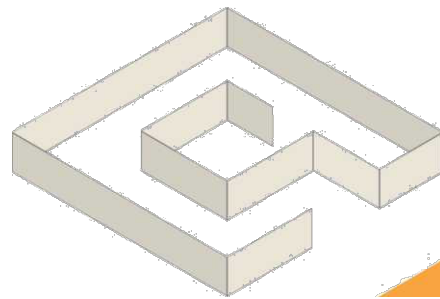


COURSE CATALOGUE
Bratislava International School of Liberal Arts

Academic Year 2016/2017



BISLA
Liberal Arts College

Contents

STUDY PROGRAM FOR THE ACADEMIC YEAR 2016 - 2017	3
FALL SEMESTER	4
Introduction to Political Science I.....	5
Introduction to Political Sociology	6
Introduction to International Relations	7
Introduction to Philosophy.....	8
Academic English I.....	9
Comparative Politics.....	10
History of Political Thought I – Antiquity	12
Social Philosophy.....	13
Politics of Central Europe	14
Bachelor Seminar	15
History of Political Thought IV – Contemporary Thought	17
Modern European History.....	18
ELECTIVES	19
Foucault.....	20
Social Function of Intellect.....	21
A Human Being.....	22
Intensive Program	23
Plato' <i>Republic</i>	24
SUMMER SEMESTER	25
Theories of Political Systems and Parties.....	26
Writing on Politics	27
History of Political Thought II – Early Modern Period	28
International Conflict and Cooperation	29
Political Ideologies.....	31
Theories of Democracy	32
European Union	33
ELECTIVES	35
Understanding the Audio-visual.....	36
How to Read a Newspaper	38
Critical Thinking.....	39
Migrants and Refugees in the European Union	40

STUDY PROGRAM FOR THE ACADEMIC YEAR 2016 - 2017

1st YEAR

FALL		language	
Core Courses			SUMMER
			language
Core Courses			Core Courses
P-111 Introduction to Political Science – Abrahám	Eng		P-121 Theories of Political Systems and Parties– Kusá
P-117 Introduction to Political Sociology – Radičová	Sk		P-122 History of Political Philosophy (Survey) - Griffith
P-114 Academic English 1 – Steyne	Eng		IR 2 – Formation of International System - Kazharski
IR-115 Introduction to International Relations - Kazharski	Eng		P-243 Writing on Politics - Steyne
F-116 Introduction to Philosophy – Novosád	Sk		P-114 Academic English 2 - Steyne
			<i>Electives (see below)</i>

Short Term (Jan-Feb)

INTENSIVE PROGRAM – Methodology Eng

2nd YEAR

FALL			SUMMER
Core Courses			Core Courses
P-231 Comparative Politics – Kusá	Eng		P-241 International Conflict and Cooperation – Kusá
P-232 History of Political Thought I – Antiquity – Griffith	Eng		P-242 History of Political Thought II – Early Modern Period – Griffith
F-234 European Union – Radičová	Sk		P-233 Political Ideologies – Hardoš
P-235 Politics of Central Europe – Henderson	Eng		P-123 Introduction to Economy – Valach
<i>Electives (see below)</i>			<i>Electives (see below)</i>

Short Term (Jan-Feb)

INTENSIVE PROGRAM – Plato's Republic Eng

3rd YEAR

FALL			SUMMER
Core Courses			Obligatory Courses
P-351 Bachelor Thesis Seminar – Kusá	Sk		P-361 Theories of Democracy – Novosád
P-History of Political Thought III –The 20th Century – Griffith	Eng		P-362 IR 5 – European Union – Gruber
P-Modern European History - Thomson	Eng		P-361 Social Policy – Radičová
<i>Electives</i>			<i>Electives</i>
Faucault – Griffith	Eng		
Človek z pohľadu východnej filozofie – Štvrtina	Sk		
Social Function of Intellect – Gál	Sk		

Short Term (Jan-Feb)

Bachelor thesis concentration

FALL SEMESTER

Introduction to Political Science I

Term:	Fall
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Samuel Abrahám, PhD
Form of study:	lecture + seminar

Objectives

The course introduces political science: the background and emergence of the discipline, its most characteristic dilemmas, as well as its present status. The course also differentiates between the focuses of political *science*, *theory* and *philosophy*. Students learn about the basic structures of the democratic state as well as its individual institutions and administrative units.

Contents

Historically, political science has been plagued by disagreements over the purposes it serves, the basic questions it should be addressing, and the methods of analysis by which we gain knowledge of politics. Introduction to Political Science should begin to teach students to organize and connect factual information by using their analytical abilities to think critically about politics. In this course, students should learn about the basic nature of political science and the connections between the sub-divisions in the field. The course will introduce students to the basic concepts, institutions, and processes of politics. It will also provide the conceptual meanings and concrete information needed in order to understand and cope with the political events and governmental actions that affect every individual.

Each week there will be 3 (academic) contact hours of teaching divided into one-hour and a half lecture and one-hour and a half seminar. The lecture will cover and review the reading material. During the seminar the focus will be on the topics from assigned material and the topics covered during the lectures as well as student presentations. Student must read all the required texts before classes.

Required Readings

The basic textbook is Michael G. Roskin: Political Science: An Introduction (2006). It can be found on the "Share on BISLA server": ROSKINPolSci100

Leo Strauss: "What is Liberal Education?" (In: Liberalism Ancient and Modern, 1968) Isaiah Berlin: "On the Pursuit of the Ideal" New York Review of Books 1988 (In Slovak: [K&K2/1999](#))

Introduction to Political Sociology

Term:	Fall
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	Slovak
Instructor:	Prof Iveta Radičová
Form of study:	lecture + seminar

Objectives:

A critical examination of the main features of Weber's theory of politics through discussion of his works *Science as Vocation*, *Politics as Vocation* and related texts. Topics include: concept of science, methodology of social sciences, ethical criteria of political activity. The aim of this course is to introduce students to the basic concepts used by analysis of modern political systems. We will discuss the nature of difference between spontaneous, everyday understanding of politics and understanding of politics as is presented in works of eminent German sociologist Max Weber.

