

Title	Money, Banks and Financial Crisis		
Code	FiF.KPol/A-moPO - 067/13	Teacher	Mgr. Zsolt Gál, PhD.
ECTS credits	3	Hours weekly	2
Prerequisites		Semester	1/W
Assessment	<p>10 % - Active participation 50 % - Presentation (power point) 40 % - Handout (short paper on the topic of presentation)</p> <p>Evaluation: A – 85-100 % D – 58-67 % B – 76-85 % E – 50-58 % C – 67-76 % Fx – < 50 %</p> <p>Explanation: Students are required to prepare a Presentation – A short (20 minutes with additional 10-15 minutes discussion) presentation (power point) should be given by each student during the course. The topics are listed below the timing of the presentation shall be according to the schedule. The students (in a power point presentation) should try to (interestingly) explain the main events, historic development, and the most important factors behind the development. The comparison of various countries, historic events, past and present is always welcomed. Arguments (supported by solid data and empirical evidence) and conclusions as well as. A few page handout (written summary of the presentation) is also required.</p> <p>Handout (notes) – A summary note is required from each student. The notes should be prepared according to the course schedule and given (in a printed form) to the lecturer and shared with other students. They should be informative as much as possible to give an idea to other students about the problem and provide them with references on useful sources.</p>		
Content	<p>1. The development of modern banking 1. Part (Chapter): <i>Dreams of Avarice</i>. (The Ascent of Money, 17-65) Literature: Ferguson, Niall [2008]: <i>The Ascent of Money. A Financial History of the World</i>. Allen Lane, London. Other related books/studies: Huerta de Soto, Jesús [2006]: <i>Money, Bank Credit, and Economic Cycles</i>. Ludwig von Mises Institute, 518 West Magnolia Avenue, Auburn, Alabama. Mises, Ludwig von [1953]: <i>The Theory of Money and Credit</i>. Yale University Press, New Haven, CT. Mishkin, Frederic S.: <i>The Economics of Money, Banking, and Financial Markets</i>. Pearson Education; 9th edition (15 July 2009), Kindleberger, Charles P. [2006]: <i>A Financial History of Western Europe</i>. Routledge, New York, NY (first published in 1984).</p> <p>2. Fiscal deficits, public debt, bond markets, sovereign debt defaults 2. Part (Chapter): <i>Of Human Bondage</i>. (The Ascent of Money, 65-119) Literature: Ferguson, Niall [2008]: <i>The Ascent of Money. A Financial History of the World</i>.</p>		

Allen

Lane, London.

Other related books/studies:

Reinhart, Carmen M. – Rogoff, Kenneth S. [2009]: *This Time is Different. Eight Centuries*

of Financial Folly. Princeton University Press, Princeton, NJ.

Reinhart, Carmen M. – Rogoff, Kenneth S. [2008]: *This Time is Different: A Panoramic*

View of Eight Centuries of Financial Crises. NBER Working Paper No. 13882, National

Bureau of Economic Research, Cambridge, MA.

Kindleberger, Charles P. [1979]: *Manias, Panics, and Crashes: A History of Financial*

Crises. Basic Books, New York, NY.

3. The modern joint stock limited liability company (LLC), stocks, stock markets,

bubbles and crashes

3. Part (Chapter): *Blowing Bubbles*. (The Ascent of Money, 119-176)

Literature:

Ferguson, Niall [2008]: *The Ascent of Money. A Financial History of the World*.

Allen

Lane, London.

Other related books/studies:

Micklethwait, John – Wooldridge, Adrian, 2005: *The Company. A Short History of a*

Revolutionary Idea. Modern Library, New York.

Buckley, Adrian [2011]: *Financial Crisis. Causes, Context and Consequences*.

Pearson

Education Limited, Harlow, England.

4. Insurance, pension funds, hedge funds, welfare states

4. Part (Chapter): *The Return of Risk*. (The Ascent of Money, 176-230)

Literature:

Ferguson, Niall [2008]: *The Ascent of Money. A Financial History of the World*.

Allen

Lane, London.

Other related books/studies:

Barr, Nicholas, 2012: *Economics of the Welfare State*. Oxford University Press,

Oxford.

5. Property and mortgage markets, housing crashes

5. Part (Chapter): *Safe as Houses*. (The Ascent of Money, 230-283)

Literature:

Ferguson, Niall [2008]: *The Ascent of Money. A Financial History of the World*.

Allen

Lane, London.

Other related books/studies:

Buckley, Adrian [2011]: *Financial Crisis. Causes, Context and Consequences*.

Pearson

Education Limited, Harlow, England.

Gál, Zsolt [2011]: *The 2007-2009 Financial Crisis. What Went Wrong and What Went*

Different? Univerzita Komenského v Bratislave, Bratislava.

Sinn, Hans-Werner [2010]: *Casino Capitalism. How the Financial Crisis Came About and What Needs to be Done Now.* Oxford University Press, Oxford.

6. The role of competition in Western dominance

1. Part (Chapter): *Competition.* (Civilization, 19-50)

Literature:

Ferguson, Niall, 2011, *Civilization, The West and the Rest,* Allen Lane, London.

Other related books/studies:

Fukuyama, Francis 1995, *Trust. The Social Virtues and the Creation of Prosperity.* Free Press

Paperbacks, Simon & Schuster, New York.

Kennedy, Paul, 1989, *The Rise and Fall of the Great Powers. Economic Change and Military*

3

Conflict from 1500 to 2000. Fontana Press, London.

Landes, David S. 1999, *The Wealth and Poverty of Nations. Why Some Are So Rich and Some*

So Poor. WW Norton and Company, New York.

Maddison, Angus, 2007: *Contours of the World Economy 1-2030 AD: Essays in Macro-*

Economic History. Oxford University Press, Oxford.

Olson, Mancur, 1982, *The Rise and Decline of Nations. Economic Growth, Stagflation, and*

Social Rigidities. Yale University Press, New Haven and London.

Rickards, James : *Currency Wars. The Making of the Next Global Crisis.* Portfolio.

7. The role of competition in Western dominance

1. Part (Chapter): *Competition.* (Civilization, 19-50)

Literature:

Ferguson, Niall, 2011, *Civilization, The West and the Rest,* Allen Lane, London.

Other related books/studies:

Fukuyama, Francis 1995, *Trust. The Social Virtues and the Creation of Prosperity.* Free Press

Paperbacks, Simon & Schuster, New York.

Kennedy, Paul, 1989, *The Rise and Fall of the Great Powers. Economic Change and Military*

3

Conflict from 1500 to 2000. Fontana Press, London.

