Joint Master's Programme in Political Science

Integration & Governance

Structure of the Programme

The Master's Programme consists of 10 obligatory courses, 1 internship, 24 ECTS of additional courses (including methodology if required following §1(5)), and a Master's thesis, with a total number of 120 ECTS credits. The Master's thesis is worth 30 ECTS credits, incl. the preparation for the Master's Thesis Defense (worth 2 ECTS credits):

	ECTS
Obligatory Elective Modules (2 of 5)	**36**
Political Theory	(18)
Comparative Politics	(18)
Public Policy & Administration	(18)
International Relations	(18)
European Integration	(18)
Obligatory Courses	**24**
Internship	(6)
Course Methods I	(6)
Course Methods II	(6)
Master's Thesis Seminar	(6)
Obligatory Elective Courses (1 of 2)	**6**
Advanced Methods in Political Science	(6)
Applied Course	(6)
Additional Courses	**24**
Master's Thesis	**28**
Master's Thesis Defense	**2**
Total	**120**

Courses offered by partner universities

Obligatory Elective Modules (2 modules out of 5):	Term 1	Term 2	Term 3	Term 4
Political Theory				
Basic Texts in Political Theory: Democracy and Legitimacy	GIPA, TSU, YSU, EIU	UNITS		
Courses	GIPA, YSU, TSU, UKIM	UNITS, UKIM	UKIM, UNSA, UTIR, UET, UNITS, GIPA, TSU, YSU, EIU	UKIM, UTIR, UET, EIU
Comparative Politics				
Basic Texts Comparative Politics	PLUS, UKIM, YSU, GIPA	UKIM		
Courses	PLUS, UKIM, SSST, GIPA, YSU, EIU	PLUS, UKIM, YSU	UKIM, UTIR, UNSA, SSST, UET, PLUS, GIPA, YSU	UKIM, UTIR, SSST, UET, PLUS
Public Policy & Administration				
Basic Texts Public Policy & Administration	UP, GIPA, TSU	YSU		
Courses	UP, GIPA, TSU, UKIM	UKIM	UTIR, UKIM, UP, GIPA, TSU, YSU, EIU	UTIR, UKIM, EIU
International Relations				
Basic Texts International Relations	SSST, PLUS, GIPA, YSU, TSU, EIU			
Courses	PLUS, UKIM, SSST, YSU, EIU, GIPA, TSU	PLUS, UKIM, UNITS, YSU	UKIM, UNSA, SSST, UTIR, UET, UBT, GIPA, TSU, YSU	UKIM, SSST, UTIR, UET, UBT
European Integration				
Basic Texts European Integration – Multilevel Politics	PLUS, UKIM, EIU	UKIM, YSU		
Courses	PLUS, SSST, UKIM, TSU	PLUS, UKIM, YSU	UTIR, UKIM, SSST, UNSA, PLUS, TSU	UTIR, UKIM, SSST, PLUS
Obligatory Courses				
Methods in Political Science I	PLUS, UKIM, SSST, UP, GIPA, TSU, YSU, EIU			
Methods in Political Science II		PLUS, UNITS, UKIM, YSU		
Thesis Seminar			PLUS, UKIM, UTIR, SSST, UET, GIPA, TSU, YSU, EIU	PLUS, UKIM, UTIR, SSST, UET, YSU
Obligatory Elective Courses				
Advanced Methods in Political Science	PLUS	UNITS	PLUS	
Applied Politics	SSST, YSU, GIPA, TSU	PLUS, YSU	UKIM, UET, UNSA, SSST, GIPA, EIU, TSU	UKIM, UET, SSST, PLUS, EIU
Additional Courses				
Optional Courses	PLUS, UKIM, UP UBT SSST UNSA UNITS UTIR, UET, EIU, TSU, YSU	PLUS, UKIM, UNITS, YSU	PLUS, UKIM, UP UBT, SSST, UNSA, UNITS UTIR, UET, EIU TSU YSU UET	PLUS, UKIM, UP UBT, SSST, UNSA UNITS, UTIR, UET

Modules and Courses offered by TSU

Modules	Courses
POLITICAL THEORY	**Basic texts in Political theory- Democracy and legitimacy**
	Political Ideologies and Public Policy Process
	Social Movements and Civic Activism in Eastern European Countries and Georgia
	Memory Politics in South Caucasus: Comparative Analysis
PUBLIC POLICY AND ADMINISTRATION	**Contemporary Approaches to Public Policy and Administration - Basic texts**
	Social Protection Policy in the European Union and Georgia
	Governance and Public Policy in the South Caucasus, New Eastern Europe and the Baltic States: Comparative Analysis
INTERNATIONAL RELATIONS	**Basic Texts in International Relations**
	Dynamics of Inter-Ethnic Relations and Conflicts in the Caucasus (Post-Soviet Period)
	Interplay of Politics, Culture and Religion in the Caucasus (The Post-Soviet Period)
EUROPEAN INTEGRATION	**Politics of Euroscepticism**
METHODOLOGY and MA THESIS	**Methods in Political Science I**
	MA Thesis Seminar
APPLIED POLITICS COURSES	**Social Movements and Civic Activism in Eastern European Countries and Georgia**
	Politics of Euroscepticism

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Joint MA in Political Science

Module: Political Theory

Course: Democracy and Legitimacy (Basic Texts)

Course Title	Democracy and Legitimacy
Course Number	
Module	Political Theory
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30/2 hours per week (14-15 times per semester)
Lecturers	Salome Dundua, Zviad Abashidze- TSU
Assistant lecturers	
Department	Faculty of Social and Political Sciences, Tbilisi State University
Curricula	Joint MA in Political Science	
Compulsory/elective	Compulsory for module Political Theory	
Entry level criteria	None.
Recommended for semester	1st

Course description	The course on "Democracy and Legitimacy" introduces students to the literature on two basic principles of modern democratic states. Whereas legitimacy applies to all political systems, democracies are confronted with specific requirements to ensure legitimacy. General, direct, equal, free and secret ballot and the majority rule constitute one side of the coin, the other being representation, participation and procedure of accountability and control. Moreover, we have to distinguish between the general support for the system as a whole on the one hand and the support for single concrete decisions produced by specific institutions on the other. Legitimacy is a complex concept that does not only imply diffuse support but also openly articulated consent in regard to institutions and their decisions. At the same time these general principles vary across different democracies in terms of formal rules (e.g. constitutions, electoral and party systems etc.) as well as of informal practices (e.g. political culture, access and influence of interest groups, media and public opinion etc.). Digitalization has transformed democracy. The crisis of political representation and the public sphere are a consequence. The anthropological transformation due to the crisis has effects on democracy and democratic legitimacy. The course aims at a general consensus of the most important theoretical and empirical literature of the 20th and 21th century. It will thus allow for an understanding of general principles and of variance among and change of democracies in the wake of political and socio-economic transformation. Hence the literature analysing democratic change due to globalisation and digitalization will also be discussed.

Intended learning outcomes	**Knowledge**
	● comprehensive knowledge about contemporary and historical normative debates on legitimacy and democracy;
	● knowledge of empirical political theories concerning power, democracy and contemporary political movements
	● comprehensive knowledge of different theories on democracy and legitimacy and the variation among democracies;
	Skills
	● the ability to assess highly specialized literature in the thematic area;
	● the ability to conduct independent and innovative research in the field of political theory and the history of political ideas;
	● the ability to follow current political developments from the perspective of normative/empirical political theory;
	Competence
	● the ability to interpret political reality in the light of normative/empirical theories;
	● the ability to critically read and assess theoretical approaches concerning questions of legitimacy and democracy;
	● the ability to develop independently innovative research questions in the field
Contribution of this course to the learning outcomes of the module (or program)	The course offers an introduction to two core topics in Political Theory, Democracy and Legitimacy, and lays the foundations for students' specialization in the field. By getting insight, understanding of and the ability to apply theories in the field, students are equipped to continue their specialization in the field.
Expected prerequisite knowledge	None.
Assessment methods	Students will be able to receive a maximum of 10 points that will be granted as follows:
	(1) Participation in class 20 points
	(2) Presentation and discussion of texts) 20 points
	(3) Mid-term exam 20 points
	(4) Final exam/Independent Research Paper on a chosen topic 40 points
Specific requirements	none
Pre-Conditions for examination	Students shall not miss more than two sessions.

Texts will be presented and discussed by students. There will be mid-term and final exams.

Assignment / Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance	Basic requirement
participation in class	General guidance, moderating student participation	30	Active engagement in the discussions	Active engagement in the discussions	20 %
Presentation and discussion of texts	Critical examination of the required readings	20	Presentation, handouts including discussion questions	Presentation, handouts including discussion questions	20 %
Preparation for mid-term exam	Preparing exam questions/topics, developing criteria; use of literature	15	In-class writing of exam questions/topics	In-class writing of exam questions/topics	20 %
Final exam/Independent Research Paper on a chosen topic	Providing guidelines for the papers; topic selection	55	Writing papers on required readings; a literature review	Writing papers on required readings; a literature review	40 %
Total		**150 h[1]**			**100 %**

Teaching methods (row label)

Course content	Cf. course description above!

List of contents/topics	*Topic*	*Required reading (selections; English literature)*

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[1] based on [EXCT-CP * 25], here 6 are assumed

	1. Normative and Analytical Definitions	Mark E. Warren, Democracy and Trust, Cambridge University Press; Canovan, The People, Polity Press Cambridge, 2005; Sartori, Giovanni Democratic Theory, Wayne University press; C.B. MacPherson, The Real World of Democracy, Oxford, 1966.
	2. Democracy and Legitimacy: Development of the Notions from ancient period till Modern Era	Leo Strauss (Editor), Joseph Cropsey (Editor), History of Political Philosophy, 3rd Edition, University of Chicago Press, 1987
	3. Democracy and Legitimacy in the EU	R. Bellamy, D. Castiglione and J. Shaw, Making European Citizens: Civic Inclusion in a Transnational Context, Houndmills: Palgrave, 2006 Mair Peter, Thomassen, Jacques, Political Representation and EU Governance, London/New York, Routledge, 2010;
	4. Representation: Theory	Hanna F. Pitkin, 'Representation and Democracy: Uneasy Alliance" Scandinavian Political Studies, 2004; Hans Kelsen, The essence and value of democracy, Rowman & Littlefield, 2013; F. A. Hermens, Representative Democracy, 1964
	5. Contemporary issues gender and race	Young, Iris, Inclusion and Democracy, Oxford New York: Oxford University Press.

	6. Political participation and civic engagement	Nadia Urbinati, Democracy Disfigured. Opinion Truth and the People, Harvard University Press, 2011; J.
	7. Deliberative democracy: An alternative Approach	Habermas, A New Structural Transformaton of the Public Sphere and Deliberative Politics, 2022
	8. Dissatisfied democrats	Livingston, John C. The consent of the governed. 1971. Teorell 2006; Blais 2006
	9. Democracy and its critics	J. Elster, Deliberative democracy, Cambridge University Press, 1998
		Ronald M. Glassman, The future of democracy, 2019
		Robert A. Democracy and its critics, 1989.
Mandatory literature	Cf. the list of course readings (appendix). to add: Honohan, I. Political constitutionalism. Contemp Polit Theory 8, 371–374 (2009).	

Optional literature	Plato, The Republic, https://www.gutenberg.org/files/1497/1497-h/1497-h.htm Aristotle, Politics; https://historyofeconomicthought.mcmaster.ca/aristotle/Politics.pdf Tomas Hobbes, Leviathan; https://www.holybooks.com/wp-content/uploads/Thomas-Hobbes-Leviathan.pdf John Locke, Second treatise of government, https://www.gutenberg.org/files/7370/7370-h/7370-h.htm
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

Joint MA in Political Science

Module: Political Theory

Course: Memory Policy in South Caucasus: Comparative Analysis

Course Title	Memory Policy in South Caucasus: Comparative Analysis
Course Number	
Module	Political theory
Type of Courses	Seminar
ECTS credits	
Number of teaching hours	30/2 hrs per week
Lecturers	Tamar Karaia
Assistant lecturers	
Department	Political Science, PLUS
Curricula	Joint Master in Political Science	
Compulsory/elective	**elective**	
Entry level criteria	None
Recommended for semester	3

Course description	The course covers the main aspects of relation collective memory and Politics, including its construction strategies across the South Caucasus region (Azerbaijan, Armenia, and Georgia). Course discussions engage students in analyzing memory narratives through a diversity of theories, cases and readings. Students will visit memory site(s) to observe policy implementation in practice. Furthermore, students will develop and implement research projects during the course to apply their theoretical knowledge to the existing practice.

Intended learning outcomes	**Knowledge** ● To acquire knowledge of the main theories and concepts of the study of memory policy ● Critically compare memory policies, its strategies and actors across different countries, identifying key similarities and differences. **Skills** ● to interpret reality in the light of theories; ● Prepare and Implement research project **Competence** ● to deepen independently knowledge on collective memory and its influence on the political process ● I improve their ability to understand and critically evaluate political science research ● By following academic honesty and ethical standards, effectively presents both analytical work and own argumentative opinions on thematic issues ●
Contribution of this course to the learning outcomes of the module (or program)	The course enhances the political theory module by providing theoretical and empirical insights into memory policy. It deepens students' understanding of the identity formation and nation-building process. As memory study is an interdisciplinary subject, this course enriches students' perspectives on its multidimensionality in real-world scenarios.
Expected prerequisite knowledge	
Assessment methods	<table><tr><td>**Activity**</td><td>**Percentage**</td></tr><tr><td>Participation</td><td>10 %</td></tr></table> <table><tr><td>Mid term</td><td>25%</td></tr><tr><td>Research project</td><td>35%</td></tr><tr><td>Final Exam</td><td>30 %</td></tr><tr><td></td><td></td></tr><tr><td>**Total**</td><td>**100 %**</td></tr></table>
Specific requirements	see above
Pre-Conditions for examination	attendance

JOPSCIP

	Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Teaching methods	Ex cathedra/Participation	Lectures	30	Active participation	List of class attendance (at least 80%)	10
	Reading	Assign readings	35	Reading	Detailed knowledge and understanding of the selected texts	0
	Research project	Provide criteria for project	20	Tasks	Completeness, consistency, accuracy, rigor …	35
	Preparation for midterm exam		20			
	Mid term	Exam	15	Exam	Detailed knowledge and understanding of the selected texts (Reading)	25
	Final Exam	Exam	30	Exam	Detailed knowledge and understanding of the selected texts (Reading)	30
	Total		**150 h**[1]			**100 %**

Course content	See above	
List of contents/topics	*Topic*	*Required reading*
	Topic 1: Course **Introduction:**	

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[1] based on [EXCT-CP * 25], here 6 are assumed

JOPSCIP

	Topic 2: Why Memory Studies? Concepts, Notions, Definitions	Maalkso M. (2023), Politics of memory, A conceptual Introduction, in *Handbook of the Politics of memory*. Edward Elgar Publishing. Cheltenham, UK.Pp:1-18 Olick, J., & Robbins, J. (1998). Social memory studies: From "collective memory" to the historical sociology of mnemonic practices. Annual Review of Sociology, 24(1), 105–140. Kansteiner W. Finding meaning in memory: A methodological critique of Collective memory studies. In The „Collective Memory Reader" (2011). Olick J (Ed), Vinitzky-Seroussi V.(ed), Levi D. (ed) pp 300-303
	Topic 3: National Memory; **Memory as a civic cult;**	Renan E. What is a nation. In „The Collective Memory Reader" (2011). Olick J (Ed), Vinitzky-Seroussi V.(ed), Levi D. (ed) pp. 80-84 Smith A. The ethnic origns of nations. In „The Collective Memory Reader" (2011). Olick J (Ed), Vinitzky-Seroussi V.(ed), Levi D. (ed) pp. 231-236 Nora, P. (1989) 'Between Memory and History: Les Lieux de Memoire', *Representations* 26 (Spring): 7-24

| | Topic 4: Invention of Nation;
How Societies remember and forget | Connerton, P. (1989) How Societies Remember. Cambridge; New York. Cambridge University Press, 1989 pp. 6-71

Connerton, P. (2009). How Modernity forgets. Cambridge; New York. Cambridge University Press, pp.7-40

Hobsbawm, E. Ranger T. ed. (1983). The Invention of Tradition. Cambridge: Cambridge University Press pp.1-14 |
| | **Topic 5: National Memory Projects in south caucasus** | Tevzadze G. (2009). The Birth of the Georgian Nation. Identity and Ideology. Political and Societal Identities. Nationality and Religiosity. *Identity Studies in the Caucasus and the Black Sea Region; Ilia State University*