Contents

Close reading of Weber's texts (*Science as Vocation*, *Politics as Vocation*) will help us understand the role of science and politics in the modern societies. Parallel with reading Weber, we will discuss the basic concepts of sociology, especially concept of action and order, concept of power and that of state. Special attention will be devoted to the concept of rationalization as the dominant trend that shaped the basic structures of modern societies.

Required readings

Max Weber: *Science as Vocation*

Max Weber: *Politics as Vocation*

Max Weber: *Introduction to Sociology of World Religions*

Collins R. Makowsky M.: *The Discovery of Society*, Random House New York, 1984.

Elster, J. (1989), *Nuts and Bolts for the Social Sciences* (Cambridge: Cambridge University Press).

Introduction to International Relations

Term:	Summer
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Aliaksei Kazharski
Form of study:	lecture + seminar

Prerequisites

None

Course Objectives

The course is meant to provide a basic introduction into the study of international relations. The students will familiarize themselves with the historical origins, the purpose, the major stages of evolution and the prospects of the discipline, as well as become acquainted with the basic theoretical approaches it has developed. Furthermore, the course intends to give an insight into the pivotal problems and points of debate inside the discipline and to test their own critical thinking capabilities on suggested empirical cases through active involvement in class discussions, debates and simulations. Upon completing the course the students should be able to both read and critically interpret original texts of international relations theory and to have developed a basic analytical toolkit for practicing independent interpretation of IR phenomena in the further stages of their career.

Introduction to Philosophy

Term:	Fall
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	Slovak
Instructor:	Prof. František Novosád
Form of study:	lecture + seminar

Course Objectives

The students are introduced to basic problems of philosophy and they are made familiar with principal philosophical disciplines and different types of philosophical inquiry. With the help of primary sources the students acquire the skill of critical reading of philosophical texts.

Contents

1. Different approaches to philosophy. Philosophy in comparison to other branches of science, art and religion. The origin and motives of philosophical inquiry. Philosophy and everyday experience. The place of philosophy in culture.
2. Principal philosophical disciplines, their terminology and issues: metaphysics, epistemology, ethics, political philosophy, philosophy of history. Currently debated issues within the disciplines.
3. Classical philosophical problems and the modes of their solution: determinism v. free will etc.
4. Critical reading of primary philosophical texts from different epochs of the history of philosophy. Analysis of philosophical methods and arguments.

Required Readings

Platón, „Kriton," in *Dialógy*, Bratislava: Tatran 1990, vol. 1, pp. 369-382.

Platón, „Menon," in *Dialógy*, Bratislava: Tatran 1990, vol. 1, pp. 488-509.

René Descartes, *Rozprava o metóde*, Bratislava: Vydavateľstvo SAV, 1954, pp. 23-69.

Immanuel Kant, *K večnému míru*, Praha: OIKYMENH, 1999, pp. 9-35.

Jean-Paul Sartre, „Existencialismus je humanismus," in Jindřich Zelený (ed.), *Úvod do filosofie*, Praha: Svoboda 1969, pp. 280-300.

Bertrand Russell, *Problémy filozofie*, Bratislava: P and K, 1992.

Additional Readings and Sources

Blackburn, S., *Think. A Compelling Introduction to Philosophy*, Oxford: Oxford University Press, 1999.

Bunnin, N. a Tsui-James, E. P. (eds.), *The Blackwell Companion to Philosophy*, Oxford: Blackwell, 2003.

Craig, E. (ed.), *Routledge Encyclopedia of Philosophy*, Oxford: Routledge, 1998.

Honderich, T. (ed.), *The Oxford Companion to Philosophy*, Oxford: Oxford University Press, 1995.

Nagel, T., *What Does It All Mean?* Oxford: Oxford University Press, 1987.

Toulmin, S. E., *Knowing and Acting. An Invitation to Philosophy*, London: Macmillan, 1976.

Academic English I

Term:	Spring
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Miles White
Form of study:	seminar/workshop

Prerequisites

Completed first year of studies or received less than 84 % on the English Aptitude Test.

Course Objectives

The course is intended to improve the student's ability to read academic English, particularly in the areas of politics and philosophy.

Contents

Students will be introduced to skills and techniques which they can use to read, understand and analyze academic English. Among these will be:

1. Understanding the meaning of words according to their context and implied meaning, rather than their dictionary definition.
2. Learning to guess accurately the meaning of unfamiliar words in a text, based on the context. Special attention will be paid to new words and phrases which may not yet be included in dictionaries or whose meaning may still be evolving; and to archaic words and phrases that students may come across in their exploration of original texts but whose meaning may subsequently have changed.
3. Interpreting the intention(s) of the author (e.g. by their use of irony or sarcasm, or their use of critical, neutral or positive vocabulary, etc.). This part of the course should also improve students' writing skills.
4. Identifying bias or assumed knowledge in texts, and ways to compensate for this and for gaps in students' knowledge. This should be useful when analyzing and critiquing opinion articles, commentaries, online material, etc.

Course Structure

The course will consist of analysis of selected texts in class. This analysis will take the form of seminar discussion in which reading techniques, key terms, authors' intentions, etc. are reconsidered. The course will also involve workshops where students, individually or in groups, will work on the course material in order to produce written studies of texts and specific vocabulary.

All students will be expected to participate and contribute comments during each class. The texts employed will challenge students, helping them to improve their comprehension and build their vocabulary. While they will not be required to read texts far beyond their ability, students will be expected to show progress in English comprehension during the course. The course will not include regular essays, but will include an extensive series of assignments tailored to students' abilities and designed to foster the skills listed above.