Landes, David S. 1999, *The Wealth and Poverty of Nations. Why Some Are So Rich and Some*

So Poor. WW Norton and Company, New York.

Maddison, Angus, 2007: *Contours of the World Economy 1-2030 AD: Essays in Macro-*

Economic History. Oxford University Press, Oxford.

Olson, Mancur, 1982, *The Rise and Decline of Nations. Economic Growth, Stagflation, and*

Social Rigidities. Yale University Press, New Haven and London.

Rickards, James : *Currency Wars. The Making of the Next Global Crisis.* Portfolio.

8. Property rights as the cornerstone of democracy and capitalist success

3. Part (Chapter): *Property.* (Civilization, 96-141)

Literature:

Ferguson, Niall, 2011, *Civilization, The West and the Rest*, Allen Lane, London.

Other related books/studies:

Acemoglu, Daron – Robinson, James, 2012, *Why Nations Fail: The Origins of Power,*

Prosperity, and Poverty. Crown Business, New York.

Friedman, Milton, 1962/2002: *Capitalism and Freedom*. The University of Chicago Press,

Chicago and London.

Shleifer, Andrei – Vishny, Robert, 2002: *The Grabbing Hand: Government Pathologies and*

Their Cures. Harvard University Press

9. The consumer society

5. Part (Chapter): *Consumption*. (Civilization, 196-256)

Literature:

Ferguson, Niall, 2011, *Civilization, The West and the Rest*, Allen Lane, London

10. The role of religion: the protestant ethic and the spirit of Capitalism

6. Part (Chapter): *Work*. (Civilization, 256-295)

Literature:

Ferguson, Niall, 2011, *Civilization, The West and the Rest*, Allen Lane, London.

Other related books/studies:

Max Weber 1905/2002: *The Protestant Ethic and the Spirit of Capitalism*: and Other

Writings. Penguin Twentieth-Century Classics, New York.

Novak, Michael 1993: *Catholic Ethic And The Spirit Of Capitalism*. Free Press.

Kuran, Timur, 2010: *The Long Divergence: How Islamic Law Held Back the Middle East*.

Princeton University Press.

Title	Public Finance		
Code	FiF.KPol/A-moPO - 003/15	Teacher	Mgr. Zsolt Gál, PhD.
ECTS credits	7	Hours weekly	4
Prerequisites		Semester	1/W
Assessment	<p>10 % - Active participation 40 % - Presentation (power point) and notes (handouts) 50 % - Seminar paper (study on a chosen topic)</p> <p>A – 85-100 % D – 58-67 % B – 76-85 % E – 50-58 % C – 67-76 % Fx – < 50 %</p> <p>Presentation – One short (15-20 minutes with additional 5-10 minutes discussion) presentation should be given by each student during the course. The possible sources for presentations on various topics are listed below, but these are just to give an idea what kind of studies can help us to understand better each particular problem; so other sources are welcome too. (At the end you can find a long list of web links to various institutions and think tanks where one can find many more publications related to the course.) The students (in a power point presentation) should try to (interestingly) explain the main questions, findings, arguments and conclusions of a chosen issue while focusing on the most important questions and keeping the time limit. A few (3-5) page handout (written summary of the presentation) is required. Max. 20 points could be given for each presentation and another 10 for the quality of power point presentation.</p> <p>Handout (notes) – summary notes are required from each student. The notes should be prepared according to the course schedule and given (in a printed form) to the lecturer and shared with other students. They should be informative as much as possible to give an idea to other students about the problem as well as with references on useful sources. Max. 10 points could be given for each summary.</p> <p>Seminar paper – 8 to 12 page paper (without notes, references, tables and figures) is required on any of the topics in the course schedule (it could be focused more on a particular issue). The topic should be agreed by the course instructor. Try to avoid simple descriptions and write a paper focusing on sources of problems, comparisons of countries, systems, institutions etc. Asking questions, trying to answer them, arguing and drawing down conclusions is what is needed instead of just describing particular issues, policies, institutions (it does not mean a good description is not welcomed). Max. 50 points could be given for the seminar paper.</p>		

Content	The aim of the course is to examine the most important issues and challenges of public budgets and fiscal policies in the developed countries. How the large redistributive welfare systems (like pension and health-care systems) work? How labour markets are regulated and influenced by government policies? What are the most important challenges welfare systems and public budgets face? What about the current and possible future trends? We put a great emphasis on comparing various countries, socio-economic models, institutions, on best practices and on the study of reforms/possible reforms which can help to make public finances and various sectoral policies and institutions more sustainable. We also try to improve the presentation and writing skills of the students.
	1. How modern welfare states developed and what is the difference between current and past (before 1st WW) public finances ? 2. What are the major challenges welfare states face? 3. What are the possible reforms that can make welfare states more sustainable?
	4. Public debt – origins and consequences, trends and differences over time. 5. What to do with the debt? Successful and unsuccessful fiscal consolidations. 6. Fiscal institutions and their success – what is the key to it?
	7. One model or many models? Differences within Europe and compared to the USA. 8. Convergence or divergence of socio-economic models? 9. Which models are successful and which not and how to measure it?
	Esping-Andersen, Gosta: <i>Social foundations of postindustrial economies</i> , Oxford University Press, Oxford 1999 Aiginger, Karl – Guger, Alois: <i>The European Socio-Economic Model, Differences to the USA and Changes over Time</i> , WIFO (Österreichisches Institut Für Wirtschaftsforschung) working papers No. 266, Wien 2005 http://www.wifo.ac.at/Karl.Aiginger/publications/2005/euromodellse_fin!!!.pdf Sapir, André et al: <i>Fragmented power: Europe and the global economy</i> . BRUEGEL, Brussels 2007 http://www.bruegel.org/uploads/tx_btbbreugel/Fragmented Power Andre Sapir .pdf Fernandes, Sofia and Maslauskaitė, Kristina 2013: <i>Deepening the EMU: How to maintain and develop the European social model? A study for the Federal Chancellery of Austria</i> . Notre Europe – Jacques Delors Institute, http://www.eng.notre-europe.eu/011-17157-Renforcer-l-UEM-Comment-maintenir-et-developper-le-modele-social-europeen.html
	The Scandinavian model 25.10.2017
	10. The evolution of the Scandinavian model. 11. The Scandinavian model in comparative perspective. 12. Is it a useful model for us? 13. Reforms of the Scandinavian model.