Fitante D. (2016). Beyond the Analytical Categories of Armenian Identity. Journal of the Society for Armenian Studies, vol. 24 (2015):56-80
Krebs M.(2015). From cosmopolitan Baku to tolerant Azerbaijan – Branding " e Land of Fire". Identity Studies; Ilia State University |

	Topic 6: **Memory and Trauma**	Alexander J. Toward a cultural theory of trauma. In „The Collective Memory Reader" (2011). Olick J (Ed), Vinitzky-Seroussi V.(ed), Levi D. (ed) pp. 307-311
		Sztompka P. (200). Cultural Trauma: The ather faceof social change. European Journal of Social Theory. 3 (4):449-466 (2000)
		Bartlomiej K. (2022) Divided memory, postcolonialism and trauma in the South Caucasus. Memory Studies. Vol.15 #6. Pp 1307-1311
	Topic 7: Politics of accountability	Igreja V. The politics of accountability in *Handbook of the Politics of memory*. Edward Elgar Publishing. Cheltenham, UK.Pp:176-191
	Topic 8 MID TERM EXAM	
	Topic **9** : Research methods for Memory studies	Bornat J.(2013). Oral History and Remembering in Research methods for Memory studies. Keughtley E. (ed), Pickering M (ed), Edinburgh University Press. Pp. 29-42
		Gray A. .(2013). Televised Remembering. in Reserch methods for Memory studies. Keughtley E. (ed), Pickering M (ed), Edinburgh University pp. 79-96
	Topic 10: Visiting Memory Sites	

	Topic 11: Politics of Memory in Georgia	Karaia T. (2017), Memory Strategies in Contemporary Georgia. *Central European Political Studies.* Vol.4. pp.5-22

Batiashvili N. Power/Memory: New Elite, Old Intelligentsia, and Fixing of the Georgian Mind Nationalities Papers , Volume 47 , Issue 6 , November 2019 , pp. 1083 - 1099 |
| | **Topic 12: Politics of memory in Armenia** | Zolyan M. 2023. Three Republics of Armenia: The Soviet Past and the Politics of Memory in Post-Soviet Armenia (1991–2018). Caucasus Survey. 12(2):1-24

Cecilie Felicia Stokholm Banke (2016)Global Memory and Dialogic Forgetting: The Armenian Case. In Disputed Memory. Andersen T (ed), Tornquist-Plewa B. (ed), De Gruyter. Pp. 21-37 |
	Topic 13: Politics of memory in Azerbaijan	Huseinova S. 2022. A Tool Of Propaganda: Thirty Years Of Memory Politics In Independent Azerbaijan. Heinrich Boell Foundation. https://ge.boell.org/sites/default/files/2023-05/sevil-huseynova_en.pdf
	Topic 14 **Students project presentations**	
	Topic 15: FINAL EXAM	
Mandatory literature	See above	
Optional literature	/	

Scheduled dates	See above
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None

Joint MA in Political Science

Module: Political Theory

Course: Political Ideologies and Public Policy Process

Course Title	Political Ideologies and Public Policy Process
Course Number	
Module	Political Theory
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30/2 hours per week
Lecturers	Salome Dundua, PhD in Political Science
Assistant lecturers	
Department	Political Science, Faculty of Social and Political Sciences, Tbilisi State University
Curricula	JoPScip	
Compulsory/elective	elective	
Entry level criteria	None.
Recommended for semester	1st and 3rd
Course description	The course is designed to provide students with a deep and systematic knowledge of liberalism, conservatism, socialism, and nationalism and their influence on the public political process, based on which the student can systematically connect and critically analyze various public political courses implemented in the field of politics and general political process. Also, the purpose of the course is to develop the student's ability to work independently so that she/he can create an analytical paper with academic integrity and ethical standards and present it effectively to the audience using modern technologies.

Intended learning outcomes	**Knowledge** ● To define systematically and deeply the main trends and modern challenges of political ideologies as one of the main subdisciplines of political science; ● To establish the central values of various political ideologies (freedom, equality, justice, tradition, order, etc.) as critical characteristics of political ideologies; **Skills** ● As a result of the critical analysis of the values of different ideologies reconciles the differences between political ideologies on the issues of public order, economy, and the state; ● critically analyze theoretical approaches to political ideology and apply them to new public policy processes ● As a result of the critical analysis of the values of different ideologies reconciles the differences between political ideologies on the issues of public order, economy, and the state; ● Using qualitative research methods ● implement practical research projects on political ideologies and the public policy process, **Competence** ● to develop independently innovative research questions in the field ● to deepen independently knowledge about political ideologies and their impact on the public political process ● by observing academic honesty and ethical standards, effectively presents both analytical work and own argumentative opinions on thematic issues
Contribution of this course to the learning outcomes of the module (or program)	● knowledge of specific theories and theoretical debates concerning political ideology and the public policy process, as well as interactions at different public and CSO levels; ● the ability to critically examine political ideologies and to understand them in their social and historical contexts; ● the ability to interpret political reality in the light of ideologies and to analyse recent political movements and ideologies on the basis of normative political concepts; ● follow current political developments in terms of the transformation of political ideology and the public policy process, ● the ability to conduct independent and innovative research in the field of political theory and the history of political ideas;
Expected prerequisite knowledge	None.

Assessment methods	Activity	Percentage
	Participation	20 %
	Presentation	15 %
	Midterm Exam / Essay on a given topic	30 %
	Final Exam / Independent Research Paper on a chosen topic	35 %
	Total	**100 %**
Specific requirements	All papers should be original papers.	
Pre-Conditions for examination	passing the mid-term exam.	

Teaching methods	Texts will be presented and discussed by students. There will be mid-term and final exams.				

Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
In – class participation	General guidance, moderating student participation	30	Active engagement in the discussions	**Critical thinking** Quality of the arguments; ability to follow topics	20 %
Presentation	Critical examination of the required readings	15	Presentation, handouts including discussion questions	Clearness of presentation, critical and argumentative exploration of the weekly topic	15 %
mid term exam	Preparing exam questions/topics, developing criteria; use of literature	30	In-class writing of exam questi**ons/ topics**	Clarity of argument; critical analysis of the exam questions	30 %
Final Exam / Independent Research Paper on a chosen topic	Providing guidelines for the papers; topic selection	45	Writing papers on required readings; a literature review	Completeness, consistency, accurateness of the text.	35 %
Total		**150 h[1]**			**100 %**

Course content	Cf. course description above!

List of contents/topics	*Topic*	*Required reading (selections; English literature)*
	Topic 1 What is political ideology? term etymology, concepts and definitions; Right-wing - left-wing; Liberalism: origin and development; core values;	Handbook, Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021, I. Introduction: Approaching political ideologies

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[1] based on [EXCT-CP * 25], here 6 are assumed

	Topic 2 Lecture/discussion – classical and modern liberalism	Handbook, Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021, III. Liberalism: From the "free men" to the "free market"
	Topic 3 Franklin Delano Roosevelt and the New Deal	Handbook 1. **John F. Henry,** Levy Economics Institute **May 2018,** Reflections on the New Deal: The Vested Interests, Limits to Reform, and the Meaning of Liberal Democracy (33 pp) 2. Margaret Weir, States, Race, and the Decline of New Deal Liberalism Weir, Studies in American Political Development, 19 (Fall 2005), 157–172
	Topic 4 Barack Obama's "New Deal"	Handbook **Theda Skocpol and Lawrence R. Jacobs** (2011) Reaching for a New Deal: Ambitious Governance, Economic Meltdown, and Polarized Politics, Chapter 1 (P. 49)
	Topic 5 Conservatism: origin and development; core values; Authoritarian and paternalistic conservatism	Handbook **1.** Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021. IV. Conservatism: Slow change, please! Okschot M, On being Conservative, (Cambrige, Politiy Press, 1989), 2. Edmund Berk, Reflections on French Revolution

	Topic 6 New Right; American and British theory and case studies	Handbook 1. Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021. IV. Conservatism: Slow change, please! 2.　　Citizens of the Market: The Un-Political Theory of the New Right, Timothy J. Gaffaney, Polity, Vol. 32, No. 2 (Winter, 1999), pp. 179-202 3.　　THE NEW RIGHT THINK TANKS AND POLICY CHANGE IN THE UK Andrew James Tesseyman, გვ.158-199; **Additional Literature:** Paul S ta r r, Why Liberalism Works; https://www.princeton.edu/~starr/articles/articles07/Starr.WhyLiberalismWorks.pdf 1979 Apr 11 We Conservative Party, Conservative General Election Manifesto 1979
	Topic 7 The New Right and Social Policy: Theory and Practice	Handbook The Evolution Of Conservative Party Social Policy, Ben William, 2015. Chapters 3 and 4
	Topic 8 Socialism: origin and development; core values; evolutionary and revolutionary socialism; Social democracy	Handbook Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021V. Socialism. Two Centuries of Social Progress.
	Topic 9 Social-democratic experience: the case of Sweden; historical and modern experience of Georgia;	Handbook 1. Dimitris Tsarouhas, A new Swedish model? Swedish social democracy at the crossroads (In book: In search of social democracy) May 2017, pp..17 2. Constitution of Georgia 1918-21 Constitution of Georgia 1995

	Topic 10 Presentations	Group presentations
	Topic 11 Nationalism: origin and development; core values; Nationalism and politics;	Handbook Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021V. VII. Nationalism: A Modern Ideology Summoning an Eternal Past.
	Topic 12 **Nationalism in modern Europe and Georgia**	**Literature** : Handbook 1. Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021. VII. Populism 2. Gellért Rajcsányi, Viktor Orbán's Hungary: Orbanist Politics and Philosophy from a Historical Perspective, Published 2018 3. S Tabatadze, Party-Based Euroscepticism: The Case of Georgia,- Demokratizatsiya: The Journal of Post-Soviet Democratization 2021 Far-right political stances: the same trend in Georgia? Sandro Tabatadze, 2019, Review of Nationalities Volume, 9 Issue 1 Pages 207-222
	Topic 13 liberal democracy as a form of government; Classification of modern liberal democracies	**Literature** : Handbook Arthur B. Gunlicks, (2011) Comparing Liberal Democracies The United States, United Kingdom, France, Germany, and the European Union; Bloomington; Chapter 1, 2.
	Topic 14 Liberal democracies and social policy	**Literature** : Handbook Arthur B. Gunlicks, (2011) Comparing Liberal Democracies The United States, United Kingdom, France, Germany, and the European Union; Bloomington; Chapter 10.
	Topic 15 Presentations	Group presentations

Mandatory literature	**Handbook:** 1. Political Ideologies and Worldviews: An Introduction by Valérie Vézina, 2021; EBOOK ISBN 978-1-989864-24-1 2. John F. Henry, Levy Economics Institute May 2018, Reflections on the New Deal: The Vested Interests, Limits to Reform, and the Meaning of Liberal Democracy (33 pp) 3. Margaret Weir, States, Race, and the Decline of New Deal Liberalism Weir, Studies in American Political Development, 19 (Fall 2005), 157–172 4. Theda Skocpol and Lawrence R. Jacobs (2011) Reaching for a New Deal: Ambitious Governance, Economic Meltdown, and Polarized Politics, Chapter 1 (P. 49) 5. Okschot M, On being Conservative, (Cambrige, Politiy Press, 1989. 6. Citizens of the Market: The Un-Political Theory of the New Right, Timothy J. Gaffaney, Polity, Vol. 32, No. 2 (Winter, 1999), pp. 179-202 7. THE NEW RIGHT THINK TANKS AND POLICY CHANGE IN THE UK, Andrew James Tesseyman, 8. Dimitris Tsarouhas, A new Swedish model? Swedish social democracy at the crossroads (In book: In search of social democracy) May 2017 DOI: 10.7765/9781526125095.00013 9. The Evolution Of Conservative Party Social Policy, Ben William, 2015. Chapters 3 and 4; 10. Gellért Rajcsányi, Viktor Orbán's Hungary: Orbanist Politics and Philosophy from a Historical Perspective, Published 2018 11. S Tabatadze, Party-Based Euroscepticism: The Case of Georgia,- Demokratizatsiya: The Journal of Post-Soviet Democratization 2021 12. Far-right political stances: the same trend in Georgia? Sandro Tabatadze, 2019, Review of Nationalities Volume, 9 Issue 1 Pages 207-222 13. Arthur B. Gunlicks, (2011) Comparing Liberal Democracies - The United States, United Kingdom, France, Germany, and the European Union; Bloomington; Chapter 1, 2. 14. Constitution of Georgia 1918 Constitution of Georgia 1995

Optional literature	1. Ernest Gellner, Nations and Nationalism, Tbilisi, 2003; (pp. 3-13; 35-54) 2. Friedrich Hayek, Liberalism, Book I of the Library of Freedom; (p. 2-15) 3. Friedrich Hayek, Why I am not a conservative; "Solidarity," #5 (38); (pp. 42-55)Paul S ta r r, Why Liberalism Works; https://www.princeton.edu/~starr/articles/articles07/Starr.WhyLiberalismWorks.pdf. 1979 Apr 11 We Conservative Party, Conservative General Election Manifesto 1979
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	

Joint MA in Political Science

Module: Political Theory

Course: Social movements and civic activism in Eastern European countries and Georgia

Course Title	Social movements and Civic Activism in Eastern European countries and Georgia
Course Number	
Module	Political Theory
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30/2 hours per week
Lecturers	Salome Dundua, PhD in Political Science; Tamar Karaia, PhD in Political Science
Assistant lecturers	
Department	Political Science Department, Faculty of Social and Political Sciences, Tbilisi State University
Curricula	JoPScip	
Compulsory/elective	elective	
Entry level criteria	None.
Recommended for semester	1st and 3rd
Course description	Students will have a comprehensive knowledge of the concepts of social movements and civic activism, their emergence and development, also new social movements; As a result of discussing the examples of Eastern Europe and Georgia, they will gain deep knowledge about how civil activism can affect governmental decisions. Through interpretation and multiple-readings of social movements/activism theory and cases of civic activism in Eastern Europe and Georgia they will be able to plan and conduct independent research in line with current civic activism not only in Georgia and Eastern Europe, but also worldwide. Finally, by analysing the different theories and studying concrete cases of activism from Eastern European countries and Georgia, students gained deep knowledge not only in social movement's theory but generally, in political theory, combined with its practical implementations

Intended learning outcomes	**Knowledge**
	- knowledge of empirical political theories concerning social movements and civil activism in the political sphere
	- identification of political processes underlying the political construction of social movements and civil activism in the countries of Eastern Europe and Georgia
	- Determining factors of social movements' and civil activism' success and failure in the political sphere
	Skills
	- Ability to analyze the social movement cycle;
	- ability to use an interdisciplinary approach to study the links between social movements and civic activism in Eastern European countries and Georgia
	- Can analyze, explain and prepare a report on the results of a specific social movement or collective action
	Competence
	- Observing the principles of scientific and academic honesty in the process of social movements research;
	- Analyzing the problem from different theoretical perspectives when analyzing social movements;
	- discuss multiple political theory approaches to social movements and civic activism
Contribution of this course to the learning outcomes of the module (or program)	● knowledge of empirical social movements theories concerning democracy and contemporary social movements;
	● specific knowledge on critical approaches to modern social movements theoiries.
	● critically read and assess theoretical approaches concerning questions of democracy;
	● interpret political reality in the light of normative/empirical theories;
	● analyse recent political movements and ideologies on the basis of normative political concepts;
	● the ability to understand different aspects of social critique and to apply such criticism to current political issues.
	● the ability to conduct independent and innovative research in the field of political theory *
Expected prerequisite knowledge	None.

Assessment methods	Activity	Percentage
	In class Discussions	25 %
	Presentation	15 %
	Midterm Exam	25 %
	Final Exam / Independent Research Paper on a chosen topic	35 %
	Total	**100 %**

Specific requirements	All papers should be original papers.
Pre-Conditions for examination	passing the mid-term exam.