Required Readings

All course materials will be provided in class. The selection of English-language texts used in the course may be adjusted according to the ability and areas of interest of the students.

Comparative Politics

Term:	Fall
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD
Form of study:	lecture + seminar

Contact: kusa@bisla.sk

Course website: www.bisla.sk/kabinet/moodle

Prerequisites

Introduction to Political Science P-111

Course Objectives

- Introduce the subject of comparative politics; key concepts, principles, theories, thinkers;
- Introduce the methods of comparative politics;
- Apply learned theories and methods to case studies of individual countries and regions;
- Apply learned theories and methods in a term paper.

Contents

What makes regimes fall? What is the recipe for progress? What makes for a democracy? Why have some states evolved towards democracy while others towards authoritarianism and totalitarianism? Can democracy be exported? How to compare governance? What is the role of the state in a globalizing world? What are the important elements of a successful transition after a regime change? What role do elites play in such political process? What shapes political culture of a country?

This course is an introductory look at the field of comparative politics. This is a field of systematic approaches towards studying the institutions, processes, actors, structures and cultures of the countries of the world. It is a selective course and does not intend to cover all of the themes in comparative politics. The focus of this semester is on the development and the state of democracy through the prism of the main approaches in comparative politics since 1950s to the present day.

During the first weeks, we will look briefly at the history of comparative politics as a political science field, at the paradigms and influential thinkers within, and the methods of comparison widely used. The next sections of the course will be devoted to the widespread explanatory approaches within CP including institutional, cultural, pluralist schools of thought, study of political processes and change and the new challenges facing the field of comparative politics.

Required readings

Comparative Politics Reader

SELECTED TEXTS:

Wiarda, H. 2007. *Comparative Politics: Approaches and Issues*. Lanham, Maryland: Rowman & Littlefield.

Stepan, A. *Arguing Comparative Politics*

Easton, D. *A Framework for Political Analysis*

Deutsch, K. *The Nerves of the Government*

Putnam, R. 1996 *Making Democracy Work*

Almond, G. and Verba, S. Civic Culture
Inglehart, R. Modernization and Postmodernization
Moore, B. Social Origins of Dictatorship and Democracy
Skocpol, T. States and Social Revolutions
Sen, A.K. Development as Freedom
Dahl, R. A Preface to Democratic Theory
Huntington, S. The Third Wave.
Diamond, L. The Coming Wave and Why Are There No Arab Democracies?
Almond, Powell, Dalton, Strom. 2010. Comparative Politics Today

History of Political Thought I – Antiquity

Term:	Fall
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Prerequisites

English language proficiency. Completed first semester of studies.

Course Objectives

1. To familiarize students with Aristotle's ethical and political thought.
2. To improve students' ability to analyze a variety of philosophical topics, in particular the meaning of human excellence and its relation to political rule.

Contents

Plato's *Euthyphro* will introduce the themes of the pious, the just, the noble and the good— the grounds of Plato's account of the best ethical and political conduct. The *Symposium* recounts a lively and profound discussion on the character of love, including some of Athens' most brilliant and controversial figures, conducted during the high point of Athens' cultural and military supremacy. We will examine these discussions in great detail (sometimes line by line) in order to understand not only the exhilaration and the melancholy, the sincerity and the deception, associated with *erōs*, but also its political significance, whereby it can draw us to a passionate pursuit of excellence or to the worst acts of tyranny.

We will then consider Aristotle's ethical and political philosophy, examining selections from Aristotle's *Nicomachean Ethics* and *Politics*. In the *Ethics*, Aristotle begins with an account of how to become virtuous or excellent, before shifting to an analysis of how we discover the meaning of virtue based on a re-evaluation of the nature of pleasure. The latter is of crucial importance today, when the focus on pleasure over virtue has led to ethical relativism and nihilism. Aristotle's alternative is not that we need to deny pleasure to be virtuous and excellent; we need only to understand it. In the *Politics*, Aristotle offers an account of the political that does not deny our modern contractarian notions so much as it expands and deepens the meaning of those notions by not only considering the institutional aspects of political life, but also how those institutional aspects can be grounded and guided by a philosophical understanding of nature and of human nature. Political life finds its meaning and its fulfillment in the life of excellence as described in the *Ethics*.

Required Readings

Plato. *Euthyphro*. Trans. G. M. A. Grube. In *Complete Works*. Ed. John M. Cooper. Indianapolis: Hackett Publishing Company, 1997.

Plato. *Symposium*. Trans. Alexander Nehamas and Paul Woodruff. In *Complete Works*. Ed. John M. Cooper. Indianapolis: Hackett Publishing Company, 1997.

Aristotle. *Nicomachean Ethics*. Trans. Roger Crisp. Cambridge: Cambridge University Press, 2004.

Aristotle. *Politics*. Trans. C. D. C. Reeve. Indianapolis: Hackett Publishing Company, 1998.

Social Philosophy

Term:	Fall
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith PhD.
Form of study:	lecture + seminar

Objectives

The main aim of course is the development of the skills of close analysis of arguments of historians and sociologists. Student should be able to situate arguments in the contexts of history of ideas. Emphasis is placed on seminar based discussions.

Contents

Social Theory (Sociology and Social Philosophy) needs history and history needs social theory. In this course we will discuss the contact zones between social theory and history. We will ask what role play in history the eminent personalities, when the governments can be considered as successful, how arise and collapse Empires, why revolutions and wars occur, what is the role of religion and ideology in society, how technological developments are affecting social change. The starting point of our discussions will be the book edited by Harriet Swain „Big Questions in History. In the last third of the course we will concentrate on the problem of sociological interpretation of collapse of Soviet Union.

All discussed texts are available on the net

Readings

Harriet Swain: Big Questions in History

Collins Randall: Macrohistory, Essays in Sociology of the Long Run, Stanford University Press, 1999.