Bergh, Andreas 2011: *The rise, fall and revival of a capitalist welfare state: what are the policy lessons from Sweden?* IFN Working Paper No. 873, Research Institute of Industrial Economics, Stockholm.

<http://www.ifn.se/wfiles/wp/wp873.pdf>

Aiginger, Karl: *The Swedish Economic Model*, WIFO (Österreichisches Institut Für Wirtschaftsforschung) working papers No. 302, Wien 2007

[http://www.wifo.ac.at/wwa/servlet/wwa.upload.DownloadServlet/bdoc/WP_2007_302\\$.PDF](http://www.wifo.ac.at/wwa/servlet/wwa.upload.DownloadServlet/bdoc/WP_2007_302$.PDF)

Schubert, Carlos Buhigas – Martens, Hans: *The Nordic model: A recipe for European success?* European Policy Centre, EPC WORKING PAPER No.20, 2005

http://www.epc.eu/TEWN/pdf/251965810_EPC%2020.pdf

Munkhammar, Johnny: *European Down – after the social model*, The Stockholm Network, Timbro Publishers, Stockholm 2005

Lindbeck, Assar: *Swedish lessons for post-socialist countries*, Institute For International Economic Studies - Stockholm University, Stockholm 1998

<http://www.iies.su.se/publications/seminarpapers/645.pdf>

Lindbeck, Assar: *Sustainable social spending*, Institute For International Economic Studies - Stockholm University, Stockholm 2005

<http://www.iies.su.se/publications/seminarpapers/739.pdf>

14. The link between economic freedom and prosperity and how to measure it?

Fraser Institute: *Economic Freedom of the World. (newest) Annual Report.*

The International Bank for Reconstruction and Development / The World Bank: *Doing Business .*

The Heritage Foundation – The Wall Street Journal: *Index of Economic Freedom.* The Heritage Foundation and Dow Jones & Company, Inc.

<http://www.heritage.org/Index/>

World Economic Forum: *The Global Competitiveness Report* (za posledné roky)

Transparency International: *Global Corruption Barometer* (za posledné roky)

Transparency International Slovensko: *Index vnímania korupcie* (za posledné roky)

15. Demographic development and its economic consequences.

16. Possible measures to alleviate the fiscal consequences of ageing.

17. Pension reform scenarios, strong and weak sides of different pension ‘pillars’.

18. The Slovak pension reform and its aftermath.

European Commission, Directorate-General for Economic and Financial Affairs, Economic Policy Committee, Ageing Working Group: *The 2012 Ageing Report: Economic and budgetary projections for the EU27 Member States (2010-2060).* Brussels,

http://ec.europa.eu/economy_finance/publications/european_economy/2012/pdf/ee-2012-2_en.pdf

European Commission: *Green Paper “Confronting demographic change: a new solidarity between the generations”* [http://eur-](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0094:FIN:SK:PDF)

[lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0094:FIN:SK:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0094:FIN:SK:PDF)

Mc Morrow, Kieran – Roeger, Werner: *EU pension reform – An overview of the debate and an empirical assessment of the main policy reform options*, EU Commission, Directorate General for Economic and Financial Affairs Working Papers 2002

http://europa.eu.int/comm/economy_finance/publications/economic_papers/2002/ecp162en.pdf

United Nations Department of Economic and Social Affairs, Population Division: *The World Population Ageing Report 2013.*

<http://www.un.org/en/development/desa/population/publications/ageing/WorldPopulationAgeingReport2013.shtml>

International Monetary Fund: *How will demographic change affect the global economy?* (Chapter III. World Economic Outlook September 2004)

<http://www.imf.org/external/pubs/ft/weo/2004/02/pdf/chapter3.pdf>

Burniaux, Jean-Marc – Duval, Romain – Jaumotte, Florence: *Coping with ageing: a dynamic approach to quantify the impact of alternative policy options on future labour supply in OECD countries*, OECD Economics Department working papers no. 371, 2004,

[http://www.oalis.oecd.org/olis/2003doc.nsf/43bb6130e5e86e5fc12569fa005d004c/b24e516093e4fc61c1256dec0038c42f/\\$FILE/JT00166462.PDF](http://www.oalis.oecd.org/olis/2003doc.nsf/43bb6130e5e86e5fc12569fa005d004c/b24e516093e4fc61c1256dec0038c42f/$FILE/JT00166462.PDF)

José Piñera: *Empowering Workers, The Privatization of Social Security in Chile*, International Center for Pension Reform,

http://www.josepinera.com/pag/pag_tex_empowering.htm

Jacobo Rodríguez: *Chile's Private Pension System at 18: Its Current State and Future Challenges*, CATO Institute, Washington D.C.

<http://www.cato.org/pubs/ssps/ssp-17es.html>

INEKO: [REFORMY NA SLOVENSKU, HESO – Hodnotenie ekonomických a sociálnych opatrení](#) – ročenky od 2003 do 2006. Bratislava

<http://www.ineko.sk/clanky/publikacie>

Mikloš, Ivan: *Kniha reforiem, Ako si Slovensko získalo medzinárodné uznanie v ekonomickej oblasti*, Ministerstvo financií Slovenskej republiky, Bratislava 2005

http://www.jenewein.sk/dokumenty/others/kniha_reforiem.pdf

Alain Jouten: *Public Pension Reform: A Primer*, IMF Working Paper 28/2007, Fiscal Affairs Department

19. Taxation trends – competition or convergence?

20. Slovak tax reforms.

Eurostat: *Taxation trends in the European Union.*

http://ec.europa.eu/taxation_customs/taxation/gen_info/economic_analysis/tax_structures/index_en.htm

Robert E. Hall and Alvin Rabushka 2007: *The Flat Tax* (Second Edition). Hoover Institution Press,

<http://www.hooverpress.org/productdetails.cfm?PC=1274>

Daniel J. Mitchell 2008: *The Global Flat Tax Revolution: Lessons for Policy Makers*. Center for Freedom and Prosperity Foundation, Alexandria, Virginia.