Teaching methods	Texts will be presented and discussed by students. There will be mid-term and final exams.					
	Assignment/ Activity	**Teaching activity**	**Workload**	**Assessment activity**	**Assessment criteria**	**Percentage of final grade**
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
	In – class participation	General guidance, moderating student participation	30	Active engagement in the discussions	Active engagement in the discussions	25 %
	Presentation	Critical examination of the required readings	15	Presentation, handouts including discussion questions	Presentation, handouts including discussion questions	15 %
	mid term exam	Preparing exam questions/topics, developing criteria; use of literature	30	In-class writing of exam questions/topics	In-class writing of exam questions/topics	25 %
	Final Exam / Independent Research Paper on a chosen topic	Providing guidelines for the papers; topic selection	45	Writing papers on required readings; a literature review	Writing papers on required readings; a literature review	35 %
	Total		**150 h[1]**			**100 %**

Course content	Cf. course description above!	
st of contents/topics	*Topic*	*Required reading (selections; English literature)*

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[1] based on [EXCT-CP * 25], here 6 are assumed

	Topic 1 Theoretical Aspects of Social Movements: Emergence and Typology	McAdam D. McCarthy J. Zald M. (2015).Introduction: Opportunities, mobilization and framing processes – toward a synthetic, comparative perspective on social movements, in *Comparative Perspective on Social Movements. Cambridge press.* (1-20). Tarrow S. (2006). *Power in Movement. Social Movements and Contentious Politics*. Cambridge: Cambridge University Press (29-67)
	Topic 2 Lecture/discussion Methods of Social movement's Analize	Donatella della Porta (2014). *Methodological Practices in Social Movement Research,* edited by Donatella della Porta. Oxford: Oxford University Press. გვ. 1-21
	Topic 3 Resurse Mobilization and Political Process Theory	McCarthy, John D and Mayer N. Zald. (2015)."Social Movement Organizations," Pp. 159-174 in *The Social Movements Cases and Concepts,* 3rd Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.
	Topic 4 Using Media as the resource is the Social Movements	Francesca Polletta et al. (2013). "Is the Web Creating New Reasons to Protest?" in *The Future of Social Movement Research*
	Topic 5 *New Social Movements*	Pichardo, A. N. (1997). New Social Movements: A Critical Review. Annual Review of Sociology, pp. 411-430.
	Topic 6 Determining factors of social movements' success Model of social change	Ricketts A. (2012). *The Activists Handbook.* Zed books, Lodon . New York . გვ. 28-37 Koopmans R. "Protest in time and space: the evolution of waves of contention." in *The Balckwell Companion of Social Movements* (გვ. 19-43)

	Topic 7 Repertoires of social movements	Tilly Ch. (1994). "Contentious Repertoires in Great Britain, 1758-1834," in Mark Traugott, ed., *Repertoires and Cycles of Collective Action* Clemens E. (1993). "Organizational Repertoires and Institutional Change: Women's Groups and the Transformation of U.S. Politics, 1890-1920," *American Journal of Sociology* 98; 755-798.
	Topic 8 Civic Activism in Soviet Georgia: Liberation movement	Sartania, K, (2019). 1989: Protest Rallies and their Influence on Georgian History, pp. 1-26 https://ge.boell.org/sites/default/files/kate_sartania _revisions_1.pdf
	Topic 9 *Civic Activism in Communist Eastern Europe: Cases of Poland and Chechoslovakia*	Roman Laba, (1991) *The Roots of Solidarity: A Political Sociology of Poland's Working-Class Democratization* (Princeton University Press,. ● Timothy Garton Ash, (1990)*The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague* (Random House, 1990. ● Daniel P. Ritte (2014) Civil Society and the Velvet Revolution: Mobilizing for Democracy in Czechoslovakia https://cosmos.sns.it/wp-content/uploads/2015/09/2012WP04COSMOS.pdf
	Topic 10 Dynamics and Transformation of Social Movement: Eastern Europe	Pleyers, Geoffrey, Sava, Ionel (2019), Social Movements in Central and Eastern Europe
	Topic 11 Dynamics and Transformation of Social Movement: Georgia	Sheldon S. Wolin (2017) **Chapter Six: The Dynamics Of Transformation** From the book Democracy Incorporated https://doi.org/10.1515/9781400888405-011, pp. 95-113 Mikashavidze, M (2014) Social Movements, Media, and Democratization in Georgia, University of South Carolina - Columbia, pp. 156-172

	Topic 12 Urban Movements in Eastern Europe	Pleyers, Geoffrey, Sava, Ionel (2019), Social Movements in Central and Eastern Europe, pp.195-235
	Topic 13 Urban movements in Georgia: peculiarities, challenges and perspectives	Dundua, S, Amashukeli, T, Tabatadze, S (2022), What Makes Social Movements Successful: The Case of Gudiashvili Square Europe-Asia Studies 74(8):1-20 Dundua, S, Karaia, T, Tabatadze, S (2022), Tbilisi Urban Social Movements: on the Verge of Success/Failure , European Journal of Transformation Studies, Vol.10, No. 2 Dundua, S, Karaia, T, Tabatadze, S (2023), The Strategy Peculiarities in the Protest for Saving Urban Fabric in Tbilisi, Studia Politica, Romanian Political Science Review, vol. XXIII, no. 1.
	Topic 14 *Environmental Social movements in Georgia*	Dundua, S, Karaia, (2019), 'The "No to Khudoni Hydro Power Plant!" Social Movement in Georgia, Studia Politica XIX(2):215-235
	Topic 15 Students Presentations	Group presentations

Mandatory literature	**Handbook:** 1. McAdam D. McCarthy J. Zald M. (2015).Introduction: Opportunities, mobilization and framing processes – toward a synthetic, comparative perspective on social movements, in *Comparative Perspective on Social Movements. Cambridge press.* 2. Tarrow S. (2006). *Power in Movement. Social Movements and Contentious Politics*. Cambridge: Cambridge University Press 3. Donatella della Porta (2014). *Methodological Practices in Social Movement Research,* edited by Donatella della Porta. Oxford: Oxford University Press. 4. McCarthy, John D and Mayer N. Zald. (2015)."Social Movement Organizations," in *The Social Movements Cases and Concepts,* 3rd Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell 5. Francesca Polletta et al. (2013). "Is the Web Creating New Reasons to Protest?" in *The Future of Social Movement Research* 6. Pichardo, A. N. (1997). New Social Movements: A Critical Review. Annual Review of Sociology, pp. 411-43 7. Dundua, S, Karaia, T. (2019), 'The "No to Khudoni Hydro Power Plant!" Social Movement in Georgia, Studia Politica XIX(2):215-235 8. Dundua, S, Amashukeli, T, Tavabatadze, S (2022), What Makes Social Movements Successful: The Case of Gudiashvili Square Europe-Asia Studies 74(8) 9. Dundua, S, Karaia, T, Tabatadze, S (2022), Tbilisi Urban Social Movements: on the Verge of Success/Failure , European Journal of Transformation Studies, Vol.10, No. 2 10. Dundua, S, Karaia, T, Tabatadze, S (2023), The Strategy Peculiarities in the Protest for Saving Urban Fabric in Tbilisi, Studia Politica,, Romanian Political Science Review, vol. XXIII, no. 1. 11. Sartania, K, (2019). 1989: Protest Rallies and their Influence on Georgian History https://ge.boell.org/sites/default/files/kate_sartania_revisions_1.pdf 12. Pleyers, Geoffrey, Sava, Ionel (2019), Social Movements in Central and Eastern Europe 13. Ricketts A. (2012). *The Activists Handbook.* Zed books, Lodon . New York 14. Tilly Ch. (1994). "Contentious Repertoires in Great Britain, 1758-1834," in Mark Traugott, ed., *Repertoires and Cycles of Collective Action* 15. Clemens E. (1993). "Organizational Repertoires and Institutional Change: Women's Groups and the Transformation of U.S. Politics, 1890-1920," *American Journal of Sociology* 98; 755-798.

	16. Koopmans R. "Protest in time and space: the evolution of waves of contention." in *The Balckwell Companion of Social Movements* (pp. 19-43 17. Roman Laba, (1991) *The Roots of Solidarity: A Political Sociology of Poland's Working-Class Democratization* (Princeton University Press,. 18. Timothy Garton Ash, (1990)*The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague* (Random House, 1990. 19. Sheldon S. Wolin (2017) **Chapter Six: The Dynamics Of Transformation** From the book [Democracy Incorporated](#) https://doi.org/10.1515/9781400888405-011 20. Mikashavidze, M (2014) Social Movements, Media, and Democratization in Georgia, University of South Carolina - Columbia
Optional literature	1. Ernest Gellner, Nations and Nationalism, Tbilisi, 2003; (pp. 3-13; 35-54) 2. Friedrich Hayek, Liberalism, Book I of the Library of Freedom; (p. 2-15) 3. Friedrich Hayek, Why I am not a conservative; "Solidarity," #5 (38); (pp. 42-55)Paul S ta r r, Why Liberalism Works; https://www.princeton.edu/~starr/articles/articles07/Starr.WhyLiberalismWorks.pdf. 1979 Apr 11 We Conservative Party, Conservative General Election Manifesto 1979
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	

Joint MA in Political Science

Module: Public Policy and Administration

Course: Governance and Public Policy in South Caucasus, New Eastern Europe and Baltic States: Comparative Analysis

Course Title	Governance and Public Policy in the South Caucasus, New Eastern Europe and the Baltic States: Comparative Analysis
Course Number	
Module	Public Policy and Administration/Comparative politics
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30/2 hours per week
Lecturers	Zviad Abashidze, PhD in Political Science
Assistant lecturers	
Department	Political Science, Tbilisi State University
Curricula	JoPScip	
Compulsory/elective	elective	
Entry level criteria	None
Recommended for semester	1, 3
Course description	The course is designed for the study of contemporary political processes in South Caucasus, New Eastern Europe, and the Baltic States in the context of socio-economic and cultural transformations of contemporary societies. Students will be introduced to the main mechanisms of understanding contemporary political processes on the basis of system theory under the comparative approach. Students will discuss the main mechanisms of regime change, democratization and political stability of contemporary politics.

Intended learning outcomes	The expected learning outcomes pertain to: **KNOWLEDGE** - Identify the functioning mechanisms of the contemporary policy process and decision-making mechanisms in different political systems of described regions. - Understand why political regimes emerge, change and how civic participation influences them. - Recognize the importance of civic integration and ethnic policies in the democratic transition and stabilisation of political systems in general. **COMPETENCES** -Analyse state and society relationships in different countries; - Compare the influence of different types of political systems on the policy process and decision-making. **SKILLS** - Identify the strength and weaknesses of the decision-making in former communist Nations under the democratisation process; - conduct independent research; -propose changes in particular governance systems.
Contribution of this course to the learning outcomes of the module (or program)	The main contribution of this course to the module consists of: 1) comprehensive knowledge of contemporary policy-making systems three different former communist nations based on comparative perspectives 2) ability to analyse the influence of different socio-cultural and geopolitical factors on the political systems formations that impacts on policy process and decision-making. 3) to participate in and conduct independent research related to a particular policy process and effective public administration in three former communist regions.
Expected prerequisite knowledge	None.

Assessment methods	Activity	Percentage
	Participation	20 %
	Presentation	15 %
	Midterm Exam / Essay on a given topic	30 %
	Final Exam / Independent Research Paper on a chosen topic	35 %
	Total	**100 %**

Specific requirements	All papers should be original papers.
Pre-Conditions for examination	Passing the mid-term exam.

Teaching methods	Texts will be presented and discussed by students. There will be mid-term and final exams.

Activity	Percentage
1. Ex cathedra and class discussions	20 %
2. Presentations	15 %
3. Midterm Exam	**30 %**
4. Final Exam	**35%**

Course content	Cf. course description above!
List of contents/topics	*Topic* — *Required reading (selections; English literature)*

	Topic 1 Political System changes and formation of new policy-making in Post-communist space, Success and Failures: South Caucasus, New Eastern Europe and Baltic States in comparative perspectives	Handbook of Political Change in Eastern Europe. 2013. Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan pp.1-35
	Topic 2 Governance and Public Policy in Lithuania	**Principal**: Handbook of Political Change in Eastern Europe. 2013. Edited by Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited. Pp.125-166 **Additional**: Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan
	Topic 3 Governance and Public Policy in Latvia	**Principal**: Handbook of Political Change in Eastern Europe. 2013.Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited. Pp.85-124 **Additional:** Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan

	Topic 4 Governance and Public Policy in Estonia	**Principal**: Handbook of Political Change in Eastern Europe. 2013. Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited. Pp. 51-84 **Additional**: Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan
	Topic 5 *Governance and Public Policy in Baltic States: Comparative analysis*	**Principal**: Handbook of Political Change in Eastern Europe. 2013. Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited. pp.51-166 **Additional:** Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan

| | Topic 6
Governance and Public Policy in Ukraine | **Principal**: Handbook of Political Change in Eastern Europe 2013. Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited. Pp. 661-733
Additional:

Poul D'Anieri. 2006. Understanding Ukrainian Politics: Power, Politics, and Institutional Design: Power, Politics, and Institutional Design. Routlage.

Editor:
Bálint Madlovics
Bálint Magyar . 2023. UKRAINE'S PATRONAL DEMOCRACY AND THE RUSSIAN INVASION. CEU Press.
https://ceupress.com/sites/ceupress.ceu.edu/files/9789633866641.pdf

Sergey Zhiltsov. 2020. Ukraine: A political landscape. Nova Science Pub Inc.

Poul D'Anieri, Robert S. Kravchuk, Taras Kuzio. 1991. Politics and Society in Ukraine. Routledge.

Joanna Szostek, Liza Toremark. 2023. Democracy in Ukraine. Chatam house.
https://www.chathamhouse.org/2023/11/democracy-ukraine |

	Topic 7 Governance and Public Policy in Moldova	**Principal:** Handbook of Political Change in Eastern Europe. 2013. Edited by Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited. Pp. 733-775 **Additional:** Moldova: a History by Rebecca Haynes.2022. Bloomsbury Academic Charles King. 1999. The Moldovans: Romania, Russia and Politics of Culture. Hoover Institution Press. Florent Palmertien. 2023. Moldova, a political system under pressure. Russia/Eurasia Centre. https://www.ifri.org/sites/default/files/atoms/files/parmentier_moldova_2023.pdf Per Ronas and Nina Orlova. Moldova's Transition to Destitution. Sidastudies. No.1 https://cdn.sida.se/publications/files/sida983en-moldovas-transition-to-destitution.pdf

	Topic 8 Governance and Public Policy in New Eastern Europe: Comparative analysis	**Principal:** Nizhnikau Rihor. 2019. EU induced institutional change in post-Soviet space : promoting reforms in Moldova and Ukraine. London; New York, NY : Routledge. pp.23-72 **Additional:** Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan
	Topic 9 Governance and Policy in Azerbaijan: Formal Constitutional frames	**Principal**: Frustrated Democracy in Post-Soviet Azerbaijan. 2017. Audrey Altstadt. Columbia University Press. (e-book) **Additional**: Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press. (e-book) Azerbaijan: A Political History. 2013. Suha Bolukbasi. Bloomsbury Publishing PLC
	Topic 10 *Consolidation and Authoritarian Regime and Policy Process in Azerbaijan*	**Principal**: Frustrated Democracy in Post-Soviet Azerbaijan. 2017. Audrey Altstadt. Columbia University Press. (e-book) **Additional**: 1.Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press. 2.Azerbaijan: A Political History. 2013. Suha Bolukbasi. Bloomsbury Publishing PLC

	Topic 11 Governance and Public Policy in Armenia: Constitutional Frames	**Principal**: Modern Armenia: People, Nation, State by Gerard Libaridian. 2017. Routledge. pp. 13-51 **Additional:** Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press Civil Society and Government Institutions in Armenia: Leaving Behind the `Post-Soviet' Title by Valentina Gevorgyan. 2024. Routledge
	Topic 12 *From democratisation to Semi authoritarianism and from semi authoritarianism to Hybrid regime in Armenia*	**Principal**: Modern Armenia: People, Nation, State by Gerard Libaridian. 2017. Routledge pp-125-283 **Additional:** 1.Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press 2.Civil Society and Government Institutions in Armenia: Leaving Behind the `Post-Soviet' Title by Valentina Gevorgyan. 2024. Routledge

		Principal:
	Topic 13 *Governance and Public Policy in Georgia*	Stephen Jones. 2012. Georgia: A Political History since Independence. I.B. Tauris pp.3-75
		Additional:
		1.Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press
		2.Public Policy and Politics in Georgia: Lessons from Post-Soviet Transition. 2021**.** Edited by Tima T. Moldogaziev, Gene A. Brewer and J. Edward Kellough. Foreword by Dan Durning**.** ibidem Press

	Topic 14	**Principal:**
	Political regime changes dynamic in Georgia: between transitional democracy and soft authoritarianism	Stephen Jones. 2012. Georgia: A Political History since Independence. I.B. Tauris pp. 107-239
		Additional:
		1.Handbook of Political Change in Eastern Europe. 2013. Edited by Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited
		2.Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press
		3.Public Policy and Politics in Georgia:Lessons from Post-Soviet Transition. 2021. Edited by Tima T. Moldogaziev, Gene A. Brewer and J. Edward Kellough. Foreword by Dan Durning. ibidem Press