Politics of Central Europe

Term:	Fall
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Dr. Karen Henderson
Form of study:	lecture + seminar

Objectives

The course examines the consolidation of democracy in Central Europe from the fall of communism onwards, taking 6 case studies: Slovakia, Bulgaria, Czech Republic, Hungary, Poland and Romania. By the end of the course, students should be able to analyse their political systems using standard terminology from the study of government, and to demonstrate an understanding of some specific political features of the region.

Content

Brief outline of the course:

1. Political features of communist regimes.
2. Rapid regime change: the case studies.
3. Democratisation and modes of transition.
4. Institutional choices: parliamentarianism or strong presidents?
5. Institutional choices: electoral systems.
6. Transition to democracy: economic reform and dealing with the communist past.
7. Consolidating democracy: why did communists return to power?
8. Consolidating democracy: EU accession.
9. Consolidating democracy: party systems and political cleavages.
10. Nationalism and national minorities.
11. Taking stock: What kind of democracy exists in Central Europe?
12. Revision session.

Readings

Stephen White, Paul Lewis & Judy Batt (eds), *Developments in Central and East European Politics* 5, Basingstoke, Macmillan, 2013.

Sharon Wolchik & Valerie Bunce (eds), *Central and East European Politics: From communism to democracy*, Lanham, R & L publishers, 2014.

Bachelor Seminar

Term:	Fall
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD
Form of Study:	seminar

Prerequisites

Writing on Politics

Goals

By the end of the semester, students should be able to:

- Write clearly, concisely and pertinently on a given topic;
- Evaluate and analyze relationships between concepts in the text;
- Place studied topics within the broader social, cultural, political, historical context;
- Critically analyze issues and formulate hypotheses;
- Interpret and evaluate primary and secondary sources;
- Analyze, evaluate and interpret texts in a comparative framework;
- Plan, organize and conduct research and translate it into writing a thesis;
- Properly format and present written work, use sources and cite them correctly.

Content

This course, set in a workshop format, presents an opportunity to try out the process of researching and writing a larger academic paper. Besides the technical aspects of writing, formatting and style, the course will focus on the development of analytical thinking, comparative analysis and independent research.

We will also tackle the prospects of academic life after BISLA – addressing elements of a successful application for a graduate school and transition into a professional life.

Students work continuously on individual steps of research and writing, from identification of the research topic, to developing a Bachelor Thesis Proposal and writing a draft of one chapter of the thesis.

Required Literature

Baglione, L. 2012. Writing a Research Paper in Political Science. A Practical Guide to Inquiry, Structure, and Methods. 2nd ed. Los Angeles, London, New Delhi, Singapore, Washington DC: CQ Press.

Johnson, J.B. & Reynolds, H.T. 2012. Political Science Research Methods. 7th ed. Los Angeles, London, New Delhi, Singapore, Washington DC: CQ Press.

Silverman, D. 2009. Ako robiť kvalitatívny výskum. [Doing Qualitative Research.]. Bratislava: Pegas.

BISLA guidelines for bachelor thesis writing

APA formatting and style guide:<http://owl.english.purdue.edu/owl/printable/560/>

Recommended Literature

Cooper, S. and Patton, R. (2007). Writing Logically, Thinking Critically. New York: Pearson/Longman.

Umberto Eco: Jak napsat diplomovou práci?

Katuščák, D. 2007. Ako písať záverečné a kvalifikačné práce? Bratislava: Enigma.

Plichtová, J. 2002. Metódy sociálnej psychológie zblízka. Kvalitatívne a kvantitatívne skúmanie sociálnych reprezentácií. Bratislava: Médiá.

Scott, G. M. and Garrison, S.M. (2006). *The Political Science Student Writer's Manual*, 5th ed. Upper Saddle River, NJ: Pearson Prentice Hall.

History of Political Thought IV – Contemporary Thought

Term:	Fall
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Prerequisites

English language proficiency. Completed second year of studies.

Course Objectives

1. To introduce students to the seminal work of 18th- and 19th-century philosophers.
2. To familiarize students with some of the debates surrounding human nature that are still at the core of contemporary political thought.

Contents

We have just completed a course in early modern political thought, culminating in an examination of Lockean rationalism and utilitarianism. Rousseau's *Second Discourse* is, in many respects, founded upon a profound critique of that rationalism and utilitarianism. His work is sometimes characterized as a "romantic" counter-reaction, which identifies the potential abuses of rationalism and, as an alternative, seeks the sentimental foundations of morality. Importantly, however, this romantic counter-reaction led to the worst kind of tyranny and terror, exemplified by the French Revolution. It is our task to examine why. We will discuss two kinds of responses to Rousseau's critique: first, the attempt to combine the rational and the romantic movements in the work of G. W. F. Hegel and Alexis de Tocqueville; and, second, the rejection of these reconciliations (in particular Hegel's) in the work of Karl Marx and Friedrich Engels. In the 20th century, National Socialism and Soviet Communism are only two examples of the regimes that emerged from this debate. The fall of both regimes has delayed, but in no way settled, the pressing questions raised by these thinkers.

Required Readings

Jean-Jacques Rousseau. *Discourse on the Origin and the Foundations of Inequality Among Men or The Second Discourse*. Trans. Ian Johnston. [Public Domain.]

G. W. F. Hegel. *Phenomenology of Spirit*. Trans. A. V. Miller. Oxford: Oxford University Press, 1977.

G. W. F. Hegel. *The Philosophy of History*. Trans. J. Sibree. [Public Domain.]

G. W. F. Hegel. *Elements of the Philosophy of Right*. Trans. H. B. Nisbet. Cambridge: Cambridge University Press, 1991.

Alexis de Tocqueville. *Democracy in America. De la démocratie en Amérique*. Bilingual Edition. Ed. Eduardo Nolla. Trans. James T. Schleifer. Indianapolis: Liberty Fund, 2010.