<http://freedomandprosperity.org/2008/publications/the-global-flat-tax-revolution-lessons-for-policy-makers/>

Saavedra, Pablo 2007: „Flat income tax reforms.“ In: **Gray, Cheryl et al. (eds.):** *Fiscal Policy and Economic Growth. Lessons for Eastern Europe and Central Asia*. The International Bank for Reconstruction and Development/The World Bank, Washington D.C.

http://siteresources.worldbank.org/INTECA/Resources/257896-1182288383968/FiscalPolicy&EconomicGrowthinECA_FullReport.pdf

Bebľavý, Miroslav - Marcinčín, Anton (ed.): *Hospodárska politika na Slovensku 1990 - 1999*, Centrum pre spoločenskú a mediálnu analýzu - INEKO - SFPa Bratislava 2000 + **Marcinčín, Anton (ed.):** *Hospodárska politika na Slovensku 2000-2001*, Slovenská spoločnosť pre zahraničnú politiku (SFPa), Bratislava 2002

INEKO: [REFORMY NA SLOVENSKU, HESO – Hodnotenie ekonomických a sociálnych opatrení](#) – ročenky od 2003 do 2006. Bratislava

<http://www.ineko.sk/clanky/publikacie>

Mikloš, Ivan: *Kniha reforiem, Ako si Slovensko získalo medzinárodné uznanie v ekonomickej oblasti*, Ministerstvo financií Slovenskej republiky, Bratislava 2005

http://www.jenewein.sk/dokumenty/others/kniha_reformiem.pdf

Moore, David: *Slovakia's 2004 Tax and Welfare Reforms*, IMF Working Papers 05/133, IMF Washington D.C. 2005

21. Rigidity versus flexibility, welfare states and employment

22. The Danish flexicurity model?

23. Slovak reforms.

http://www.ucu.edu.uy/Facultades/CienciasEmpresariales/Reforma_Tributaria_d ocumentos/Slovakia05_fmi%20wp05133.pdf

Brook, Anne-Marie – Leibfritz, Willi: *Slovakia's introduction of a flat tax as part of wider economic reforms*. OECD (Organization for Economic Co-operation and Development), ECONOMICS DEPARTMENT WORKING PAPERS No. 448, 2005

[http://www.oilis.oecd.org/olis/2005doc.nsf/LinkTo/NT000041BA/\\$FILE/JT00190764.PDF](http://www.oilis.oecd.org/olis/2005doc.nsf/LinkTo/NT000041BA/$FILE/JT00190764.PDF)

Organisation for Economic Co-operation and Development: *OECD Employment Outlook*,

<http://www.oecd.org/employment/oecdemploymentoutlook.htm>

Organisation for Economic Co-operation and Development: *Ageing and Employment Policies*

<http://www.oecd.org/els/emp/ageingandemploymentpolicies.htm>

Organisation for Economic Co-operation and Development: *Tax and Benefit Systems: OECD Indicators*

<http://www.oecd.org/tax/benefitsandwagesoecdindicators.htm>

European Commission – Directorate-General for Employment, Social Affairs and Inclusion: *Employment and Social Developments in Europe 2013*

<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7684>

Maslauskaitė, Kristina 2013: *Social Competition in the EU: Myths and Realities*. Notre Europe - Jacques Delors Institute, <http://www.eng.notre-europe.eu/011-16801-Social-Competition-in-the-EU-Myths-and-Realities.html>

Beblavý, Miroslav - Marcinčin, Anton (ed.): *Hospodárska politika na Slovensku 1990 - 1999*, Centrum pre spoločenskú a mediálnu analýzu - INEKO - SFPA Bratislava 2000 + **Marcinčin, Anton (ed.):** *Hospodárska politika na Slovensku 2000-2001*, Slovenská spoločnosť pre zahraničnú politiku (SFPA), Bratislava 2002

INEKO: [REFORMY NA SLOVENSKU, HESO – Hodnotenie ekonomických a sociálnych opatrení](http://www.ineko.sk/clanky/publikacie) – ročenky od 2003 do 2006. Bratislava

<http://www.ineko.sk/clanky/publikacie>

Mikloš, Ivan: *Kniha reformiem, Ako si Slovensko získalo medzinárodné uznanie v ekonomickej oblasti*, Ministerstvo financií Slovenskej republiky, Bratislava 2005

http://www.jenewein.sk/dokumenty/others/kniha_reformiem.pdf

24. Latest health-care trends in developed countries.

25. The Slovak health-care reforms

Organisation for Economic Co-operation and Development: *Health*, <http://www.oecd.org/health/>

Organisation for Economic Co-operation and Development: *OECD Health Publications*, <http://www.oecd.org/els/health-systems/health-publications.htm>

Pažitný, Peter – Zajac, Rudolf – Marcinčin, Anton: *Reform Models: Health Reform in Slovakia*, Health Policy Institute, Bratislava

http://www.hpi.sk/images/attachments/Reform_Models_-_Health_Reform_in_Slovakia.pdf

Kornai, János [2009]: *The soft budget constraint syndrome in the hospital sector*. International Journal of Health Care Finance Economics, vol. 9., pp. 117-135, Springer.

INEKO: [REFORMY NA SLOVENSKU, HESO – Hodnotenie ekonomických a sociálnych opatrení](#) – ročenky od 2003 do 2006. Bratislava

<http://www.ineko.sk/clanky/publikacie>

Mikloš, Ivan: *Kniha reforiem, Ako si Slovensko získalo medzinárodné uznanie v ekonomickej oblasti*, Ministerstvo financií Slovenskej republiky, Bratislava 2005

http://www.jenewein.sk/dokumenty/others/kniha_reforiem.pdf

Morvay, Karol (ed.) 2013-2016: *Zdravotníctvo – trhy, regulácia, politika*. HPI – Stredoeurópsky inštitút pre zdravotnú politiku, Bratislava,

<http://www.hpi.sk/category/publikacie/zdravotnictvo-trhy-regulacia-politika/>

Title	Introduction to Argumentation		
Code	FiF.KPol/A-moPO-038/15	Teacher	Pavol Baboš, PhD.,
ECTS credits	7	Hours weekly	3
Prerequisites		Semester	1/S
Assessment	Students are required to read one book chapter and prepare one short presentation for each of the topic. Assessment is based on active seminar participation, mostly in form of a discussion (20% of the assessment) and final essay, approximately 5 pages long (80%).		
Content	<p>The course will introduce students to the basics of formal and informal logic, with increased focus on analyzing plausible arguments in daily life and social discourses. After completion of the course students will know how to build different kind of arguments, how to construct a counterargument, and detect bias in an argumentative debate.</p> <p>Topics:</p> <ul style="list-style-type: none"> - Deductive approach to reasoning - Inductive approach to reasoning - Plausible arguments - Argumentation schemes - Diagramming arguments - Detecting bias 		
Bibliography	<ul style="list-style-type: none"> • Sinnott-Armstrong, W. and Fogelin, R.J. (2009) Understanding Arguments: An Introduction to Informal Logic. Delmar Cengage Learning, (SAF). • Douglas Walton (2006): Fundamentals of Critical Argumentation. Cambridge University Press. (DW) 		