	Topic 15 Governance and Public Policy in South Caucasus: Comparative Analysis.	**Principal:** Armenia, Azerbaijan and Georgia : Politics, Profiles and United State's Interests. 2013. NOVA Science Publishers, Incorporated. Pp.5-55 **Additional:** 1.Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press 2.Laurence Broers. 2021. Armenia and Azerbaijan: Anatomy of a Rivalry. Edinburgh Tea & Coffee Company University Press
Mandatory literature	Handbook of Political Change in Eastern Europe. 2013.Edited by Sten Berglund, Joakim Ekman, Kevin Deegan-Krause, Terje Knutsen. Edward Elgar Publishing Limited Thomas de Waal. 2010. Caucasus: an introduction. Oxford University Press Political developments in Central and Eastern European Politics. 2019. Edited by Stephen White, Poul G.Lewis, Juddy Butt. Palgrave Macmillan Azerbaijan: A Political History. 2013. Suha Bolukbasi. Bloomsbury Publishing PLC Stephen Jones. 2012. Georgia: A Political History since Independence. I.B.Tauris. Modern Armenia: People, Nation, State by Gerard Libaridian. 2017. Routledge	

Optional literature	Public Policy and Politics in Georgia: Lessons from Post-Soviet Transition. 2021**.** Edited by Tima T. Moldogaziev, Gene A. Brewer and J. Edward Kellough. Foreword by Dan Durning**.** ibidem Press Civil Society and Government Institutions in Armenia: Leaving Behind the `Post-Soviet' Title by Valentina Gevorgyan. 2024. Routledge Armenia, Azerbaijan and Georgia : Politics, Profiles and United State's Interests. 2013. NOVA Science Publishers, Incorporated Frustrated Democracy in Post-Soviet Azerbaijan. 2017. Audrey Altstadt. Columbia University Press.
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	

Joint MA in Political Science

Module: Public Policy and Administration

Course: Contemporary Approaches to Public Policy and Administration

Course Title	CONTEMPORARY APPROACHES TO PUBLIC POLICY AND ADMINISTRATION-Basic texts
Course Number	
Module	Public Policy and Administration
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30 per semester
Lecturers	Jaba Urotadze
Assistant lecturers	
Department	Interdisciplinary Department, Faculty of Social and Political Sciences, Ivane Javakhishvili Tbilisi State University
Curricula	JoPScip	
Compulsory/elective	Compulsory Course	
Entry level criteria	None
Recommended for semester	1

Course description	Public Policy and Administration is one of the pillars of the Political Science study. It focuses on the processes of policy making and implementation in different forms of governance and under diverse institutional, cultural and socioeconomic conditions. This MA course to the Public Policy and Administration module explores the nature of the field of public policy and administration and its main themes, as well as approaches. This core course enables students to acquire an in-depth knowledge of the theoretical approaches in the study of public policy and administration, and to familiarise themselves with contemporary concepts, themes, institutions and processes in public policy and administration. At the end of the course students are able to understand the typology of the main theories, concepts, and themes in relation to public policy and administration; understand the institutions and their functions and processes of policy formation and administration; and value the importance attached to public policy.

Intended learning outcomes	**Knowledge:** ● comprehensive knowledge on political and administrative institutions, political and administrative actors and decision-making processes; ● knowledge about the specific theories and theoretical debates concerning public policy and administrative system in sub-national, national and supra-national perspective; ● practical knowledge about the public policy and administrative processes in comparative perspective. **Competence:** ● detailed understanding of research, analytical methods and theories in the thematic areas of public policy and public administration; ● competence to critically assess policy challenges in policy making and implementation and to summarise relevant literature in the thematic areas of public policy and public administration; ● ability to employ qualitative and/or quantitative research methods and policy analyses; ● independently develop relevant research questions, communicate their own ideas clearly and convincingly, including writing policy papers. **Skills:** ● to connect research and practice and to implement practice-oriented research projects; ● to apply political analysis methods in political and/or policy contexts; ● to identify relevant policy and/or administrative issues; ● to identify the policy stakeholders and their impact within political and administrative institutions; ● to participate in the development and implementation of political and/or administrative decision-making procedures.
Contribution of this course to the learning outcomes of the module (or program)	This core course will survey major topics and the most important theoretical and conceptual building blocks in the sub-fields and intersections of public policy and public administration, enabling students to understand and follow two additional courses in the Public Policy and Administration module. After the completion of the course, the students will have a comprehensive **knowledge** of specific theories and concepts of public policy and administration as well as of the processes of policy development, implementation, monitoring, and evaluation, and the actors involved. While learning about the key components of policy monitoring and evaluation, the students will develop a **competence** to use both qualitative and quantitative research methods to critically analyse complex policy problems and to present the research findings to target audiences. Finally, after reviewing the policy and administrative adaptation/reforms in the EU and its Eastern Partnership countries, students will acquire **skills** to analyse new political developments in those countries from a comparative perspective and based on the theories and concepts learned throughout the course.
Expected prerequisite knowledge	None

Assessment methods	Activity	Percentage
	Participation in group discussions	25 %
	Mid-term exam/policy paper	25%
	Final exam/policy paper	50 %
	Total	**100 %**

Specific requirements	None

Pre-Conditions for examination	Students are required to: ● participate actively in the class discussions ● pass the mid-term exam Students must earn at least half of the score for each activity.

Teaching methods	Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra lectures	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
	participation in group discussions	Discussion on the compulsory weekly readings.	30	Discussion activity	Completeness, knowledge of the topic discussed and accurateness.	25%
	Presentation	Presentation (15 min) of selected topics for mid-term paper.	30	Proven knowledge from literature review and additional literature	Completeness, presentation style, presentation language accurateness.	25%
	Final paper	Final paper on the chosen topic	60	Continuous writing, presentation style, finishing of paper. Development of a literature review for a topic selected.	Completeness, expert terminology used, consistency, accurateness.	50%
	Total		**150 h[1]**			**100 %**

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[1] based on [EXCT-CP * 25], here 6 are assumed

Course content	In the field of public policy and administration, there have been several enduring questions. In a larger context, what is the role of government? There has always been conflict in our society regarding the proper role of government. How should public organisations be structured to reflect the will of the public? How do we ensure accountability? What is the proper role of the public administrator/analyst in policy implementation? How should programs be evaluated? This core course will emphasise the distinction between public and business administration and will provide the students with an in-depth knowledge of practical implementation of theoretical concepts. Students will begin with an examination of controversies regarding the role of government in the provision of public services; then the course will examine the context in which public administrators deliver services to citizens. Public administrators must also possess a basic knowledge of managing organisations and people in order to implement policy – this includes a follow-up to the studies of applied organisation theory (e.g., human capital management, budgeting, monitoring and evaluation of policies and programs). By the end of this course, students will gain an in-depth understanding of public organisations, the administration of public programs, and the role of public service, both in the stage of policy making and policy implementation.

	Topic	*Required reading*
List of contents/topics	Topic 1: Introduction and structure of the course	**Mandatory literature:** Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Introduction. Rosenbloom David H et al. eds. (2022). "Public Administration: Understanding Management, Politics, and Law in the Public Sector". Routledge. Ch. 1. Kraft, M. E. & Furlong, S. R. (2018). "Public policy: Politics, analysis, and alternatives." SAGE. Ch. 1. Shafritz, Jay M et al. (2017). "Introducing Public Administration". Routledge. Ch. 1. **Optional literature:** Smith, Kevin B and Larimer, Christopher W (2009). "The Public Policy Theory Primer", Westview Press. Ch.1.

| | Topic 2: Modern theories and concepts of public policy and administration | **Mandatory literature:**
Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 3, 4.

Kuhlmann, Sabine and Wollman, Helmut. (2014). "Introduction to Comparative Public Administration". Ch. 3.

Kraft, M. E., & Furlong, S. R. (2018). "Public policy: Politics, analysis, and alternatives." Sixth edition. Sage and CQ Press. Ch. 1.

Optional literature:
Capano, Giliberto and Howlett, Michael. eds. (2020). "A Modern Guide to Public Policy". Edward Elgar Publishing. Ch. 2.

Ansell, Christopher and Torfing, Jacob. eds. (2016). "Handbook on Theories of Governance". Edward Elgar Publishing. Introduction, Ch. 24-33. |
| | Topic 3: Public policy and administration: old and new approaches | **Mandatory literature:**
Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 1.

Torfing, Jacob et al. (2020). "Public Governance Paradigms: Competing and Co-Existing Policy, Administrative and Institutional Change series". Edward Elgar Publishing. Ch. 1.

Rosenbloom David H et al. eds. (2022). "Public Administration: Understanding Management, Politics, and Law in the Public Sector". Routledge. Ch. 1.

Optional literature:
Durose, Catherine and Richardson, Liz. (2016). "Designing Public Policy for Co-Production: Theory, practice and change". Policy Press. Ch. 1, 2, 3, 4. |

| | | Topic 4: Human capital management in policy making and implementation | **Mandatory literature:** Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 2.

Rosenbloom David H et al. eds. (2022). "Public Administration: Understanding Management, Politics, and Law in the Public Sector". Routledge. Ch. 5.

Goldfinch, Shaun Francis. eds. (2023). "Handbook of Public Administration Reform". Edward Elgar Publishing. Ch. 3, 4, 5.

Fredericksen, Elizabeth D et al. eds. (2016). "Human Resource Management: The Public Sector Perspective". Routledge. Ch. 1, 5, 10, 11, 13, 14.

Optional literature: Fazey, Mike (2020). "Human Resource Policy". Anthem Press. Ch. 1-8. |
| | | Topic 5: Governmental and non-governmental actors in policy/law making process | **Mandatory literature:** Pekkanen, Robert J et al. eds. (2014). "Nonprofits and Advocacy". Johns Hopkins University Press. Ch, 1, 10.

Lang, Sabine. (2013). "NGOs, Civil Society, and the Public Sphere". Cambridge University Press. Ch. 6.

Optional literature: Peters, Guy B and Zittoun, Philippe. eds. (2016). "Contemporary Approaches to Public Policy: Theories, Controversies, Perspectives". Palgrave Macmillan. Ch. 10.

Capano, Giliberto and Howlett, Michael. eds. (2020). "A Modern Guide to Public Policy". Edward Elgar Publishing. Ch. 5. |

	Topic 6: Policy making and resource planning, including budget proposal	**Mandatory literature:** Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 5.
		Peters, Guy B et al. (2016). "Public Administration: Research strategies, concepts and methods". Ch. 4, 5.
		Rosenbloom David H et al. eds. (2022). "Public Administration: Understanding Management, Politics, and Law in the Public Sector". Routledge. Ch. 6.
		Birkland, Thomas A (2011). "An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making". Routledge. Ch. 6, 8.
		Kraft, M. E. & Furlong, S. R. (2018). "Public policy: Politics, analysis, and alternatives." SAGE. Ch. 3.
		Optional literature: Peters, Guy B and Zittoun, Philippe. eds. (2016). "Contemporary Approaches to Public Policy: Theories, Controversies, Perspectives". Palgrave Macmillan. Ch. 4, 6.
		Capano, Giliberto and Howlett, Michael. eds. (2020). "A Modern Guide to Public Policy". Edward Elgar Publishing. Ch. 11, 12.

| | Topic 7: Policy arguments in policy making | **Mandatory literature:**
Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 6,7.

Peters, Guy B et al. (2016). "Public Administration: Research strategies, concepts and methods". Ch. 1.

Birkland, Thomas A (2011). "An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making". Routledge. Ch. 1, 6, 8.

Kraft, M. E. & Furlong, S. R. (2018). "Public policy: Politics, analysis, and alternatives." SAGE. Ch. 3.

Optional literature:
Peters, Guy B and Zittoun, Philippe. eds. (2016). "Contemporary Approaches to Public Policy: Theories, Controversies, Perspectives". Palgrave Macmillan. Ch. 3, 4, 6.

Capano, Giliberto and Howlett, Michael. eds. (2020). "A Modern Guide to Public Policy". Edward Elgar Publishing. Ch. 5, 6. |
| | Topic 8: Law-making | **Mandatory literature:**
Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 8.

Rosenbloom David H et al. eds. (2022). "Public Administration: Understanding Management, Politics, and Law in the Public Sector". Routledge. Ch. 7, 9, 11.

Optional literature:
Pellissery, Sony et al. eds. (2020). "Transformative Law and Public Policy". Routledge. Ch. 1. |

| | Topic 9: Policy implementation: process monitoring and policy outcomes' evaluation | **Mandatory literature:**
Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 9, 13.

Rosenbloom David H et al. eds. (2022). "Public Administration: Understanding Management, Politics, and Law in the Public Sector". Routledge. Ch. 8.

Birkland, Thomas A (2011). "An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making". Routledge. Ch. 9.

Optional literature:
Capano, Giliberto and Howlett, Michael. eds. (2020). "A Modern Guide to Public Policy". Edward Elgar Publishing. Ch. 3.

Capano, Giliberto and Howlett, Michael. eds. (2020). "A Modern Guide to Public Policy". Edward Elgar Publishing. Ch. 7, 13, 14, 15, 16. |

	Topic 10: Policy and administrative adaptation/reforms	**Mandatory literature:** Pierre, Jon and Peters, Guy B. (2012). "Handbook of Public Administration". SAGE. Ch. 11. Kuhlmann, Sabine and Wollman, Helmut. (2014). "Introduction to Comparative Public Administration". Ch. 4. **Optional literature:** Hammerschmid, Gerhard et al. eds. (2016). "Public Administration Reforms in Europe: The View from the Top". Edward Elgar Publishing. Ch. 1, 20, 21, 22, 23, 24. Rouet, Gilles and Pascariu, Gabriela Carmen. eds. (2019). "Resilience and the EU's Eastern Neighbourhood Countries: From Theoretical Concepts to a Normative Agenda". Palgrave Macmillan. Ch. 3.
Mandatory literature	See above	
Optional literature	/	
Scheduled dates	2026	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	Final paper (50%) 15 pages + written proposal required The final paper should be a synthesis on a chosen topic the student has negotiated with the lecturer, and should be at least loosely related to this course. Final paper should examine the relevant literature with a critical viewpoint regarding theoretical and empirical developments. Students should discuss the strengths and limitations of methodological or conceptual conventions in that literature, as well as the importance and relevance of the questions around which it is organised. Final paper should therefore include literature review of the chosen topic and should have a critical score; students are also encouraged to collect their own data, if applicable. It goes without saying that the expectation is that students will expand significantly on the required + recommended readings. Recommended readings may be a good start for further reading, but the review should not be limited only to the readings listed in the syllabus. Students should be creative.	

Joint MA in Political Science

Module: Public Policy and Administration

Course: Social Protection Policy in the European Union and Georgia

Course Title	Social Protection Policy in the European Union and Georgia
Course Number	
Module	Public Policy and Administration
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30
Lecturers	Jaba Urotadze
Assistant lecturers	
Department	Interdisciplinary Department, Faculty of Social and Political Sciences, Ivane Javakhishvili Tbilisi State University
Curricula	Joint MA in Political Science:			
mandatory/elective	elective			
Entry level criteria	none
Recommended for semester	1,3

Course description	The course introduces students to the social security, labour and employment policies of the European Union, making emphasis on selected Eastern European countries and compares them with Georgian social protection policy. Social protection system encompasses a range of regulations and benefits designed to protect labour rights and support individuals at various stages of life cycle by providing old-age pensions, disability, unemployment, family and child benefits as well as measures to address general poverty. The course provides students with comprehensive knowledge about social protection policy making and implementing institutions, and decision-making processes in the relevant fields. The course offers a detailed understanding of theories, which are used to study the causes of the policy change in the social protection sphere.