Modern European History

Term:	Fall
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Thompson
Form of study:	lecture + seminar

Contents

This course will focus mainly on mid-twentieth-century European history, but will also cover earlier themes and events, and will examine their effects on developments up to the present day. Participants will examine primary and secondary historical sources in English (some of which may also be available in Slovak), explore key themes and be expected to master the chronology of events.

There will be a particular emphasis on central and eastern European history. Participants will be asked to consider the perspectives and motivations of various actors (be they individuals, groups, nations or alliances), and to assess the value of different historical sources and approaches to writing history.

The aim of the course will be to give the participants a deeper understanding of the recent history of Europe, and of central Europe in particular, and to provide some historical context for the contemporary political and philosophical writings that they may be asked to study in other courses at BISLA.

Seminars and discussions, informed by preparatory reading, will form the core method of learning, accompanied by essays and presentations by students.

Main course text:

JUDD, Tony. *Postwar: A History of Europe since 1945*. (2005; Vintage, 2010)

V slovenskom preklade: Povojná Európa. (História po roku 1945. Bratislava: SLOVART, 2007)

Primary sources/memoir:

ALEXIEVICH, Svetlana: *Voices from Chernobyl* (translated by Keith Gessen). (Dalkey Archive Press, 2005)

LANGER, Jo: *Convictions: My Life with a Good Communist*. (Granta, 2011)

V slovenskom preklade: LANGEROVÁ, Žo. Vtedy v Bratislave. (Albert Marenčin - Vydavateľstvo PT, 2010)

STOKES, Gale. *From Stalinism to Pluralism: A Documentary History of E. Europe since 1945*. (OUP, 1991)

Secondary sources:

APPLEBAUM, Anne. *Iron Curtain: The Crushing of Eastern Europe 1944-56*. (2012; Penguin, 2013)

LOWE, Keith. *Savage Continent: Europe in the Aftermath of World War II*. (2012; Penguin, 2013)

V slovenskom preklade: Krutý kontinent: Európa krátko po druhej svetovej vojne. (Premedia, 2014)

SNYDER, Timothy. *Bloodlands: Europe between Hitler and Stalin*. (2010; Vintage, 2011)

V slovenskom preklade: Krvavé územie: Európa medzi Hitlerom a Stalinom. (Premedia, 2013)

Fiction:

KOESTLER, Arthur. *Darkness at Noon*. (1940)

ELECTIVES

Foucault

Term:	Fall
Year:	All
ECTS credits:	3
Lessons per week:	120 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture

Content

Michel Foucault (1926-1984) was one of the most important philosophers of the twentieth century. His influence is felt in numerous fields, from philosophy to political science to history to economics to sociology, among others. In addition, Foucault went through developments in his thought that are interesting in their own right. As a result, it is difficult to pin his thought down to one specific masterpiece or even era of his life. Here we will read at least one of his major books in full, with other texts by himself or others included as time permits. We will take this approach with the intent of understanding at least some of his major concepts in detail, along with the development of those concepts over the course of his career.

Social Function of Intellect

Term:	Fall
Year:	Second
ECTS credits:	3
Lessons per week:	120 min
Language:	English
Instructor:	Egon Gál
Form of study:	lecture

Content

Sociálna funkcia intelektu.

Najťažší problém, pred ktorý príroda postavila človeka je, ako udržať pohromade organizovanú spoločnosť slobodných indivíduí. Kurz bude venovaný štúdiu niektorých schopností a zručností, ktorými nás biologická a kultúrna evolúcia vybavila na jeho riešenie.

Kľúčové témy:

Čo sa deje v našej mysli, keď na niečo myslíme, niečo si predstavujeme alebo prežívame, ako to súvisí so svetom, v ktorom žijeme a ako to ovplyvňuje spôsob, ako sa správame a ako rozhodujeme.

Dva režimy fungovania mysle: automatický a manuálny

Rozum a emócie

Súčasná situácia morálnej filozofie: Odkiaľ pochádza morálka a ako funguje? Prečo nás politika a náboženstvo rozdeľujú?

Dva filozofické návrhy na riešenie problému: pragmatizmus a utilitarizmus.

A Human Being

Term:	Fall
Year:	All
ECTS credits:	3
Lessons per week:	120 min
Language:	Slovak
Instructor:	Ján Štvrtina
Form of study:	lecture

Content

Človek z pohľadu východnej filozofie.

Na prednáškach budeme rozoberať vybrané princípy z čínskej a indickej filozofie súvisiace s psychikou človeka. Okrem toho sa budeme venovať aj oblastiam, ktoré sú východnými filozofiami prisudzované človeku, ale nedajú sa zaradiť pod pojem „psychika“. Vysvetlíme si, prečo sú na štúdium človeka a teda samého seba vhodné takéto filozofické pomôcky. Prečo sa napríklad C. G. Jung po dlhých rokoch praxe vtedajšej európskej psychológie začal venovať práve taoistickým princípom. Tvrdil, že práve tam našiel odpovede na mnohé, pre neho dovtedy nezodpovedané otázky. Budeme rozoberať otázky, kde a ako vzniká myslenie, myšlienky, pocity, vnemy. Aké sú spôsoby na dosiahnutie poznania. A v neposlednom rade aký stav mysle je najvhodnejší pre čo najefektívnejšie poznávanie. A aké sú spôsoby na jeho dosiahnutie a udržanie.

Intensive Program

Plato' *Republic*

Term:	Summer
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Course Description

In this course, we will be reading closely the philosophical and literary masterpiece, the *Republic*. This is one of very few pieces of writing that genuinely deserves to be called such in both registers. It is the foundational text of Western political thought, but is the first extended great work of philosophy of any kind. Unlike almost any other work in Western philosophy, it covers just about every conceivable topic, from political formation to rhetoric to pedagogy to literary theory to mathematics to history to mythology to scientific methodology, and more. What is more, it covers these topics fluidly and with constant literary beauty and historical references that simultaneously support and undermine the claims made by the interlocutors in the text. It is, in short, a book that cannot be exhausted.