Title	Visegrad Countries in the Context of European Integration		
Code	FiF.KPol/A-moSE - 010/15	Teacher	Mgr. Kateryna Yakovenko, PhD.
ECTS credits	5	Hours weekly	2
Prerequisites		Semester	1/W
Assessment	<p>Grades will be based on two tests, one – midterm (25%) and one – final (35%) (together 60% of the grade); 10 position papers (only 3 of them randomly selected will be graded, 10% each, together 30% of the grade); one presentation (of a position paper) during workshops (10%). Instructions for writing position papers and the process of assessment are given below in the Syllabus. Active participation at the workshop discussions will be graded by extra points, later added to the final grade.</p>		
Content	<p>1. Introduction into the course</p> <p>2. Fall of the Berlin Wall: Enemies, Neighbors, Friends: Healing Europe's East-West division</p> <ul style="list-style-type: none"> □ Obligatory readings: Magic Lantern. The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague. Timothy Garton Ash. Vintage Books, New York, 1990, pp.131-165, 488-491. The □ Position paper 1: How did Europe look like before 1989? How did Eastern Europe look like before 1989? What forced/triggered the fall of the Berlin wall? What changed in Eastern Europe, and Europe in general, during the last 25 years? What do you think is the role of the EU in bringing those changes? <p>3. History, Development and Meanings of the European integration.</p> <p>Obligatory readings: Understanding the European Union: A Concise Introduction. John McCormick, London: Palgrave, 2008, pp.31-56, 57-86.</p> <ul style="list-style-type: none"> □ Position paper 2: How do you understand the concept or idea of Europe? Is there the “European identity”? Outline main reasons for the unification of Europe after 1946. Was there any role of the other world powers to unite Europe? Was the evolution of the EU gradual or abrupt? How and why did it actually occur? <p>4. History, Development and Meanings of the European integration.</p> <p>Obligatory readings: The development of European Integration (in schemes). Position paper 3: How can you describe the European Union? What is its organizational framework? What body/bodies carries/y the main decision-making power? Do you see any disadvantages in the way the EU operates nowadays? Does it need to be reformatted? Provide your arguments.</p> <p>5. The EU Enlargement Policy: Membership Criteria and Visegrad Four Responses.</p> <ul style="list-style-type: none"> □ Obligatory readings: European Union Conditionality and the "Acquis Communautaire". Heather Grabbe International Political Science Review / Revue internationale de science politique, Vol.23, No. 3, Enlarging the European Union: Challenges to and from Central and Eastern Europe. L'élargissement de l'Union européenne (Jul., 2002), pp. 249-268; Europeanisation Goes East: Power and Uncertainty in the EU Accession Process. Heather Grabbe K. Featherstone and C. Radaelli (eds.) (2002), <i>The Politics of Europeanization</i>, Oxford: Oxford University Press. <p>Position paper 4: Why do you think the European Union has introduced the acquis communautaire? What are the main conditions for a state to join the EU and why are those conditions decisive? Was the EU applying conditionality towards the V4? In terms of aid-donor and aid-receiver relations, where would you put the</p>		

V4 countries within the EU? Do you think all the EU member-states have equal rights and obligations? Do you think the future of the EU is certain? Deliberate on the answer.

6. Review Literature Workshop and Test.

7. Case study of Slovakia's Path to Democracy and Market Economy under the 'auspices' of the EU.

- Obligatory readings: Darina Malová and Marek Rybář (2003) "European Union Policies towards Slovakia: Carrots and Sticks of Political Conditionality." In Jacques Rupnik & Jan Zielonka (eds.), *The Road to the European Union, Volume 1: The Czech and Slovak Republics*. Manchester: Manchester University Press, pp. 98-112.

*Fisher, Sharon: Political Change in Post-Communist Slovakia and Croatia (2006) *From Nationalist to Europeanist*. New York: Palgrave Macmillan.

- Position paper 5: Describe and analyze the overall political and socio-economic situation in Slovakia in the 1990s. Choose one aspect and analyze its evolution by 2004, when the country joined the EU. Provide examples and facts to support your arguments.

8. Case Study of the Czech Republic: Always a good student?

- Obligatory readings: The EU as a Regional Actor: The Case of the Czech Republic. Dan Marek. Michael Baun. *JCMS* 2002 Volume 40. Number 5. pp. 895-919; Referendum briefing no 6. The Czech EU accession referendum 14 June 2003. Seán Hanley.

- Position paper 6: Describe and analyze the overall political and socio-economic situation in the Czech Republic in the 1990s. Choose one aspect and analyze its evolution by 2004, when the country joined the EU. Provide examples and facts to support your arguments.

9. Case Study of Poland: EU Politics as an implication of its size?

- Obligatory readings: The political context of EU accession in Poland. Aleks Szczerbiak. November 2002.

- Position paper 7: Describe and analyze the overall political and socio-economic situation in Poland in the 1990s. Choose one aspect and analyze its evolution by 2004, when the country joined the EU. Provide examples and facts to support your arguments.

10. Case Study of Hungary: Hungarian Goulash continues?

- Obligatory readings: The political context of EU accession in Hungary. Agnes Batory. November 2002.

- Position paper 8: Describe and analyze the overall political and socio-economic situation in Hungary in the 1990s. Choose one aspect and analyze its evolution by 2004, when the country joined the EU. Provide examples and facts to support your arguments.

11. European Union: Economic and Normative Power? EU's impact on the Member States. Steve Wood. "The European Union: A Normative or Normal Power?" *European Foreign Affairs Review* 14: 113-128, 2009.

Obligatory readings:

Position paper 9: Does the EU have a normative power over member-states? If yes, describe what this power means and how it is exercised. In what spheres the asymmetry of the relations the EU vs. member states is the most obvious? Why? Do you believe in the changing power of the EU? Provide arguments.

12. Review Literature Workshop: Advantages and disadvantages of the EU membership for Visegrad Four. Transcending or Redrawing Europe's East-West Divide? Summarizing workshop before the final test.