Intended learning outcomes	**Knowledge:**
	- comprehensive knowledge on the social security, labour and employment policy of the EU, selected Eastern European EU countries and Georgia;
	- comprehensive knowledge on political and administrative institutions, political and administrative actors and decision-making processes in social protection sphere in the EU, selected Eastern European EU countries and Georgia;
	- knowledge about the history of development of social protection policy, its main goals, tasks and perspectives;
	- knowledge about the specific theories which are used to study the causes of the policy change in the social protection sphere.
	Competence:
	- a detailed understanding of theories, which are used to study the causes of the policy change in social protection sphere;
	- competence to summarize and assess highly specialized literature in social protection sphere;
	- ability to develop independently innovative research questions, communicate their own ideas clearly and convincingly, and to write scientific papers in the social protection sphere.
	Skills:
	- the ability to analyse theoretic approaches critically and apply them to new political and/or policy developments in social protection sphere;
	- the ability to follow current policy and/or administrative developments in social protection sphere;
	- the ability to apply the knowledge acquired throughout the programme concerning the processes within political and administrative institutions and the competences of different actors in social protection sphere, and work with or within these institutions;
	- The ability to independently study and analyze political processes in social protection sphere

Contribution of this course to the learning outcomes of the module (or program)	This course will explain and analyze: a) the main characteristics of social protection system/policy in the EU, selected Eastern European EU countries and Georgia; b) administrative institutions, political and administrative actors and decision-making processes in social protection sphere in the EU, selected Eastern European EU countries and Georgia; c) the theories which are used to study the causes of the policy change in social protection sphere. After completing the course, the students will have a comprehensive knowledge of political and administrative institutions, political and administrative actors and decision-making processes, as well as of the specific theories concerning public policy and administrative system in the social protection sphere. Students will develop the following competence: a) a detailed understanding of theories which are used to study the causes of the policy change in social protection sphere; b) summarize and assess highly specialized literature; c) develop independently innovative research questions, communicate the own ideas clearly and convincingly, and to write scientific papers. Students will acquire skills: a) to analyze theoretic approaches critically and apply them to new political and/or policy developments; b) to follow current policy and/or administrative developments; c) to apply the knowledge acquired throughout the programme concerning the processes within political and administrative institutions and the competences of different actors, and work with or within these institutions.
Expected prerequisite knowledge	none
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>15 %</td></tr><tr><td>Midterm</td><td>20 %</td></tr><tr><td>Research Paper</td><td>25 %</td></tr><tr><td>Final Exam</td><td>40 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>
Specific requirements	none
Pre-Conditions for examination	Students are required to: • Participate actively in the class discussions; • Pass the midterm exam; • Finish the research paper. Students must earn at least half of the score for each activity.

	Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Teaching methods	Ex cathedra and Active Participation	Ex cathedra lectures; Discussion on the compulsory weekly readings.	30	discussion around the topic	Completeness, clearness, accurateness	15%
	Midterm exam	General guidance for exam preparation	30	Written in-class exam	Completeness, consistency, clearness, accurateness	20%
	Research paper	Discuss topic of paper; review of ongoing work	40	Continuous writing and final finishing of paper.	Completeness, consistency, accurateness of the text.	25%
	Final exam	General guidance for exam preparation	50	Written in-class exam	Completeness, consistency, clearness, accurateness	40%
	Total		**150 h**			**100 %**

Course content	

	Topic	Required reading
List of contents/topics	Topic 1: History of development of the social protection policy, main goals, tasks, perspectives	Maydell B.r, et al. (2006). pg: 5-28; 73-90.
	Topic 2: Challenges of the social protection policy	Maydell B.r, et al. (2006). pg: 28-50.
	Topic 3: Ethical foundations of the social protection policy: personal autonomy, social inclusion, justice	Maydell B.r, et al. (2006). pg: 51-72.
	Topic 4: Policy making and administration in social protection sphere	1. Kennett, P., & Lendvai-Bainton, N. (Eds.). (2017). Part II. chapter 6, 9 2. Wallace, H., et al. (2020). Part II. chapter 11 3. Matei, A., & Dogaru, T. C. (2010)
	Topic 5: Old-age pension policy	1. Hinrichs, K. (2021) 2. Domonkos, S., & Simonovits, A. (2017) 3. Urotadze, J. (2020) 4. Urotadze, J. (2018) pg: 190-193, chapter 3.1, 3.2, 3.5

	Topic 6: Healthcare policy	1. Hansen, J. et al. (2021) 2. Richardson, E., Berdzuli, N. (2017). Chapter 2,3
	Topic 7: Family policy and poverty prevention	1. Kennett, P., & Lendvai-Bainton, N. (Eds.). (2017). Part V. Chapter 21. 2. Urotadze, J. (2023) 3. Urotadze, J. (2024). 4. International Labour Organization (2020). Chapter 3 5. Raț, C., & Szikra, D. (2018)
	Topic 8: Employment policy	1. Kennett, P., & Lendvai-Bainton, N. (Eds.). (2017). Part IV. Chapter 16. 2. Banociova A., & Martinkova, S. (2017) 3. Diakonidze A. (2020)
	Topic 9: Labour rights protection	1. Jacobs, A. T. J. M. (2022). Chapter 8, 9. 2. Davulis, T. (2017). 3. Diakonidze A. (2023).
	Topic 10: Theories, which study the causes of the policy change in social protection sphere	1. Urotadze, J. (2018). Chapter 1.3, 3.3, 3.4. 2. Stiller, S. (2010). Chapter 1, 2

Mandatory literature	1. International Labour Organization. (2020). Assessment of the Social Protection System in Georgia. 2. Banociova A., & Martinkova, S. (2017). Active labour market policies of selected European countries and their competitiveness. Journal of Competitiveness, 9(3). 3. Davulis, T. (2017). Main features of Lithuanian Labour Law reform 2016. In T. Davulis, (ed.) Labour Law Reforms in Eastern and Western Europe. Peter Lang 4. Diakonidze A. (2020). Employment policy in a development context. Human Rights Education and Monitoring Center. 5. Diakonidze A. (2023). Working life in Georgia. Eurofund. https://www.eurofound.europa.eu/en/resources/article/2023/working-life-georgia 6. Domonkos, S., & Simonovits, A. (2017). Pension reforms in EU11 countries: An evaluation of post-socialist pension policies. International Social Security Review, 70(2). 7. Hansen, J., Haarmann, A., Groenewegen, P., Azzopardi Muscat, N., Tomaselli, G., Poldrugovac, M. (2021). What are the key priority areas where European health systems can learn from each other?. World Health Organization Regional Office for Europe. 8. Hinrichs, K. (2021). Recent pension reforms in Europe: More challenges, new directions. An overview. Social Policy & Administration, 55(3) 9. Jacobs, A. T. J. M. (2022). Guide to European Labour Law. Open Press Tilburg University. 10. Kennett, P., & Lendvai-Bainton, N. (Eds.). (2017). Handbook of European social policy. Edward Elgar Publishing. 11. Matei, A., & Dogaru, T. C. (2010). The Administrative Convergence in the Balkan Area. Empirical Analysis of Social Policy in Romania and Bulgaria. Theoretical and Applied Economics, XVII (2010) 3 (544) 12. Maydell B.r, et al. (2006). Enabling Social Europe. Springer. 13. Raţ, C., & Szikra, D. (2018). Family policies and social inequalities in Central and Eastern Europe: A comparative analysis of Hungary, Poland and Romania between 2005 and 2015. In Handbook of family policy (pp. 223-235). Edward Elgar Publishing. 14. Richardson, E., Berdzuli, N. (2017). Georgia: Health system review. World Health Organization. 15. Stiller, S. (2010). Ideational Leadership in German Welfare State Reform: How Politicians and Policy Ideas Transform Resilient Institutions. Amsterdam University Press. 16. Urotadze, J. (2024). Comparative Analysis of Regulations Concerning Maternity Benefit in Georgia and European Union. Bulletin of Georgian National Academy of Sciences. vol. 18, no. 1.

	17. Urotadze, J. (2023). Ways of increasing the generosity of family-related leaves in Georgia. Eastern Europe Regional Studies, 13. 18. Urotadze, J. (2020). Challenges of Georgia's Pension System. Polish Political Science Yearbook, ISSN 0208-7375 19. Urotadze, J. (2018). Pension Policy of Georgia and International Experience. Publishing of Ivane Javakhishvili Tbilisi State University. ISBN 978-9941-13-781-5 20. Wallace, H., Pollack, M. A., Roederer-Rynning, C., & Young, A. R. (Eds.). (2020). Policy-making in the European Union. Oxford University Press. - Study materials provided by the lecturer Jaba Urotadze (appendix)
Optional literature	Blum, S., Kuhlmann, J., & Schubert, K. (Eds.). (2019). Routledge Handbook of European Welfare Systems (2nd ed.). Routledge. Students are encouraged to seek and find out additional literature at each topic discussed at class.
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	

Joint MA in Political Science

Module: International Relations

Course: Basic Texts in International Relations

Course Title	Basic Texts in International Relations
Course Number	
Module	International Relations
Type of Courses	Seminar
ECTS credits	6 ECTS
Number of teaching hours	30 teaching hours per term
Lecturers	David Matsaberidze, PhD. Associate Professor
Assistant lecturers	
Department	Department of International Relations, Ivane Javakhishvili Tbilisi State University
Curricula	Joint MA in Political Science			
Compulsory/elective	Compulsory for specialization in International Relations			
Entry level criteria	None
Recommended for semester	1, 3
Course description	In this course students will read and discuss a series of both classic and current texts that have made a major contribution to theory formation in the area of International Relations. The readings and discussion will not only offer an overview of different theories in this field, but also uncover the strengths and weaknesses of these theories. The most important aim of the seminar, however, is to lay the foundations for a critical examination of political science research. Such a critical examination is vital in the preparation of your own research projects. Moreover, the capacity to critically analyse texts is an integral part of the transferable skills that students should acquire as part of a political science degree.
Intended learning outcomes	After successful completion of the course students … ● have a good understanding of theories of International Relations and their applications to concrete issues; ● have improved their ability to understand and assess political science research
Contribution of this course to the learning outcomes of the module (or program)	Students … ● know the relevant theories in the field of International Relations in detail, know how to distinguish them and how to critically evaluate them
Expected prerequisite knowledge	None

Assessment methods		Activity	Percentage
		Participation	30%
		Two presentations	30 %
		4 short reviews	30 %
		Book review	10 %
		Total	**100 %**
Specific requirements	-		
Pre-Conditions for examination	80 % class attendance		

	Teaching activities and assessment methods together:					
Teaching methods	Assignment/ Activity	Teaching activity	Workl oad	Assessment activity	Assessment criteria	% /final grade
	Ex cathedra/Par ticipation in class	Ex cathedra	30	Class attendance and participation	List of class attendance (at least 80%) and participation	30%
	Two Presentations	Review presentation and one-page summary. Guide discussion after presentation.	30	Each student will give two presentations that summarize and critique one of the assigned texts.	The presentation of no more than 8-10 minutes should summary the research question, hypotheses and methodology used to examine these hypotheses. Strengths and Weaknesses of the text must be clear. A one-page summary of the text needs to be distributed to all participants	30%
	4 short reviews	Review papers and provide feedback	50	Students must submit four short (app. 300 words) reviews of tests that students read in this seminar, for which the students does not give a presentation.	Completeness, consistency, accuracy	30%
	Book review	Provide criteria for the review	40	The book should have been published in the last 5 years by a top publishing house (Princeton, Cambridge, Oxford, Cornell, Michigan State) on a topic that was discussed in class. The book review should encompass app. 1,200 words	Accurate summary of the book, focus on strengths and weaknesses	10%
	Total		150 h[1]			100 %
Course content	See above					
List of contents/topics	*Topic*			*Required reading*		

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[1] based on [EXCT-CP * 25], here 6 are assumed

	Topic 1: Theories of IR	Morgenthau, Hans J. (1967)
	a.) Classical realism and neorealism b.) Interdependence and neoliberal institutionalism c.) Domestic politics and international relations d.) Social constructivism	Politics among Nations: The Struggle for Power and Peace (New York: Knopf), Ch. 1 and 11. Waltz, Kenneth N. (1979) Theory of International Politics (New York: Random House), Ch. 5 and 6. Angell, Norman (1909) The Great Illusion (London: Weidenfeld & Nicolson), Chapters 3 and 5. Keohane, Robert O. (1984) After Hegemony: Cooperation and Discord in the World Political Economy (Princeton: Princeton University Press), Chapter 6. Putnam, Robert D. (1988) Diplomacy and Domestic Politics: The Logic of Two-Level Games, International Organization 42 (3): 427-60. Moravcsik, Andrew (1997) Taking Preferences Seriously: A Liberal Theory of International Politics, International Organization 51 (4): 513-53. Wendt, Alexander (1992) Anarchy Is What States Make of It: The Social Construction of Power Politics, International Organization 46 (2): 391-425. Tannenwald, Nina (1999) The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use,

		International Organization 53 (3): 433-468.

	Topic 2: International Institutions
	  a.) International organizations
	  b.) The design of international institutions
	  c.) International law and human rights
		Barnett, Michael and Martha Finnemore (1999) The Politics, Power, and Pathologies of International Organization, International Organization 53 (4): 699-732.
		
		Clark, Richard and Lindsay R. Dolan (2021) Pleasing the Principal: U.S. Influence in World Bank Policymaking, American Journal of Political Science 65 (1): 36–51.
		
		Koremenos, Barbara, Charles Lipson, and Duncan Snidal (2001) The Rational Design of International Institutions, International Organisation 55 (4): 761-799.
		
		Hooghe, Liesbet and Gary Marks (2015) Delegation and Pooling in International Organizations, Review of International Organizations 10 (3): 305-328.
		
		Downs, George W., David M. Rocke and Peter N. Barsoom (1996) Is the Good News About Compliance Good News About Cooperation?, International Organization 50 (3): 379-406.
		
		Hafner-Burton, Emilie M. (2005) Trading Human Rights: How Preferential Trade Agreements Influence Government Repression, International

		Organization 59 (3): 593-629.

	Topic 3: Issues in IR:
	  a.) The environment in IR
	  b.) Arguing and rhetorical action
	  c.) Transnational non-state actors
		Risse, Thomas (2000) Let's Argue: Communicative Action in World Politics, International Organization 54 (1): 1-40.
		Schimmelfennig, Frank (2001) The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union, International Organization 55 (1): 47-80.
		
		Keck, Margaret E. and Kathryn Sikkink (1998) Activists Beyond Borders: Advocacy Networks in International Politics (Ithaca: Cornell University Press), Chapter 1.
		Tallberg, Jonas, Thomas Sommerer, Theresa Squatrito and Christer Jönsson (2014) Explaining the Transnational Design of International Organizations, International Organization.

	Topic 4: War and peace
	   a.) The End of History or the Clash of Civilisations
	   b.) Wars
	   c.) The transformation of war
	   d.) The democratic peace
		Fukuyama, Francis (1989) The End of History, The National Interest.
		Huntington, Samuel P. (1992) The Clash of Civilizations?, Foreign Affairs 72 (3): 22-49.
		
		Fearon, James D. (1995) Rationalist Explanations for War, International Organization 49(3): 379-414.
		Van Evera, Stephen (1998) Offense, Defense, and the Causes of War, International Security 22(4): 5-43.
		
		Maoz, Zeev and Bruce Russett (1993) Normative and Structural Causes of Democratic Peace, 1946-1986, American Political Science Review 87 (3): 624-638.
		Tomz, Michael and Jessica L. Weeks (2013) Public Opinion and the Democratic Peace: An Experimental Investigation, American Political Science Review 107 (4): 849-865.