SUMMER SEMESTER

Theories of Political Systems and Parties

Term:	Summer
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD.
Form of study:	lecture + seminar

Prerequisites

P-111: Introduction to Political Science I

Course Objectives

By the end of this course, you should be able to:

- Gain footing in concepts central to the study of political interactions and institutions
- Acquire knowledge of various types of institutional settings and designs in different political regimes
- Apply theoretical constructs to specific cases
- Strengthen your skills of individual research and writing, team work, and public presentation

Contents

This class is a continuation of the Introduction to Political Science course from the Fall semester (P-111), further developing concepts central to the study of comparative political science. The class explores political interactions that stem from within the civil society and political systems, and political institutions that shape modern societies. This course is an interdisciplinary and interactive endeavor. We will examine the studied topics from a variety of perspectives, through different academic disciplines, utilizing a course textbook, complemented by primary academic sources related to the topics we study. We will also approach our topics through experiential learning, utilizing games, simulations, and debate teams.

Required Readings

Textbook: Roskin, M.G. (2012). Political Science: An Introduction.

Selected chapters from: Mancur Olson: Logic of Collective Action

Robert Axelrod: The Evolution of Cooperation

Robert Michels: Political Parties; a Sociological Study of the Oligarchical Tendencies of Modern Democracy

Stein and Rokkan: Cleavage Structures, Party Systems, and Voter Alignments

Juan J. Linz: Perils of Presidentialism

Max Weber: Bureaucracy

James Q. Wilson: The Bureaucratic Problem

Writing on Politics

Term:	Summer
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Arthur W. McCardle
Form of study:	lecture + seminar

Course Objectives

Multifaceted course designed to develop and improve effective writing in English as well as critical and analytical thinking on a variety of political topics. Introduction to different types of political writing. Preparation and presentation of original research paper. Vocabulary building exercises.

Contents

Weekly reading(s) on various political topics, class discussion for understanding and analysis, followed by individual writing assignment on the topic. Written assignments corrected, returned for revision, and resubmitted for a grade. Oral presentations on assigned topics. Weekly English vocabulary exercises and written assignments. Instruction in the preparation of a research paper, including APA documentation style and definition of plagiarism. Students will make an in-class oral summary of their research paper and submit their written paper at the end of the semester.

Required Readings

Primary Sources

Gregory M. Scott and Steve M. Garrison. Political Science Student Writer's Manual. 6th Edition. 2007.

Additional Readings and Sources

William Strunk. Elements of Style, 2007.

Jeanne Fahnestock and Marie Secor. A Rhetoric of Argument. 3rd Edition. 2004.

History of Political Thought II – Early Modern Period

Term:	Summer
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith PhD.
Form of study:	lecture + seminar

Course Description

In this course, we will cover the transition from Renaissance political thought, represented by Machiavelli's *The Prince*, through to the beginning of the nineteenth century, via Hegel. In between we will encounter seminal texts in the history of political philosophy, from Hobbes's *Leviathan* to Locke's *Second Treatise of Government* to Rousseau's *Social Contract* and important political essays by Kant. Over the course of these readings, we will see the emergence of key themes in the modernization of Western political thought: the separation of virtue from effective leadership, individual and political sovereignty, the state of nature, social contract theory, autonomy, and the force of history in political thinking.

International Conflict and Cooperation

Term:	Summer
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD.
Form of study:	lecture + seminar

Prerequisites

Introduction to Political Science P-111

Course Objectives

By the end of this course, we aim to:

- Acquire awareness of the different dimensions of international conflict - from strategic, through relational, to identity-based,
- Be able to understand international affairs and events in their historical and policy context, utilizing conceptual tools from the main theoretical approaches in international relations,
- Apply the acquired knowledge to concrete issues and produce independent analysis and policy recommendation, • Acquire and practice basic skills related to individual and team research, public presentation, as well as skills related to conflict analysis, negotiation, and conciliation.

Contents

Military budgets tend to surpass most other governmental expenditures in modern societies. Why do countries fight if it is so costly? Why is it difficult for international institutions to stop wars? Why is violence committed by non-state actors increasing over the past few decades? Does international military intervention help to resolve conflict or does it lead to more of it? What is the relationship of democracy to peace? Is global peace possible or are we predestined to war eternally? How to move societies wounded by massive violent conflict towards stability and peace?

International conflict, to be understood in its complexity, has to be studied through an interdisciplinary approach and on different levels of analysis. This course will scratch the surface of the field, looking at three key aspects : 1) the theoretical foundations and main approaches to the analysis of conflict and cooperation in international relations, which we will focus on in the first part of the course, overviewing the scholarly traditions of realism, liberalism, and alternative approaches in IR (feminism, world systems theories, constructivism, peace theories); 2) the international mechanisms for conflict resolution and conciliation, in theoretical as well as practical terms, looking at examples and talking to practitioners from various corners of the world; 3) basic elements of bargaining and negotiation theories and practices that inform the field of conflict analysis, resolution and conciliation, utilizing role plays and simulations. Over the course of the semester, students will produce two short policy papers and one final group policy report.

Required Readings

READER:

Betts, Richard K. (2008) Conflict after the Cold War: Arguments on Causes of War and Peace, 3rd Ed. (DK) - selected chapters.

Recommended primary sources:

Doyle, M. W. (1997) The Ways of War and Peace. New York: W. W. Norton & Company, Inc. (DK)

Wallensteen, P. (2012). *Understanding Conflict Resolution*, 3rd ed. London: Sage Publications, Ltd. (DK).

Political Ideologies

Term:	Summer
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Pavol Hardoš
Form of study:	lecture + discussion

Course Objectives

Survey of the major political ideologies from the Enlightenment to the present. Through assigned readings, lectures and discussion students will familiarize themselves with the basics of the ideologies which have shaped our modern world. They will have the opportunity by means of a research paper to examine more thoroughly a political ideology or a political philosopher not dealt with systematically in the course.