	<ul style="list-style-type: none">□ Brexit: What Happens Next? Tim Oliver. June 2016; Brexit – the view from Eastern Europe. Online article. Jan Culik. <u>Obligatory readings:</u>□ <u>Position paper 10</u>: In the final paper, try to outline the main advantages and disadvantages of the EU membership for Visegrad Four. Explain your views, provide examples and facts. Overall, state how you imagine the future of the V4 and the EU. <p>13. Final Test</p>
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Title	Minority Politics		
Code	FiF.KPol/A-moSE - 010/15	Teacher	Aneta Világi, PhD.,
ECTS credits	5	Hours weekly	2
Prerequisites		Semester	1/W
Assessment	Requirement		Points
	Assignments		4 x 10
	Presentation		20
	Analytical Essay		40
	SPOLU		100
	<p>A = 100-91 (points), B = 90-81, C = 80-73, D = 72-66, E = 65-60, FX = 59-0.</p> <p>Assignments: from reading according to syllabus. 40% of the final evaluation will be based on your participation in discussions during the seminars. I will expect that you have read the assigned readings prior to the meeting in which they are assigned. You are encouraged to ask questions about the reading. Also, I will expect you to prepare short outline from the reading – to summarize main argument(s) of the author and her/his proofs. I will pick up (randomly) four of all your outlines to mark them.</p> <p>Presentation: Pick up one actual minority problem (from your country of origin or worldwide) and prepare the presentation on what is the source of problem, which actors are involved and what are their requirements. What are possible solutions (if any). You may prepare power point presentation or just oral presentation (in that case I would like you to prepare handout).</p> <p>Analytical Essay: Each student has to write a paper (an essay) which should investigate selected problem/topic connected with the course main focus: minorities, their political representation, inter-ethnic conflicts, minority's requirements or so on. The paper should not exceed 5 pages (double spaced, 12 Times New Roman) and proper work with sources (citation) is required. Make effort to go beyond the simple description and try to discuss or analyze the problem you are tackling in your paper.</p>		
Content	<p>Minority – relatively new and “elastic” concept in political science</p> <p>Literature:</p> <p>(1) UNHR (2010), <i>Minority Rights: International Standards & Guidance for Implementation</i>, NY& Geneva: OSN, ss. 1 -7. (available on line)</p> <p>(2) Marmaryan, N. (2010) <i>Minority Concept and Related Issues</i>. Available at: http://conf.uni-ruse.bg/bg/docs/cp10/5.2/5.2-11.pdf</p> <p>Minorities' rights: individual, collective or any?</p> <p>Literature:</p> <p>(1) UNHR (2010), <i>Minority Rights: International Standards & Guidance for Implementation</i>, NY& Geneva: OSN, ss. 7 - 14. (available on line)</p> <p>(2) Deets, S, Stroschein, S. (2005), Dilemmas of autonomy and liberal pluralism: examples of involving Hungarians in Central Europe. In: <i>Nations & Nationalism</i> 11 (2), 2005, ss. 285-305. (available on line)</p> <p>International and European framework for rights of minorities</p> <p>Literature:</p> <p>(1) UNHR (2010), <i>Minority Rights: International Standards & Guidance for Implementation</i>, NY& Geneva: OSN, ss. 14 - 19.</p> <p>(2) Sasse, G. (2005), EU Conditionality and Minority Rights: Translating the</p>		

- Copenhagen Criterion into Policy. In: *EUI Working Papers* No. 2005/16.
- (3) Skovgaard, J. (2007), Towards a European Norm? The framing of the Hungarian Minorities in Romania and Slovakia by the Council of Europe, the EU and the OSCE. In: *EUI SPS 2007/07*. (available on line).

Historical background (Minorities in Slovakia)

Literature:

- (1) Carter, F., Turnock, D. (2000), Ethnicity in Eastern Europe: Historical legacies and prospects for cohesion. In: *GeoJournal* 50 (2000), ss. 109-125.
- (2) Deegan- Krause, K., Csergő, Zs. (2011), Liberalism and cultural claims in Central and Eastern Europe: toward a pluralist balance. In: *Nations & Nationalism* 17 (1), 2011, ss. 85-107.

National minorities (in Slovakia)

Literature:

- (1) Constantin, S. (2010), The Legal and Institutional Framework for National Minorities in Slovakia. In: *Treaties and Documents. Journal of Ethnic Studies*. No. 63, December 2010, pp. 8-53. (available on line)

Segregated communities (in Slovakia)

Literature:

- (1) Orgovanova, K. (not dated), *Roma in Slovakia*. Available at: <http://www.slovakia.org/society-roma.htm>
- (2) Lajčáková, J. (2007) The uneasy road towards remedying the Economic and Cultural Disadvantage of the Roma in Slovakia. In: *International Journal on Minority and Group Rights*, 14 (2007), s. 59-83.

Immigrants' communities

Literature:

- (1) Kymlicka, W. (2003), Immigration, Citizenship, Multiculturalism: Exploring the Links. In: *The Political Quarterly Publishing Co. Ltd.* 2003, ss. 195-208.

Religious minorities

Literature:

- (1) Shuch, C. et all. (2012), Contested Secularities: Religious Minorities and Secular Progressivism in the Netherlands. In: *Journal of Religion in Europe* 5 (2012), ss. 349 – 383.
- (2) Kunst, J. R et all (2012), Coping with Islamophobia: The effects of religious stigma on Muslim minorities' identity formation. In: *International Journal of Intercultural Relations*, 36 (2012), ss. 518 - 532.

Inter-ethnic relations

Literature:

- (1) Tolsma, J. et all. (2012), Education and Cultural Integration among Ethnic Minorities and Natives in the Netherlands: A test of the Integration Paradox. In: *Journal of Ethnic and Migration Studies*, 38 (5), ss. 793-813.

Ethnicity as social construct

Literature:

- (1) Haugh, W. (2000), National & immigrant minorities: problems of measurement & definition. In: *Genus*, Vol. 56, No. 1/2, ss. 133-147.