Mandatory literature	See above	
Optional literature	-	
Scheduled dates	See above	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

Joint MA in Political Science

Module: International Relations

Course: Dynamics of the Inter-Ethnic Relations and Conflicts in the Caucasus (Post-Soviet Period)

Course Title	**Dynamics of Inter-Ethnic Relations and Conflicts in the Caucasus (Post-Soviet Period)**
Course Number	---
Module	International Relations [opening also for Comparative Politics Module]
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30
Lecturers	David Matsaberidze, PhD. Associate Professor
Assistant lecturers	---
Department	Department of International Relations, Ivane Javakhishvili Tbilisi State University
Curricula	JoPScip			
mandatory/elective	elective			
Entry level criteria	No entry level criteria or course precondition.
Recommended for semester	3
Course description	The course introduces students to the post-Soviet conflicts of the Caucasus and offers understanding of various reasons for their emergence and maintenance over 30 years through the prism of domestic and international developments. It uncovers the reasons for differences between the South and North Caucasus in line with the roles played by elites/politicians and enables students to navigate in the complex processes of conflicts through the changing domestic and international contexts, setting juxtapositions between domestic and external agencies. The lecture course equips students with the knowledge of the main concepts and terms related to the study of conflicts and applied to Caucasus and prompts them to reflect on manipulations of ethnic groups by elites/political agencies. The course familiarizes students with the theoretical and methodological foundations for the study and analysis of conflicts through the lense of politics and gives them in-depth knowledge of the socio-political processes in the region via deconstruction of particular cases from the Caucasus.
Intended learning outcomes	Students will learn causes of emergence of conflict from the interdisciplinary perspective and will understand the complex picture of relation between

	domestic and foreign agencies involved in the post-Soviet conflicts of the Caucasus;
	Students will understand the historical context and changing domestic and external developments in the inter-ethnic, inter-state and on a broader international relations and will generalise findings in diachronic perspective to reconstruct the process of change;
	Students will demonstrate nuanced understanding of transforming political processes after the dissolution of the Soviet Union and will illustrate its influence on different mode(s) of transformations of conflicts in the North and South Caucasus;
	Students will be able to design similar and different scenarios through assembling case studies and will apply gained new knowledge through the synthesis of various theoretical constructs and methodological approaches to the study of conflicts transformation;
Contribution of this course to the learning outcomes of the module (or program)	The lecture course will demonstrate how the global dimensions of politics and its transformation in terms of affinities between domestic and external agencies has been reelected in the Caucasus. It will uncover challenges of democratisation process emanating from the rise of nationalism drawing on the specialised empirical knowledge. The course will bring selected case studies from the Caucasus to international politics through the comparative politics perspective based on social science concepts and theories.
Expected prerequisite knowledge	None.
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Participation / Presentation</td><td>30 %</td></tr><tr><td>Midterm Exam</td><td>30 %</td></tr><tr><td>Final Exam / Independent Research Paper on a chosen topic</td><td>40 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>
Specific requirements	All papers should be original papers and the final exam/independent research paper should not be related to the topic/paper submitted for the mid-term exam.
Pre-Conditions for examination	Taking and passing the mid-term exam.
Teaching methods	

Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade

Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
In class presentation	in-depth discussion of assigned readings/ texts	30	in class presentation.	Completeness, consistency, accuracy,detail oriented	30%
Mid term exam	problem based analytical paper	30	comprehensive review of.assigned topic based on comparative analysis of relevant texts covered	Completeness, consistency, accuracy,detail oriented	30%
4 short reviews	Review papers and provide feedback	20	Students must submit four short (app. 300 words) reviews of tests that students read in this seminar, for which the students does not give a presentation.	Completeness, consistency, accurateness	0%
Final exam paper	problem based research paper	40	Uncovering particular topic through in depth analysis of a particular case study	Completeness, consistency, accuracy,detail oriented	40%
Total		**150 h[1]**			**100 %**

Course content

The course critically reflects on the post-Soviet conflicts of the Caucasus and offers understanding of their causes and transformation through uncovering the role of domestic and external agencies in a diachronic perspective of the post-Soviet transformation processes. It uncovers the reasons for differences in transformation of conflicts in the South and North Caucasus and enables students to navigate in the ongoing developments through looking at the changing domestic and international contexts, defining juxtapositions between domestic and external agencies and their interests in the region. The lecture course equips students with the knowledge of the main causes and internal and external factors influencing the transformation of conflicts and applies concepts from conflict studies through multidisciplinary perspective to prompt students

[1] based on [EXCT-CP * 25], here 6 are assumed

	to reflect on transformation of conflicts. The course provides students with the theoretical and methodological foundations for the study and analysis of conflicts through the lense of politics and IR and gives them in-depth knowledge of the particular cases from the Caucasus.

	Topic	Required reading
	Topic 1. Introduction to the course. Main concepts defined. Main problems and approaches to the study of the post-Soviet transitions and conflicts.	Brubaker R. Ethnicity without Groups, Harvard University Press, Cambridge, Massachusetts, and London. England 2004. pp. 1-10. Cornell S.E. (2001). Small Nations and Great Powers. Curzon, pp. 1-30. King. Ch. (2000). Post-Postcommunism: Transition, Comparison, and the End of "Eastern Europe," in *World Politics*, Vol. 53, No. 1, pp. 143-172.
	Topic 2. Theories of ethnicity and nationalism. Main theoretical and methodological approaches to the study of nationalism and ethnic conflicts. Conceptions and Misconceptions to the study of ethnic conflicts and means of their overcoming.	Brubaker R. (1998). Myths and misconceptions in the study of nationalism, in The State of the Nation *Ernest Gellner and the Theory of Nationalism*, Cambridge University Press, pp. 272 – 306. Barrington, L.W. (1997). "Nation" and "Nationalism": The Misuse of Key Concepts in Political Science, in*: Political Science and Politics*, Vol. 30, No. 4 (Dec., 1997), pp. 712-716.
	Tipic 3. Majority and minority: theoretical approaches and interrelations. Political, psychological and socio-cultural perspective to the study of minorities and majorities.	Brewer, M.B. (1999). The Psychology of Prejudice: Ingroup Love and Outgroup Hate? In *Socual Issues*, Volume 55, Issue 3, pp. 429-444 Tajfel, H. (1981). Social Identitu Theory of Intergroup Behavior, in Human Groups and Social Categories, Part 4, Chapter 2, Cambridge University Press. London and New York, pp. 228-243. https://mycourses.aalto.fi/plug infile.php/919597/mod_resour

			ce/content/1/Tajfel%20%20Turner%2086_SIT_xs.pdf Rethinking Ethnicity: Majority Groups and Dominant Minorities. Edited by Eric P. Kaufmann. London; New York: Routledge, 2004 Zverev, A. (1996). Political turmoil in Georgia and the ethnic policies of Zviad Gamsakhurdia, in Coppieter, B. (Ed.) *Contested Borders in the Caucasus,* VUBPRESS, pp. 45-71.
	Topic 4. The conflicts of the post-Soviet Caucasus and their interpretations. The triad of ethnicity, nationalism and religion and their selective evocation in various post-Soviet conflicts. Critical and comparative approaches to the regional differences.		Beissinger, M.R. (2002). *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge: Cambridge University Press, pp. 331-347. Roeder, P. (2004). The Triumph of Nation-States: Lessons from the Collapse of the Soviet Union, Yugoslavia, and Czechoslovakia, in *After the Collapse of Communism – Comparative Lessons of Transitios.* (Eds). Michael McFaul and Kathryn Stoner-Weiss, Cambridge University Press, 2004, pp. 21-57. Chaitkin, S. The instrumental use of nationalism by post-communist political elites: a legitimizing strategy. Budapest: CEU, Budapest College, 1998.
	Topic 5. Majority and minority politics and interrelations through historical perspective: past and present circumstances; The Soviet preconditions to the conflicts; formation of the South Caucasian states and majority-minority relations during the establishment of the Soviet rule. The transformation of the majority-minority relations after the fall of communism.		Slezkine. Y. (1994). The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism, in *Slavic Review*, Vol. 53, No. 2 (Summer), pp. 414-452. Zürcher, Ch., Koehler, J. & Baev, P. (2007). Internal Violence in the Caucasus. In Elbadawi, I., Loayza, N. & Sambanis, N. (Ed.), *Case Studies of the Economics*

		of Political and Criminal Violence. Oxford: Oxford UP and Washington: World Bank, pp. 765-823
	Topic 6. Caucasus and the dissolution of the Soviet Union. The reasons and consequences of the dissoluton of the Soviet Union for the center and regional national-liberattion movements. Intepretations of the political process and its consequences.	Jones, S. Georgia – A Failed Democratic Transition, in Bremmer and Taras, eds., Nations and Politics in the Soviet Successor States, 1994, 288-312. Suny R.G. The Revenge of the Past: Nationalism, Revolution and the Collapse of the Soviet Union. Stanford University Press, 1993, 55-75.
	Topic 7. The structure of the Caucasian states and politics during the Soviet Union. The politics of the independent states and approaches from ethnic minirities. Rhetoric of ethnic majorities and minorities by the time of dissolution of the Soviet Union and within the NISs in the early 1990s. The general features of national movements during the period of transitions. Emergence of majority and minority national movements at the down of the Soviet Union. The new ethnic politics under the emerging nationalism.	Bremer, I. (2006). The Post-Soviet Nations After Independence, in *After Independence: Making and Protecting the Nation in Postcolonial and Postcommunist States.* (Ed). Lowell W. Barrington. University of Michigan Press, 2006, pp. 141-161. Burg S.L (1990). Nationality Elites and Political Change in the Soviet Union. // The Nationalities Factor in Soviet Politics, edited by Hada L. and Beissinger M., Westview Press,, pp. 45-65 Suny R.G. (1993). The Revenge of the Past: Nationalism, Revolution and the Collapse of the Soviet Union. Stanford University Press, pp. 20-84 Fox, J. (2003). Ethnoreligious conflict in the Third World: the role of religion as a cause of conflict. *Nationalism and Ethnic Politics*, *9*(1), 101–125. https://doi.org/10.1080/13537110412331301375 Cornell S. (2001) Small Nations and Great Powers (A Study of

		Ethnopolitical Conflict in the Caucasus). Curzon. Nationalism after Communism: Lessons Learned. Edited by Alina Mungiu-Pippidi and Ivan Krastev. Budapest: CEU Press, 2004
	Topic 8: Political leadership and their organizations in comparative perspective. Their political and ethnic foundations. From the leadership of national-liberation movements into the presidential offices. Alternative elites of ethnic minorities. Similarities and differences in their politics: strategy and tactics.	Nodia, G. (2005). Georgia: Dimensions of Insecurity:, in: Bruno Coppieters and Robert Legvold, Eds, *Statehood and Security: Georgia after the Rose Revolution,* The MIT Press, Cambridge-London, pp. 39-82. Goltz, T. (2006). Georgia diary: a chronicle of war and political chaos in the post-Soviet Caucasus. Armonk, N.Y.: Sharpe. Zurcher, Ch. (2007). The post-Soviet wars: rebellion, ethnic conflict, and nationhood in the Caucasus. New York: New York University Press.
	Topic 9: The South Caucasus: Georgia – national rhetoric and center vs. periphery. Abkhazia and South Ossetia vs. Tbilisi. Armenians and Azerbaijanis vs. Tbilisi: conflcits and peace: reasons of differences.	Zürcher, Ch. (2005). Georgia's Time of Troubles, 1989–1993, in *Statehood and Security: Georgia after the Rose Revolution.* (Eds). Robert Legvold and Bruno Coppieters. International Security in the Post-Soviet Space, pp. 83-115. Rondeli A. (1996). "Georgia in the Post-Soviet Space." Caucasian Regional Studies, Issue 1, 1996
	Topic 10: The South Caucasus: Azerbaijan - nationalism rhetoric and center vs. periphery. Baku vs. Nagorno Kharabakh.	Ibrahimov, R. (2013). The Influence Level of External Factors on the Political Transformations in Azerbaijan since Independence, in The South Caucasus 2018 – Facts, Trends, Future Scenarios, Konrad Adenauer Stiftung, pp. 23-42

		Guliyev, F. (2004). Post-Soviet Azerbaijan: transition to sultanistic semi-authoritarianism? An attempt at conceptualization. Budapest: CEU, Budapest College, pp. 1-22
		Goltz, T. (1998). Azerbaijan diary: a rogue reporter's adventures in an oil-rich, war-torn, post-Soviet republic. London and Armonk, N.Y.: M.E. Sharpe, pp. 45-54
	Topic 11: The South Caucasus: Armenia - national rhetoric and center vs. periphery. Yerevan vs. Nagorno Kharabakh. The role of diaspora in the post-Soviet conflict of Armenia with Azerbaijan.	Giragosian, R. (2013), The Political Dimension: Armenian Perspective, in The South Caucasus 2018 – Facts, Trends, Future Scenarios, Konrad Adenauer Stiftung, pp. 9-22. Nationalism and history: the politics of nation building in post-Soviet Armenia, Azerbaijan and Georgia. Edited by Donald V. Schwartz and Razmik Panossian. Toronto, Canada: University of Toronto Centre for Russian and East European Studies, 1994
	Topic 12: The North Caucasus in the post-Soviet period. The local national movements and their leaders. Mirroring nationalisms and nationalist rhetoric. New loyalyies and dis-loyalties with Moscow. The rise of Islamic fundamentalism. Islam vs. Nationalism. Wahhabism and sectarian revival. ISIS and the North Caucasian Emirate.	Magomeddadaev, A. (2005). "The Muslim East and Radicalization of Islam in the Northern Caucasus," Central Asia and the Caucasus, Journal of Social and Political Studies, #1(31). Yarlykapov A. (1999). "Islamic Fudnamentalism in the Northern Caucasus: Towards A Formulation of the Problem." Caucasian Regional Studies, Vol.4, Issue 1
	Topic 13: The de-facto states in the Caucasus: The present stage of their academic and policy studies and prospective developments	Pegg, S. (2017). Twenty Years of de facto State Studies: Progress, Problems, and Prospects. *Oxford Research Encyclopedia of Politics.* https://oxfordre.com/ politics/view/10.1093/acrefore

		/9780190228637.001.0001/acrefore-9780190228637-e-516. Toal, G. & O'Loughlin, J. (2017). Public Opinion in the Eurasian De Facto States, CAUCASUS ANALYTICAL DIGEST No. 94, 28 April 2017, pp. 15-21.
	Topic 14: GeoSpacial Analysis of the Post-Soviet Conflicts. IR and Geography tested on the Caucasus.	Flint, Colin , Diehl, Paul , Scheffran, Juergen , Vasquez, John and Chi, Sang-hyun (2009). 'Conceptualizing ConflictSpace: Toward a Geography of Relational Power and Embeddedness in the Analysis of Interstate Conflict', Annals of the Association of American Geographers, 99: 5, 827 — 835. Linke, A. M., Witmer, F. D. W., Holland, E. C., & O'Loughlin, J. (2016). Mountainous Terrain and Civil Wars: Geospatial Analysis of Conflict Dynamics in the Post-Soviet Caucasus. *Annals of the American Association of Geographers*, *107*(2), 520–535.
	Topic 15. The external players in the post-Soviet Caucasus. Russia as the jandarme of the Caucasus and emerence of its competitors. The role of the UN, OSCE and EU in the conflicts and transformation of the region.	Lussier, S. The Nature of Mass Communist Beliefs in Post-communist Russian Political Space. http://repositories.cdlib.org/iseees/bps/2007_06-luss/ Onis, Z. (2001). Turkey and Post-Soviet States: Potential and Limits of Regional Power Influence. Journal MERIA – Middle East Review of International Affairs. Volume 5, No. 2 - June. http://meria.idc.ac.il/journal/2001/issue2/jv5n2a6.html Torbakov, I. Ankara's Post-Soviet Efforts in the Caucasus and Central Asia: The Failure of the "Turkic World" Model

		http://www.eurasianet.org/departments/insight/articles/eav122602.shtml
Mandatory literature	Brubaker R. Ethnicity without Groups, Harvard University Press, Cambridge, Massachusetts, and London. England 2004. pp. 1-10. King. Ch. (2000). Post-Postcommunism: Transition, Comparison, and the End of "Eastern Europe," in *World Politics*, Vol. 53, No. 1, pp. 143-172. Brubaker R. (1998). Myths and misconceptions in the study of nationalism, in The State of the Nation *Ernest Gellner and the Theory of Nationalism*, Cambridge University Press, pp. 272 – 306. Barrington, L.W. (1997). "Nation" and "Nationalism": The Misuse of Key Concepts in Political Science, in*: Political Science and Politics*, Vol. 30, No. 4 (Dec., 1997), pp. 712-716. Brewer, M.B. (1999). The Psychology of Prejudice: Ingroup Love and Outgroup Hate? In *Socual Issues*, Volume 55, Issue 3, pp. 429-444 Tajfel, H. (1981). Social Identitu Theory of Intergroup Behavior, in Human Groups and Social Categories, Part 4, Chapter 2, Cambridge University Press. London and New York, pp. 228-243. Roeder, P. (2004). The Triumph of Nation-States: Lessons from the Collapse of the Soviet Union, Yugoslavia, and Czechoslovakia, in *After the Collapse of Communism – Comparative Lessons of Transitios.* (Eds). Michael McFaul and Kathryn Stoner-Weiss, Cambridge University Press, 2004, pp. 21-57. Slezkine. Y. (1994). The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism, in *Slavic Review*, Vol. 53, No. 2 (Summer), pp. 414-452. Jones, S. Georgia – A Failed Democratic Transition, in Bremmer and Taras, eds., Nations and Politics in the Soviet Successor States, 1994, 288-312. Bremer, I. (2006). The Post-Soviet Nations After Independence, in *After Independence: Making and Protecting the Nation in Postcolonial and Postcommunist States.* (Ed). Lowell W. Barrington. University of Michigan Press, 2006, pp. 141-161. Fox, J. (2003). Ethnoreligious conflict in the Third World: the role of religion as a cause of conflict. *Nationalism and Ethnic Politics*, *9*(1), 101–125. https://doi.org/10.1080/13537110412331301375 Nodia, G. (2005). Georgia: Dimensions of Insecurity:, in: Bruno Coppieters and Robert Legvold, Eds, *Statehood and Security: Georgia after the Rose Revolution,*The MIT Press, Cambridge-London, pp. 39-82.

