to the Paris Peace Conference 1919</p> <p>Week 2 History of diplomacy and the role of women from Ancient Times to the Paris Peace Conference 1919.</p> <p>Week 3 Foreign Services in between First and Second World War</p> <p>Week 4 Role of F. D. Roosevelt and Eleanor Roosevelt in promotion of women in diplomacy.</p> <p>Week 5 Women in Soviet foreign service</p> <p>Week 6 Life, practice, protocol and intercultural issues, impact on family, preparation for the mission, negatives and positives (Guest speakers from Czech foreign ministry and foreign embassies in Prague)</p>				



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