	<p>(dostupné v databáze JSTOR) http://www.jstor.org/discover/10.2307/29788633?sid=21105872905343&uid=3738016&uid=2&uid=2129&uid=70&uid=4</p> <p>(2) van Baar, H.J.M (2011), The European Roma: minority representation, memory and the limits of transnational governmentality, University of Amsterdam, ss. 77-99.</p>
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Title	Economic Politics of the EU		
Code	FiF.KPol/A-moPO-038/15	Teacher	Mgr. Zsolt GÁL PhD.
ECTS credits	5	Hours weekly	3
Prerequisites		Semester	1/Summer
Assessment	<p>10 % - Active participation 90 % - Final written exam (with 2 additional chances – oral exams – for those who failed)</p> <p>A – 85-100 % D – 58-67 % B – 76-85 % E – 50-58 % C – 67-76 % Fx – < 50 %</p> <p>The final exam mostly contains of multiple choice questions (4 choices with only one correct answer) and True/False questions (the given statements could be true or false) but there are some essay questions (where students should write in the correct answers) at the end as well. The questions address only those issues which were explained in the lectures or discussed during the seminars.</p>		
Content	<ol style="list-style-type: none"> 1. A short historic overview of the integration 2. The single market and the common commercial policy 3. The Economic and Monetary Union (EMU) – monetary policy I. 4. The Economic and Monetary Union (EMU) – monetary policy II. 5. The Economic and Monetary Union (EMU) – monetary policy III. 6. The Common Agricultural Policy (CAP) 7. Competition policy in the EU 8. The common regional and transport policy 9. Employment and social policy in the EU 10. Visa, asylum and migration policy 11. Perfect storm over Europe? Multiply, overlapping and mutually reinforcing crises of the European Union 12. Current issues and final remarks – the future of the integration project 		
Bibliography	<p>Baldwin, Richard – Wyplosz, Charles 2012: <i>The Economics of European Integration</i>. 4th Edition. McGraw-Hill Education (UK), Maidenhead, Berkshire.</p> <p>Cini, Michelle – Borragan, Nieves Perez-Solorzano 2016: <i>European Union Politics</i>. 5th Edition, Oxford University Press, Oxford.</p> <p>De Grauwe, Paul 2016: <i>Economics of Monetary Union</i>. 11th Edition, Oxford University Press, Oxford.</p> <p>Wallace, Helen - Pollack, Mark A. and Young, Alasdair R. (eds.) 2015: <i>Policy-Making in the European Union</i>. 7th Edition, The New European Union Series, Oxford University Press, Oxford.</p> <p>Horváth, Zoltán 2012: <i>Handbook on the European Union</i>. 4th Edition, HVG-ORAC, Budapest. 3</p> <p>Lipková, Ľudmila a kol. 2011: <i>Európska únia</i>. Sprint dva, Bratislava.</p> <p>Official bodies, Institutions: Official Webpage of the European Union http://europa.eu/ European Commission http://ec.europa.eu/index_en.htm The Representation of European Commission in Slovakia (Zastúpenie Európskej komisie v Slovenskej republike, Palisády 29, 811 06 Bratislava, +421/2/54 43 17 18, info@europa.sk) http://ec.europa.eu/slovensko/index_sk.htm</p>		

European Parliament

http://www.europarl.europa.eu/news/public/default_en.htm

Council of the European Union

<http://www.consilium.europa.eu/showPage.aspx?id=1&lang=en>

Court of Justice of the European Communities

http://curia.europa.eu/jcms/jcms/j_6/

European Central Bank <http://www.ecb.europa.eu/home/html/index.en.html>**Eurostat** – Statistical Office of the European communities

<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

National Bank of Slovakia (Národná banka Slovenska)

<http://www.nbs.sk/sk/titulna-stranka>

Slovak Statistical Office <http://portal.statistics.sk/showdoc.do?docid=4>

<http://www.statistics.sk>

Think tanks:**BRUEGEL**, Brussels European and Global Economic Laboratory (Brussels)

<http://www.bruegel.org/>

CESifo Group (Center for Economic Studies and the Ifo Institute)

<http://www.cesifo-group.de/portal/page/portal/ifoHome>

Centre for European Policy Studies, **CEPS** (Brussels) <http://www.ceps.be/>Centre for European Reform, **CER** (London) <http://www.cer.org.uk/>**Chatham House** (Royal Institute of International Affairs, London)

<http://www.chathamhouse.org.uk/>

European Institute of Public Administration, **EIPA** (Maastricht)

<http://www.eipa.nl/>

European Policy Centre, **EPC** <http://www.epc.eu/>European Union Institute for Security Studies, **ISS**, (Paris)

<http://www.iss.europa.eu/>

Hellenic Foundation for European and Foreign Policy, **ELIAMEP** (Athens)

<http://www.eliamep.gr/en/>

IZA – Institute for the Study of Labor (Forschungsinstitut zur Zukunft der

Arbeit), (Bonn) http://www.iza.org/en/webcontent/index_html?lang=en

International Crisis Group, **ICG** (Brussels (HQ))

<http://www.crisisgroup.org/home/index.cfm>

Netherlands Institute of International Relations '**Clingendael**' (The Hague)

<http://www.clingendael.nl/>

Netherlands Bureau for Economic Policy Analysis, **CPB** (The Hague)

<http://www.cpb.nl/>

WIFO - Österreichisches Institut Für Wirtschaftsforschung

<http://www.wifo.ac.at/wwa/jsp/index.jsp>

CEP – Centrum pre európsku politiku, Bratislava

<http://www.cpep.sk/index.php>

GLOBSEC Policy Institute, Bratislava, <http://www.cepolicy.org/>**INEKO** – Inštitút pre ekonomické a sociálne reformy, Bratislava

<http://www.ineko.sk/onas/ineko>

INESS – Institute of Economic and Social Research, Bratislava,

<http://www.iness.sk/>

SFPA – Slovak Foreign Policy Association, Bratislava <http://www.sfpa.sk/sk/>**SSPI** - Slovak Security Policy Institute, Bratislava <https://slovaksecurity.org/>**STRATPOL** – Strategic Policy Institute, Bratislava <http://stratpol.sk/>

Title	EUROPEAN REFUGE(ES): CRITICAL DIALOGUE ON THE ‘CRISIS’ BY REFUGEES AND NON-REFUGEES		
Code	FiF.KPol/A-boPO-122/16	Teacher	Doc. Erik Láštíc, PhD.
ECTS credits	5	Hours weekly	4
Prerequisites		Semester	Summer
Assessment	<p>Teaching: video-lecturesandseminars(4hrs/week).</p> <ul style="list-style-type: none"> • Preparation and assignments : preparation for seminars; presentation; survey contribution; video narrative assignment; final reflection piece (9hrs/week) • The hours are not reflective of the weekly workload but an average over the 10-week programme which allows longer preparation time for the assignments. <p>EDUCATIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> • Watch and give feedback on the video lectures: The video lectures on the 10 themes are designed to provide participants with food for thought for their seminars. These stimulating videos are presented by academics, practitioners and the public. Participants watch the video lectures on the weekly theme and then fill out a short form with their comments and thoughts. • Active participation in, and preparation for, weekly seminars : Seminars will be held at the same time and day each week for the 10-week programme and last 2 hours. The seminars are in small groups that balance a diversity of nationalities and backgrounds. Members of the groups will stay together throughout the programme and will be hosted by the same facilitator. All participants are expected to have watched and reflected on the video presentations prior to their seminars so that they can share their ideas and perspectives with each other. • Conduct short video interviews to contribute to European-wide video narrative: In seminar groups, participants will think up questions that they deem important to ask the wider public. They will take these questions out to their communities and invite neighbours, friends, family or a member of public to give a 1-minute answer. Collectively, participants can expect to collect 100s video interviews that are designed to present a broad spectrum of European perspectives to the refugee situation. • Individual reflection diary: After each seminar participants are encouraged to reflect on the issues, ideas and feelings that arose during the week by filling in a short online form/diary. Over the 10-weeks this will create a record of their development on both the issues and the virtual exchange process. • Final reflection piece : Using their personal reflection diaries as a starting point, participants can then choose from a number of creative options to express their learning experience. 		
Content	<p>The course brings refugees and non-refugees together to explore how to create truly integrated societies in diverse countries where migration is part and parcel of economic and social life. Increased diversity in Europe is a problem for some, a cause for celebration for others, and a lived reality for many. But while we hear all the time from politicians and media that successful integration is the solution, we have a hunch that we may not all be talking about the same thing. In this 10-week programme, we’ll be tackling some controversial topics and big ideas related to integration such as identity, diversity and belonging from the perspectives of research, grassroots and personal</p>		