	Zürcher, Ch. (2005). Georgia's Time of Troubles, 1989–1993, in *Statehood and Security: Georgia after the Rose Revolution.* (Eds). Robert Legvold and Bruno Coppieters. International Security in the Post-Soviet Space, pp. 83-115. Rondeli A. (1996). "Georgia in the Post-Soviet Space." Caucasian Regional Studies, Issue 1, 1996 Ibrahimov, R. (2013). The Influence Level of External Factors on the Political Transformations in Azerbaijan since Independence, in The South Caucasus 2018 – Facts, Trends, Future Scenarios, Konrad Adenauer Stiftung, pp. 23-42 Giragosian, R. (2013), The Political Dimension: Armenian Perspective, in The South Caucasus 2018 – Facts, Trends, Future Scenarios, Konrad Adenauer Stiftung, pp. 9-22. Magomeddadaev, A. (2005). "The Muslim East and Radicalization of Islam in the Northern Caucasus," Central Asia and the Caucasus, Journal of Social and Political Studies, #1(31). Pegg, S. (2017). Twenty Years of de facto State Studies: Progress, Problems, and Prospects. *Oxford Research Encyclopedia of Politics.* https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-516. Flint, Colin , Diehl, Paul , Scheffran, Juergen , Vasquez, John and Chi, Sang-hyun (2009). 'Conceptualizing ConflictSpace: Toward a Geography of Relational Power and Embeddedness in the Analysis of Interstate Conflict', Annals of the Association of American Geographers, 99: 5, 827 — 835. Linke, A. M., Witmer, F. D. W., Holland, E. C., & O'Loughlin, J. (2016). Mountainous Terrain and Civil Wars: Geospatial Analysis of Conflict Dynamics in the Post-Soviet Caucasus. *Annals of the American Association of Geographers*, *107*(2), 520–535. Lussier, S. The Nature of Mass Communist Beliefs in Post-communist Russian Political Space. http://repositories.cdlib.org/iseees/bps/2007_06-luss/ Torbakov, I. Ankara's Post-Soviet Efforts in the Caucasus and Central Asia: The Failure of the "Turkic World" Model http://www.eurasianet.org/departments/insight/articles/eav122602.shtml
Optional literature	Cornell S.E. (2001). Small Nations and Great Powers. Curzon, pp. 1-30. Rethinking Ethnicity: Majority Groups and Dominant Minorities. Edited by Eric P. Kaufmann. London; New York: Routledge, 2004

Zverev, A. (1996). Political turmoil in Georgia and the ethnic policies of Zviad Gamsakhurdia, in Coppieter, B. (Ed.) *Contested Borders in the Caucasus,* VUBPRESS, pp. 45-71.

Beissinger, M.R. (2002). *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge: Cambridge University Press, pp. 331-347.

Chaitkin, S. The instrumental use of nationalism by post-communist political elites: a legitimizing strategy. Budapest: CEU, Budapest College, 1998.

Zürcher, Ch., Koehler, J. & Baev, P. (2007). Internal Violence in the Caucasus. In Elbadawi, I., Loayza, N. & Sambanis, N. (Ed.), *Case Studies of the Economics of Political and Criminal Violence.* Oxford: Oxford UP and Washington: World Bank, pp. 765-823

Suny R.G. The Revenge of the Past: Nationalism, Revolution and the Collapse of the Soviet Union. Stanford University Press, 1993, 55-75.

Burg S.L (1990). Nationality Elites and Political Change in the Soviet Union. // The Nationalities Factor in Soviet Politics, edited by Hada L. and Beissinger M., Westview Press,, pp. 45-65

Suny R.G. (1993). The Revenge of the Past: Nationalism, Revolution and the Collapse of the Soviet Union. Stanford University Press, pp. 20-84

Cornell S. (2001) Small Nations and Great Powers (A Study of Ethnopolitical Conflict in the Caucasus). Curzon.

Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	

JOPSCIP

Joint MA in Political Science

Module: International Relations

Course: Interplay of Politics, Culture and Religion in the Caucasus (The Post-Soviet Period)

Course Title	Interplay of Politics, Culture and Religion in the Caucasus (The Post-Soviet Period)
Course Number	---
Module	International Relations
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30
Lecturers	David Matsaberidze, PhD. Associate Professor
Assistant lecturers	---
Department	Department of International Relations, Ivane Javakhishvili Tbilisi State University
Curricula	JoPScip …
mandatory/elective	Elective
Entry level criteria	None.
Recommended for semester	1
Course description	The course introduces students to the dynamics and complex interplay of politics, culture and religion in the post-Soviet Caucasus and offers understanding of different weight of these aspects in the post-Soviet transformation processes. It uncovers the reasons for differences between the South and North Caucasus/integral part of the Russian Federation, in line of the roles played by politics and religion and enables students to navigate in the ongoing socio-political processes through the changing domestic and international contexts, setting juxtapositions between politics and religion in particular. The lecture course equips students with the knowledge of the main concepts and terms related to the study of religion(s) and culture(s) and prompts them to reflect on their manipulations by political agencies. The course familiarizes students with the theoretical and methodological foundations for the study and analysis of the culture and religion through the lense of the political process and gives them in-depth knowledge of the socio-political processes in the region via deconstruction of particular cases from the Caucasus.

Intended learning outcomes	● Students will know why and how politics and religion intersected in the post-Soviet developments of the Caucasus from the interdisciplinary perspective and identify roots of the inter-ethnic problems; will outline the broader picture of the existing problems, recognize their causing roots and relate them to various internal and external factors; ● Students will generalize findings and associate and classify them in diachronic perspective to reconstruct the process of change and will be able to apply the gained knowledge through critical assessment of the role of culture and religion in the post-Soviet developments of the Caucasus; ● Students will have in-depth knowledge of the local reality and will design similar and different scenarios through assembling case studies and will apply gained new knowledge through the synthesis of various theoretical constructs and methodological approaches, explaining the dynamics of inter-ethnic relations and their conflicting transformations;
Contribution of this course to the learning outcomes of the module (or program)	The lecture course will demonstrate how the global dimensions of politics and its transformation in terms of affinities between religious identities and political processes have been revealed in the Caucasus. How democratization process could be undermined with the rise and manipulation of ethno-cultural identities and religious fundamentalism by the local agencies to contain particular external players, while promoting and reinforcing others; The regional political and religious-cultural processes will be highlighted through the relevant theories in the field of international relations and students will manage to distinguish and critically evaluate them. Drawing on the inferences made on the selected case studies from the Caucasus and equipped with a strong comparative perspective, students will manage to communicate their knowledge of a region to international politics and clearly and convincingly argue in support of the conclusions derived from their research on international relations. Students will be able to transfer their knowledge to the other modules, e.g. comparative politics, will thoughtfully and critically apply the methodological instruments of empirical-analytical political science research through interdisciplinary approach and will present them through policy reform contributions in public debates. Students will have the ability to present complex research and research findings convincingly in front of an audience. Students will critically reflect the regional dynamics through interpretation and multiple-readings of political reality through detailed understanding and deconstruction of the region.
Expected prerequisite knowledge	N.A.

Assessment methods	Activity	Percentage
	Participation / Presentation	30 %
	Midterm Exam / Essay on a given topic	30 %
	Final Exam / Independent Research Paper on a chosen topic	40 %
	Total	**100 %**

Specific requirements	All papers should be original papers and the final exam/independent research paper should not be related to the topic/paper submitted for the mid-term exam.
Pre-Conditions for examination	Taking and passing the mid-term exam.

	Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Teaching methods	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
	In class presentation	in-depth discussion of assigned readings/ texts	30	in class presentation.	Completeness, consistency, accuracy,detail oriented	30%
	Mid term exam	problem based analytical paper	30	comprehensive review of.assigned topic based on comparative analysis of relevant texts covered	Completeness, consistency, accuracy,detail oriented	30%
	4 short reviews	Review papers and provide feedback	20	Students must submit four short (app. 300 words) reviews of tests that students read in this seminar, for which the students	Completeness, consistency, accurateness	0%

				does not give a presentation.		
Final exam paper	problem based research paper	40	Uncovering particular topic through in depth analysis of a particular case study	Completeness, consistency, accuracy,detail oriented	40%
	Total		**150 h[1]**			**100 %**

Course content	[general description] The course critically reflects on the dynamics and complex interplay of politics, culture and religion in the post-Soviet Caucasus and offers understanding of different weights of these aspects in the post-Soviet political and cultural transformation processes. It uncovers the reasons for differences played by these aspects in the socio-political processes in the South and North Caucasus and enables students to navigate in the ongoing developments through looking at the changing domestic and international contexts, defining juxtapositions between politics and religion in particular. The lecture course equips students with the knowledge of the main concepts and terms related to the study of religion(s) and culture(s) and prompts them to reflect on their manipulations by political agencies. The course familiarizes students with the theoretical and methodological foundations for the study and analysis of the culture and religion through the lense of politics and gives them in-depth knowledge of the particular cases from the Caucasus.
	Topic	**Required reading**

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[1] based on [EXCT-CP * 25], here 6 are assumed

	Topic	Reading
	Topic 1. Caucasus as a political and cultural region – a meeting point of different civilizations and great powers. Ethno-cultural and religious diversity and geographical and political-historical criteria of differentiation between North and South Caucasus.	Cornell S.E. (2001). Small Nations and Great Powers. Curzon, pp. 1-11. Jowitt, K. (1996). "Undemocratic Past, Unnamed Present, Undecided Future," in *Demokratizsiya*, Volume IV, Number 3, pp. 409-416. King. Ch. (2000). Post-Postcommunism: Transition, Comparison, and the End of "Eastern Europe," in *World Politics*, Vol. 53, No. 1, pp. 143-172. Migacheva, K. & Bryan. F. (2018). Religion, Conflict, and Stability in the Former Soviet Union, in *Religion, Conflict, and Stability in the Former Soviet Union, Published by the RAND Corporation, Santa Monica, Calif.,* pp. 1-10.
	Topic 2. The main religious and ethnic groups in the Caucasus. Ethno-ideological and religious constructs in identity formations and its influence on nation and state-building process.	Bremmer, J. (2006). The post-Soviet nations after independence. In L.W. Barrington (ed.): Making and Protecting the Nation in Postcolonial and Post-communist States. Ann Arbor, Michigan: The University of Michigan Press, pp. 141-161. Cornell S.E. (2001). Small Nations and Great Powers. Gurzon, pp. 32-47. Mullerson. R. (1993). Minorities in Eastern Europe and the Former USSR: Problems, Tendencies and Protection, in *The Modern Law Review Limited* (November). Blackwell Publishers, pp. 793-811. Tajfel, H. (1982). Social Psychology of Intergroup Relations, in *Annual Review of Psychology*, Vol. 33, Issue 1.

	Topic 3. Religion and Intergroup Conflict. Religious mosaic of the Caucasus: the main religions of the region: Christianity and Islam. Other confessional groups. Religious syncretism in Islam and Christianity. „Popular" versions of religion: Phenomenon and the Caucasian Islam and Judaism.	Cornell S.E. (2001). Small Nations and Great Powers. Curzon, pp. 31-41. Neuberg, S.I. and Filip-Crawford, G. (2018). Religion and Intergroup Conflict: A Social-Psychological Approach, in *Religion, Conflict, and Stability in the Former Soviet Union, Published by the RAND Corporation, Santa Monica, Calif.,* pp. 99-114. Zverev, A. (1996). Political turmoil in Georgia and the ethnic policies of Zviad Gamsakhurdia, in Coppieter, B. (Ed.) *Contested Borders in the Caucasus*, VUBPRESS, pp. 45-71.

	Topic 4. The Soviet nationality policies and ethnic engineering. Politicization of identities.	Beissinger, M.R. (2002). *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge: Cambridge University Press, pp. 331-347.
		Brubaker, R. (2004) *Ethnicity without Groups*. Cambridge, Massachusetts: Harvard University Press, p. 1-20
		Roeder, P. (2004). The Triumph of Nation-States: Lessons from the Collapse of the Soviet Union, Yugoslavia, and Czechoslovakia, in *After the Collapse of Communism – Comparative Lessons of Transitios.* (Eds). Michael McFaul and Kathryn Stoner-Weiss, Cambridge University Press, 2004, pp. 21-57.
		Slezkine. Y. (1994). The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism, in *Slavic Review*, Vol. 53, No. 2 (Summer), pp. 414-452.

	Topic 5. Islam in Azerbaijan. Shia and Suni confessions. "Religious Renaissance" in the post-Soviet Azerbaijan and the post-Atheist reality. Difference between religious and ethnic identities of Azerbaijanis; Hanafi and Shafi'i schools.	Altstadt, A. Azerbaijan's Struggle Toward Democracy, in (Eds). Dawisha, K. & Parrott. B. (2011). *Conflict, Cleavage, and Change in Central Asia and the Caucasus.* Cambridge University Press, pp. 110-155.
		Charles, R. (2011). Religiosity in Armenia, Georgia and Azerbaijan, in *Caucasus Analytical Dygest, N20.* November. Tbilisi, pp. 2-18.
		Hadj-Zadeh. (XXXX). *Azerbaidjan: In Search of A National Idea*, Far Centre - Center for Economic and Political Research Monitoring Group. https://www.zerbaijan.com/azeri/hhz7.htm
		Ismayilov, M. (2015). Postcolonial Hybridity, Contingency, and the Mutual Embeddedness of Identity and Politics in Post-Soviet Azerbaijan: Some Initial Thoughts, in CAUCASUS ANALYTICAL DIGEST No. 77, September, pp. 7-13.
	Topic 6. Concepts of Culture and Civilizaiton, their main definitions and relation with politics and religion. Caucasus as a civilization or home of diverse cultures?	Kroeber A., Kluckhohn C. (1952). Culture. A Critical Review of Concepts and Definitions. Cambridge. Massachusets, pp. 5-20.
		Kuper A. (2000). Culture. The Anthropologists' Account. Harvard University Press, 2000, pp. 1-19.
		Gerencser, A. (2009). Conflicts of Christian and Islamic Culture Zone in the Caucasus Region, in *AARMS HISTORY*, Vol. 8, No. 2, 315–327.

	Topic 7. The concepts of religious and cultural identity and their multiple interpretations. Problems of definition of civilisational identity and its application to the Caucasus region.	During, S. (2005). Cultural Studies: A Critical Introduction, Routlege, pp. 25-45 Ethnic and Cultural Factors in Cultural Self-Identification Process of Georgians (Historical Aspects), in *Revista Istorica, Institute of History "N.Iorga",* Bucharest, Romania, 2013, Vol. XXIV, # 5-6, pp. 427-438. Roeder, P. (1998). Liberalization and Ethnic Entrepreneurs in the Soviet Successor States. In (Eds). Crawford, B. and Lipschutz, R. The Myth of "Ethnic Conflict": Politics, Economics, and "Cultural" Violence. University of California Berkeley, pp. 78-107
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		Suny, R.G. Provisional Stabilities: The Politics of Identities in Post-Soviet Eurasia International Security, Vol. 24, No. 3 (Winter, 1999-2000), p. 139-178.

	Topic 11: The political reincarnation of the idea of the Unified Caucasian Space and problems if its implementation. The idea of the United Caucasian House or the Peaceful Caucasus as an alternative to the idea of the Clash of Civilizations.	Chikovani, N. (2009). Narrative of the United Caucasus: Political or Historical Project?. *Caucasus Journal of Social Sciences*, *2*(1), 119–126. https://doi.org/10.62343/cjss.2009.23 Ismailova, E. and Papava, V. (20008). A new concept for the Caucasus, in Southeast European and Black Sea Studies, Vol. 8, No. 3, September, 283–298
	Topic 12: The Prognosis of the conflict between civilizations and its application to the Caucasus. Caucasus in the context of the Russian theories of the Orthodox Geopolitics.	Cornell S. Small Nations and Great Powers. Gurson. 2001, p. 61-141. Doroszczyk, J. (2018). Moscow – Third Rome as Source of Anti-Western Russian Geopolitics, in *Historia i Polityka,* No. 24 (31), pp. 47–59 Huntington S.P. Introduction, in The Clash of Civilizations and Remaking of the World Order. N.Y., 1996. Kotoulas, I.E. (2022). Orthodox Geopolitics: How Russia Uses Religion for Its Foreign Policy and How to React. Foreign Affairs Institute. Athens, Greece.