Content

Introduction to the ideologies by means of an assigned textbook and selections from primary sources. Background information supplied by assigned textbook readings and lecture with significant class discussion of the basic characteristics of the various ideologies. Primary focus will be on the definition and origin of the term „ideology" and the following: Marxism, nationalism, fascism, conservatism, liberalism, and social democracy. Throughout the course comparison will be made between each ideology and the concept of „liberal democracy" which characterizes the political systems of the modern industrialized Western world as well as many other countries.

Required Readings

Bernard Susser, Political Ideology in the Modern World. Boston, 1995.
Fareed Zakaria, The Rise of Illiberal Democracy

Theories of Democracy

Term:	Summer
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith PhD.
Form of study:	lecture + seminar

Objectives

The course is devoted to analysis of main theories of democracy in the 20th century. We will discuss the arguments pro and contra of democracy as they were formulated in the works of Josef Schumpeter, Max Weber, Carl Schmitt and Robert Dahl.

Contents

We will read the selected texts of eminent thinkers of 20th century and analyze their conception of democracy. Starting point will be the book of Austrian thinker Josef Schumpeter Capitalism, Socialism, Democracy. The general background of discussions will be the book of David Held Models of democracy. Central issue will be the complex and contradictory relationship between democracy and globalization.

Reading

Schumpeter, J. A.: Kapitalismus, socialismus a demokracie, CDK, Brno, 2004

Carl Schmitt: Concept of Political

David Held: Models of Democracy

European Union

Term:	Summer
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Simon Gruber
Form of study:	lecture + seminar

Course Objectives

After the course, the students should be able to provide qualified answers to the following questions: How can the creation of the European Union be explained? Who are the principal actors in the European Union? What is the European Union actually doing?

Contents

We will read and discuss primary sources (treaties and official documents) as well as literature on the European Union. At the beginning of each lesson, I will give a short introduction. This overview will contain the key facts that will serve as the minimum requirement to pass the tests. During the semester, every student will have a presentation on a self-chosen EU issue (suggestions will be provided, for example, the EU budget, competition policy, enlargement, EEAS, Frontex, etc.). In the presentations, form is equally important to content. Every student will write an essay that should reflect on the discussed questions and texts. During the semester, we will observe the ongoing debates and events in the EU (especially the European Councils). The overall objective of the whole course is an assessment of the impact of European integration on the political and economic landscape of Europe: Is the EU strengthening or weakening Member States? Is the EU the cause or the effect of peace in Europe? Is there a tendency towards further integration or are we at the beginning of an era of de-integration?

Obligatory Readings

Primary Sources Gasteiger, Kurt: Europe: From Division to Unification. A documented overview 1945-2006. Bonn 2006.

Secondary Sources

Leonard, Dick: Guide to the European Union. 10th edition, London 2010.

Supplementary Readings and Sources

CEPS/EGMONT/EPC: The Treaty of Lisbon. A Second Look at the Institutional Innovations. Joint Study (September 2010).

Chandler, David: Empire in Denial. The Politics of State-building. London 2006.

Dinan, Desmond: Europe Recast. A History of European Union. Houndmills 2004.

Haughton, Tim: Vulnerabilities, Hangovers and the Presidency Role: Explaining New EU Member States' Choices for Europe. Center for European Studies Central and Eastern Europe Working Paper Series 68 (February 2010).

Kupchan, Charles A.: How Enemies Become Friends. Princeton 2010, pp. 202-217.

Moravcsik, Andrew: The Choice for Europe. Social Purpose and State Power from Messina to Maastricht. Ithaca - New York 1998.

Moravcsik, Andrew: Europe without Illusions. The Paul-Henri Spaak Lectures 1994-1999. Lanham 2005, pp. 3-44.

Moravcsik, Andrew: The Myth of Europe's Democratic Deficit, in: *Intereconomics: Journal of European Public Policy* (November-December 2008), pp. 331-340.

Schimmelfennig, Frank/Engert, Stefan/Knobel, Heiko: *International Socialization in Europe. European Organizations, Political Conditionality and Democratic Change*. New York 2006, pp. 111-131.

Wiener, Antje/Diez, Thomas (eds.): *European Integration Theory*. Oxford - New York 2004.

ELECTIVES

Understanding the Audio-visual

Term:	Summer
Year:	all
ECTS credits:	5
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Matej Gyarfáš
Form of study:	lecture + seminar

Prerequisites

None

Course Objectives

The aim of the course is to teach students to understand the means of perception, interpretation and communication of the audio-visual with the audience. Students will become acquainted with the basics of film language and the communication of film with the audience through image and sound. The topics of manipulation and construction of stereotypes through the audio-visual media will also be discussed, using a theoretical background of psychology and other social sciences.

Contents

The course is delivered in English language. Within the lectures the students will become acquainted with a short historical background of film as well as basic concepts and terminology of the film language. The focus will be on the visual, represented by aspects of camera, mise en scene and editing, and the auditive, represented by film sound and film music. The theoretical knowledge will be supported by numerous direct examples from films. Within the seminars the students will discuss the required readings and films in regard to the topic of the lecture. The students are obliged to do a final presentation (including audiovisual examples supporting the theses) on a film of their choice, analysing and interpreting the narrative structure, film language and ideological aspects of the film.