experience. All participants engage in 3 pillars: 1) online video lectures by European experts 2) live, facilitated seminars between participants from refugees and non-refugee backgrounds 3) community engagement through short video interviews.

LEARNING OUTCOMES

- Knowledge: Students gain a multi-disciplinary understanding of the European refugee situation. A particular focus will be the issues faced by refugees and newcomers when integrating as well as how European host societies deal with diversity.
- Community engagement : Opportunity not only to learn and explore the subject matter from experts across Europe, but also to conduct primary research in the form of interviews to contribute to the European-wide video narrative project. Together these dialogues present the diversity of voices from communities around Europe.
- Cross-cultural: Students build confidence in speaking honestly and respectfully on controversial and complex issues in a cross-cultural environment. Equally they learn how to listen receptively and value contrasting perspectives.
- Interpersonal: Develop bonds of trust, understanding and support for their fellow peers through a process of getting to know each others' views and experiences as individuals.
- Technology: Gain experience in virtual communication and essential technical capabilities.
- Transversal skills: Our evaluation indicates that students who participate in our programme develop a set of skills that are considered highly valuable to employment, academic achievement and personal growth. These competencies include increased self-esteem, curiosity, tolerance of ambiguity, decisiveness and resilience.

CLASS SYLLABUS:

WEEK 1: Setting the scene

This opening week sets the context for the recent migration into Europe, giving an historical perspective of migration in and out of Europe and an introduction to the terms: migrant, asylum seeker and refugee.

WEEK 2: Open identities How are identities shaped in pluralised societies? In this week we unpack notions of identity and explore how the movement across borders affects our own understandings of belonging.

WEEK 3: Who can come in?

Here we look at the rules that restrict migration. Including how the movement of people across borders is politically framed and physically contained.

WEEK 4: Challenging the narratives of migration

How does the language we use, the stories we tell and the political narratives we are exposed to shape our understanding of the movement of people into Europe? In this week we take a critical eye to the narratives surrounding migration.

WEEK 5: European values and the 'outsider'

In this week we take a hard look at the social norms and values that can lead to discrimination of minority groups in European societies. We tackle questions of institutional racism and marginalization.

WEEK 6: Learning to live with diversity

Do Europeans need to learn how to live in diverse societies? In this week we

explore different ways of belonging to a society and the best practices for cultivating diverse societies.

WEEK 7: Meanings of integration

How can we know if integration is working? This week analyses some of the political and grassroots strategies for successful integration.

WEEK 8: To be, or not to be, a citizen?

What impact does citizenship have in the integration process? Here we look at different ways of defining citizenship and whether being a citizen helps integration, or not...

WEEK 9: Civil society and grassroots movements

All over Europe civil society movements have sprung up to provide creative solutions to local challenges. Speakers in this week share their experiences of initiating change in their locality - what has been happening in yours?

WEEK 10: Future outlook

In our closing week we turn the platform over to you. What ideas do you have for cultivating integration together?

Title	INTRODUCTION TO COMPARATIVE POLITICS 2		
Code	FiF.KPol/A-boPO-122/16	Teacher	Doc. Erik Láštík, PhD.
ECTS credits	7	Hours weekly	4
Prerequisites		Semester	Summer
Assessment	<p>1. Class participation: everyone is be expected to participate in class, including through brief class exercises. Sessions will involve discussing the readings, group exercises, hand-on practical online sessions, report presentations, case studies, and debates about controversial issues.</p> <p>2. Online tests, 40% of grade, every week students have the opportunity to fill an online test from mandatory reading (each 10%), 4 best results count toward final grade. Tests are multiple choice with set time limit.</p> <p>3. Final exam- written exam, 60% of grade, multiple-choice and open questions and written essay</p> <p>Grade level A: 91- 100%; B: 81- 90%; C: 73- 80%; D: 66- 72%; E: 60- 65%; FX : 0-59%-nevyhovel</p>		
Content	<p>This course introduces students to important concepts, themes, and approaches in the comparative study of politics, with specific attention paid to political culture, political participation and political behavior. By the end of the course, the student will have acquired a broad perspective of the field of Comparative Politics and the ability to relate some of his or her own interests to existing concerns of other scholars.</p> <p>LEARNING OUTCOMES</p> <ul style="list-style-type: none"> • Acquire substantial background knowledge of the historical evolution, features and challenges associated with democracy and authoritarianism and political development in a number of regions of the world; • develop a clear understanding of the most important theoretical approaches and the literature debate on comparative politics; • understand the role and significance of the main concepts associated with comparative politics and how they can be applied assess the current democratic and authoritarian trends in the world critically; • develop a basic knowledge of the main political features of a number of world's regions and apply them to their future studies <p>Mandatory reading: Kenneth Newton & Jan W. van Deth: Foundations of Comparative Politics, 2nd edition, Cambridge University Press, 2010. Additional text and video material will be provided from week to week on course's website.</p> <p>CLASS SYLLABUS: WEEK 1: Setting the scene WEEK 2: Multilevel Government WEEK 3: Implementation: The Public Bureaucracy WEEK 4: Political Attitudes and Behaviour WEEK 5: Pressure Groups and Social Movements WEEK 6: The Mass Media</p>		

	WEEK 7: Political Communication WEEK 8: Voters and Elections WEEK 9: Defence and Security WEEK 10: Welfare
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