Topics

1. Love at First Sight – The History of the Phenomenon of Film
2. Understanding the story – Film narration
3. The Mesmerizing Image – Camera and Mise en Scene
4. The Invisible Cut – Editing and the creation of the story
5. Anchoring Reality – The Case of Film Sound
6. The Overheard – Film Music and Manipulation
7. Truth, Reality and Deceit – The Case of Documentary Films
8. The Cinematic Apparatus – Film as Ideology
9. The Weapon of Mass Destruction – Film as Propaganda
10. Visual Pleasures – The Female Body as Object of Desire
11. The Others – Creating Stereotypes Through Film
12. Presentations of Final Projects

Required Readings

- Bordwell, D., Three dimensions of Film Narrative, In: Poetics of Cinema, Routledge, 2007
- Bordwell, D., Thompson, K.: Fundamental Aesthetics of Sound in Cinema, In: Film Sound: Theory and Practice, Columbia University Press, 1985
- Bordwell, D., Thompson, K., The Shot: Mise - en - scene, In: Film Art – An Introduction., McGraw-Hill, 2012

Gorbman, C., Introduction, In: *Unheard Melodies – Narrative Film Music*, Indiana University Press, 1987
Holte, J., *Unmelting Images: Film, Television, and Ethnic Stereotyping*, In: *MELUS*, no. 3, 1984
Juel, H., *Defining Documentary Film*, In: *P.O.V.* no. 22, University of Aarhus, 2006
Mulvey, L., *Visual Pleasure and Narrative Cinema*, In: *Film Theory and Criticism: Introductory Readings*, Oxford University Press, 1999
Raskin, R., *Varieties of Film Sound: Towards a New Typology*, Aarhus Universitet, 1992
Smith, S., Cook, C., *Gender Stereotypes: An Analysis of Popular Films and TV*, Online:
http://www.thegeenadavisinstitute.org/downloads/GDIGM_Gender_Stereotypes.pdf

Required Films

American Beauty (d. Sam Mendes, 1999)
Capturing the Friedmans (d. Andrew Jarecki, 2003)
Fahrenheit 9/11 (d. Michael Moore, 2004)
Propaganda (d. Slavko Martinov, 2012)
The Act of Killing (d. Joshua Oppenheimer, 2012)
The Cutting Edge: The Magic of Movie Editing (d. Wendy Apple, 2004)
The Pervert's Guide to Cinema (d. Sophie Fennes, 2006)
Triumph of the Will (d. Leni Riefenstahl, 1935)

Primary Sources

Bordwell, D., Thompson, K., *Film Art – An Introduction*, McGraw-Hill, 2012
Forrester, M. *Psychology of the Image*, Routledge, 2000
Gorbman, C., *Unheard Melodies – Narrative Film Music*, Indiana University Press, 1987

Additional Readings and Sources – texts and articles

Ruoff, J. *Conventions of Sound in Documentary*, Routledge, 1992
Jordan, R., *The Gap: Documentary Truth between Reality and Perception*, Online:
http://www.horschamp.qc.ca/new_offscreen/documentary_truth.html

How to Read a Newspaper

Term:	Summer
Year:	all
ECTS credits:	5
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Thomson
Form of study:	lecture + seminar

Summary

A healthy democracy requires not just a free and fearless news media to police it, but also a discerning and well-informed audience to hold the media itself to account. This course will look at how current affairs and historical events are presented in the Slovak and international media, and the ways in which popular perceptions are shaped and sometimes manipulated in the process. Students will study the print, broadcast and electronic media. Every week, each member of the class will source and analyse an example of media coverage and we will discuss these examples together in class.

Participation in class discussion will be the main assessment criterion, although reading/viewing assignments and course work assignments will also be set.

Suggested weekly focus

- Political news
- Business news
- Crime
- Foreign news
- Tabloid news
- Sports news
- Arts
- Editorial and opinion
- Features
- Product placement and “advertorial”
- Examples of bias
- News media, blogs

Critical Thinking

Term:	Summer
Year:	all
ECTS credits:	5
Lessons per week:	90 + 90 min
Language:	English
Instructor:	James Griffith
Form of study:	lecture + seminar

Course Description

As a sub-discipline in philosophy, Critical Thinking operates as an introduction to both rhetoric and logic. It focuses on different aspects of speech, especially political and legal speech, and analyzes the ways in which that speech enhances its arguments and claims and also how it conceals bad arguments and claims. It trains us in paying attention to the rhetorical techniques that allow both of these things to happen. However, Critical Thinking also trains us in ways to formulate good arguments on our own, and how we can know that an argument is legitimate. It accomplishes this by training us in formal logic, the forms by which arguments are made, such that we can say, regardless of an argument or claim's content, that it makes sense. For both of these reasons, Critical Thinking is immensely important for anyone with an interest in graduate programs in disciplines like philosophy, political science, sociology, psychology, and computer science, but it is also crucial for success in law school or even business school programs. Finally, it is essential for politically and ethically engaged citizens.

Migrants and Refugees in the European Union

Term:	Summer
Year:	all
ECTS credits:	5
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Dr. Karen Henderson
Form of study:	lecture + seminar

Course Description

Free movement of persons constitutes one of the 'four freedoms' which are key to the European Union's central mission. However, the interplay of EU citizens moving between member states and the arrival of immigrants and asylum seekers from third countries (that is, foreign countries which are not in the EU) produces dilemmas that are faced both at national and local level in member states and at EU level. The 2015 refugee crisis has highlighted some interesting questions about how the EU functions and how effective it can be in helping member states cope with the challenges of the modern world.

The course looks at Europe as a continent of both immigrants and emigrants, and aims to provide students with some essential background, of both theory and fact, for analysing contemporary events. The first part of the course looks at theories of migration (e.g. 'pull' and 'push' factors), general trends in migration in Europe, the rights of refugees and asylum seekers, and questions of citizenship and integration. The second part of the course looks at why and how the institutions of the European Union have become involved in issues affecting migrants and refugees in member states, and the achievements and challenges of establishing common policies in the 'Area of Freedom, Security and Justice'. The third part of the course looks at a number of country case studies, including the former colonial powers France and Britain, countries such as Germany who once thought they were taking 'guest workers' rather than immigrants, countries of emigration that transformed to countries of immigration (e.g. Ireland and Greece) and the specific situation of the new EU member states.