	Topic 13: Activation of cultural and religious identities in the post-Soviet period. Politicization of religion and culture. Religious and cultural factors in the contemporary conflicts of the Caucasus.	Broers, L. & Mahmudlu, C. [Pre-Print]. Civic dominion: nation-building in post-Soviet Azerbaijan, in: Peter Rutland (ed)., *Nations and States in the Post-Soviet Space* (Oxford University Press, forthcoming). Burchardt, M., Hovhannisyan, H. (2016). Religious vs secular nationhood: 'Multiple secularities' in post-Soviet Armenia, in *Social Compass*, pp. 1-17. Szayna, T.S. (2003). Potential for Ethnic Conflict in the Caspian Region,in Faultlines of Conflict in Central Asia and the South Caucasus: Implications for the U.S. Army, 2003, pp. 145-184.
	Topic 14: The EU vs. Russia in the Caucasus - Clash of Political and Cultural Identities.	Hoch, T. (2011). EU Strategy Towards Post-Soviet De Facto States, in *Contemporary European Studies,* Vol. 2, pp. 69-85. Hushcha, M. (2023). The EU's Role in the South Caucasus – A Force for Peace? December. Trenin, D. (2009). Russia in the Caucasus: Reversing the Tide. In: The Brown Journal of World Affairs, Spring/Summer, volume XV, issue II, pp. 143-155.

	Topic 15: The ISIS and Returning Foreign Fighters in the Caucasus. The rise of Islamic Fundamentalism?	Blank, J. (2018). Religion and Stability in the Former Soviet Union: Policy Implications of Analysis, in Religion, Conflict, and Stability in the Former Soviet Union, Published by the RAND Corporation, Santa Monica, Calif., pp. 181-205. Guney, B.G. (2019). Explaining Foreign Fighter Mobilization from the North Caucasus to Syria: Historical Legacy, Existing Networks, and Radicalized Identity," *Üsküdar Üniversitesi Sosyal Bilimler Dergisi*, sayı: 9, 241-274, http://doi.org/10.32739/uskudarsbd.5.9.65 Nicolson, D. (2017). Foreign Terrorist Fighters from the North Caucasus: Understanding Islamic State Influence in the Region. *Connections: The Quarterly Journal*. 16(4), 69-88. Ratelle, J.F. (2017). The North Caucasus Insurgency: A Potential Spillover into the Russian Federation? in CAUCASUS ANALYTICAL DIGEST No. 93. Ter, M. (2019). The Caucasus Emirate, The Other Russian Front. notes internacionals CIDOB.

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Scheduled dates	[Will run in line of start and end dates of the Semester, 15 meetings in total];
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	

Joint MA in Political Science
Module: European Integration
Course: Politics of Euroscepticism

Course Title	Politics of Euroscepticism
Course Number	TBA
Module	European integration / Applied politics
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30
Lecturers	Sandro Tabatadze PhD in Political Science, Assistant Professor Tbilisi State University
Assistant lecturers	
Department	Department of Political Science, Tbilisi State University
Curricula	Joint MA in Political Science			
Compulsory/elective	Elective			
Entry level criteria	None
Recommended for semester	1 and 3
Course description	The course covers all aspects of Euroscepticism, including party-based, public, non-partisan, media, and EU institution types, across time (the last and current decades) and regions (all parts of Europe). As part of the course, students will have the opportunity to critically analyze and assess current policy debates and existing research on the topic. They will also learn how to set up their own research design for collecting and interpreting Euroscepticism-related data, in order to develop policy recommendations. This practical application of the course content will engage students and motivate them to apply their learning in real-world scenarios.
Intended learning outcomes	- Acquire theoretical and empirical knowledge on the role of Euroscepticism in the EU's public policy debates - Gain an understanding of diverse manifestations of Euroscepticism - Analyze current research and academic debates on Euroscepticism in media and non-partisan actors - Investigate, organize and interpret data on manifestation of Euroscepticism in the EU institutions - Independently set up a research design and conduct research within the area of party-based and public Euroscepticism; - Develop policy recommendations dealing with public Euroscepticism.

Contribution of this course to the learning outcomes of the module (or program)	This course's learning outcomes align with the intended learning outcomes of the module, covering knowledge, competencies, and skills. These include acquiring comprehensive theoretical and empirical knowledge of Euroscepticism, analyzing research and academic debates, and independently creating a thematic research design. For instance, the course contributes to the following LOs of the module: ● A comprehensive knowledge of institutions, actors, decision-making processes, policy fields, and norms of the European Union, including the functioning of the European multilevel system; ● The ability to understand current research and academic debate in the field of European integration and to transfer their knowledge to other thematic areas; ● The ability to individually set up a research design to conduct research within the area of European integration and apply the different methodological and theoretical approaches; ● The ability to connect research and practice and to implement practice-oriented research projects;
Expected prerequisite knowledge	Basic knowledge of the political system of the EU
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation (Group work and in-class assignments)</td><td>20%</td></tr><tr><td>Paper (Essay, Research)</td><td>20 %</td></tr><tr><td>Oral Presentation</td><td>20%</td></tr><tr><td>Final Exam</td><td>40 %</td></tr><tr><td>Total</td><td>100 %</td></tr></table>
Specific requirements	None
Pre-Conditions for examination	Class attendance; Positively assessed research paper and oral presentation

	Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Teaching methods	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
	Research paper	Discuss topic of paper; review of ongoing work (when posted to Moodle)	35	Continuous writing, presentation (Moodle) and final finishing of paper.	Completeness, consistency, accurateness, ... of the text.	20%
	Group-work/Case studies	General guidance; Interactive approach where students prepare case studies on Euroscepticism on specific issues and present/discuss them.	20	Active participation in group work, Quality of presentation; Engagement in discussions.	Clearness of presentation; sufficient summary; ...	20%
	Oral presentation	General guidance for preparation of oral presentation	25	Continuous preparing and final finishing of oral presentation	Clearness and consistency of the presentation	20%
	Final exam	General guidance for exam preparation	40	Written in-class exam	Completeness, consistency, clearness, accurateness	40%
	Total		**150 h[1]**			**100 %**

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[1] based on [EXCT-CP * 25], here 6 are assumed

Course content	The course provides a theoretical foundation and practical application through case studies on the politics of Euroscepticism, its development, and its manifestation. It covers a variety of types of Euroscepticism such as party-based, public, non-partisan, media, and EU institution types, across time and regions. ● Politics of Euroscepticism: from idea to reality; evolution of the concept ● Types and varieties of modern-day Euroscepticism ● Party-based Euroscepticism: its nature and approaches ● Party-based Euroscepticism in Western Europe ● Party-based Euroscepticism in the Northern Europe ● Party-based Euroscepticism in the Southern Europe ● Party-based Euroscepticism in the Central and Eastern Europe ● Non-partisan Euroscepticism and Civil Society ● Euroscepticism in the EU institutions ● Euroscepticism and EP elections ● Public Euroscepticism: For whom the bell tolls? ● Examining Public Euroscepticism: Case Studies ● Euroscepticism in Media ● The Future of the Politics of Euroscepticism

	Topic	*Required reading*
List of contents/topics	Politics of Euroscepticism: from idea to reality; evolution of the concept; Types and varieties of modern-day Euroscepticism	Vasilopoulou, S. (2017). Theory, concepts and research design in the study of Euroscepticism. In *The Routledge Handbook of Euroscepticism* (pp. 22-35). Routledge. Szczerbiak, A., & Taggart, P. (2017). Contemporary research on Euroscepticism: The state of the art. *The routledge handbook of Euroscepticism*, 11-21. Leconte, C. (2015). From pathology to mainstream phenomenon: Reviewing the Euroscepticism debate in research and theory. *International Political Science Review*, *36*(3), 250-263.

	Party-based Euroscepticism: its nature and approaches	Topaloff, L. K. (2017). Euroscepticism and political parties: Theory and practice. In *The Routledge Handbook of Euroscepticism* (pp. 63-74). Routledge. Meijers, M. J. (2017). Contagious Euroscepticism: The impact of Eurosceptic support on mainstream party positions on European integration. *Party Politics*, *23*(4), 413-423. Mudde, C. (2012). The comparative study of party-based Euroscepticism: the Sussex versus the North Carolina School. *East European Politics*, *28*(2), 193-202.
	Party-based Euroscepticism in Western Europe	Carrieri, L., & Vittori, D. (2021). Defying Europe? The Euroscepticism of radical right and radical left voters in Western Europe. *Journal of European Integration*, *43*(8), 955-971. Treib, O. (2020). Exploring mainstream Euroscepticism: Similarities and differences between Eurosceptic claims of centre-right and radical right parties. *Research & Politics*, *7*(3), 2053168020953301. Kuhn, T., Van Elsas, E., Hakhverdian, A., & van der Brug, W. (2016). An ever wider gap in an ever closer union: Rising inequalities and euroscepticism in 12 West European democracies, 1975–2009. *Socio-Economic Review*, *14*(1), 27-45.
	Party-based Euroscepticism in the North Europe	Leruth, B., Trondal, J., & Gänzle, S. (2020). Party positions on differentiated European integration in the Nordic countries: growing Ttgether, growing apart?. *Politics and Governance*, *8*(4), 89-99. Leruth, B. (2017). Party-Based Euroscepticism in the Nordic Region: Ever more 'reluctant Europeans'?. In *The Routledge Handbook of Euroscepticism* (pp. 127-138). Routledge.

	Party-based Euroscepticism in the South Europe	Conti, N., Di Mauro, D., & Memoli, V. (2022). Euroscepticism and populism in Italy among party elites and the public. *Italian Journal of Electoral Studies (IJES)*, *85*(1), 25-43.
		Cavallaro, M. E. (2022). The Iberian Peninsula and the Challenges of European Integration. In *European Integration and the Global Financial Crisis: Looking Back on the Maastricht Years, 1980s–1990s* (pp. 303-324). Cham: Springer International Publishing.
		Katsanidou, A., & Lefkofridi, Z. (2020). A decade of crisis in the European Union: Lessons from Greece. *J. Common Mkt. Stud.*, *58*, 160.
	Party-based Euroscepticism in the Central and Eastern Europe	Petrović, N., Raos, V., & Fila, F. (2023). Centrist and radical right populists in Central and Eastern Europe: Divergent visions of history and the EU. *Journal of contemporary European studies*, *31*(2), 268-290.
		Pospieszna, P., Onderco, M., & van der Veer, R. (2024). Comparing public attitudes towards internal and external EU sanctions: the role of populism, trust and Euroscepticism. *East European Politics*, *40*(2), 345-366.
		Hloušek, V., & Kaniok, P. (2020). Euroscepticism, parties, voters and politicisation in the 2019 campaigns for the European Parliament elections in Central and Eastern Europe. *The European Parliament Election of 2019 in East-Central Europe: Second-Order Euroscepticism*, 277-292.
	Non-partisan Euroscepticism and Civil Society	Guerra, S. (2017). Eurosceptic Voices: Beyond Party Systems, Across Civil Society. *Euroscepticism, Democracy and the Media: Communicating Europe, Contesting Europe*, 21-48.
		Fitzgibbon, J. (2013). Citizens against Europe? Civil society and eurosceptic protest in Ireland, the United Kingdom and Denmark. *JCMS: Journal of Common Market Studies*, *51*(1), 105-121.

	Euroscepticism in the EU institutions Euroscepticism and EP elections	Wunsch, N., & Bélanger, M. E. (2024). Radicalisation and discursive accommodation: responses to rising Euroscepticism in the European Parliament. *West European Politics*, *47*(6), 1223-1250. Hix, S., Whitaker, R., & Zapryanova, G. (2024). The political space in the European parliament: Measuring MEPs' preferences amid the rise of Euroscepticism. *European Journal of Political Research*, *63*(1), 153-171. Börzel, T. A., Broniecki, P., Hartlapp, M., & Obholzer, L. (2023). Contesting Europe: Eurosceptic dissent and integration polarization in the European parliament. *JCMS: Journal of Common Market Studies*, *61*(4), 1100-1118.
	Public Euroscepticism: From whom the ring tolls? Examining Public Euroscepticism: Case Studies	Yeung, E. S. (2021). Does immigration boost public Euroscepticism in European Union member states?. *European Union Politics*, *22*(4), 631-654. Schäfer, C., & Gross, M. (2020). Euroscepticism in times of crisis: A macro-level analysis of the Euro Crisis' effects on public opinion and party competition on European Integration. *Anti-Europeanism: Critical perspectives towards the European Union*, 31-55. Corbett, S. (2016). The social consequences of Brexit for the UK and Europe: Euroscepticism, populism, nationalism, and societal division. *The International Journal of Social Quality*, *6*(1), 11-31.
	Media Euroscepticism	Ştefǎnel, A., Momoc, A., & Surugiu, R. (2023). Downplaying Euroscepticism in mainstream media: The Schengen accession of Romania and Bulgaria. *Media and Communication*, *11*(4), 5-19. Copeland, P., & Maccaferri, M. (2023). The UK, the EU, and COVID-19: Media reporting, the recontextualisation of Eurosceptic discourse, and the fait accompli of Brexit. *Politics*, *43*(1), 70-88. Michailidou, A. (2015). The role of the public in shaping EU contestation: Euroscepticism and online news media. *International Political Science Review*, *36*(3), 324-336.

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	Future of Politics of Euroscepticism	Ganderson, J. (2024). Exiting after Brexit: public perceptions of future European Union member state departures. *West european politics*, *47*(5), 1199-1222.
		Malloy, B., Ozkok, Z., & Rosborough, J. (2024). Is Brexit an outlier? Euroscepticism and public support for European integration. *European Politics and Society*, *25*(2), 286-309.
		Vasilopoulou, S., & Talving, L. (2024). Euroscepticism as a syndrome of stagnation? Regional inequality and trust in the EU. *Journal of European Public Policy*, *31*(6), 1494-1515.

Mandatory literature	Börzel, T. A., Broniecki, P., Hartlapp, M., & Obholzer, L. (2023). Contesting Europe: Eurosceptic dissent and integration polarization in the European parliament. *JCMS: Journal of Common Market Studies*, *61*(4), 1100-1118. Cavallaro, M. E. (2022). The Iberian Peninsula and the Challenges of European Integration. In *European Integration and the Global Financial Crisis: Looking Back on the Maastricht Years, 1980s–1990s* (pp. 303-324). Cham: Springer International Publishing. Carrieri, L., & Vittori, D. (2021). Defying Europe? The Euroscepticism of radical right and radical left voters in Western Europe. *Journal of European Integration*, *43*(8), 955-971. Conti, N., Di Mauro, D., & Memoli, V. (2022). Euroscepticism and populism in Italy among party elites and the public. *Italian Journal of Electoral Studies (IJES)*, *85*(1), 25-43. Copeland, P., & Maccaferri, M. (2023). The UK, the EU, and COVID-19: Media reporting, the recontextualisation of Eurosceptic discourse, and the fait accompli of Brexit. *Politics*, *43*(1), 70-88. Corbett, S. (2016). The social consequences of Brexit for the UK and Europe: Euroscepticism, populism, nationalism, and societal division. *The International Journal of Social Quality*, *6*(1), 11-31. Fitzgibbon, J. (2013). Citizens against Europe? Civil society and eurosceptic protest in Ireland, the United Kingdom and Denmark. *JCMS: Journal of Common Market Studies*, *51*(1), 105-121. Ganderson, J. (2024). Exiting after Brexit: public perceptions of future European Union member state departures. *West european politics*, *47*(5), 1199-1222. Guerra, S. (2017). Eurosceptic Voices: Beyond Party Systems, Across Civil Society. *Euroscepticism, Democracy and the Media: Communicating Europe, Contesting Europe*, 21-48. Hix, S., Whitaker, R., & Zapryanova, G. (2024). The political space in the European parliament: Measuring MEPs' preferences amid the rise of Euroscepticism. *European Journal of Political Research*, *63*(1), 153-171. Hloušek, V., & Kaniok, P. (2020). Euroscepticism, parties, voters and politicisation in the 2019 campaigns for the European Parliament elections in Central and Eastern Europe. *The European Parliament Election of 2019 in East-Central Europe: Second-Order Euroscepticism*, 277-292. Katsanidou, A., & Lefkofridi, Z. (2020). A decade of crisis in the European Union: Lessons from Greece. *J. Common Mkt. Stud.*, *58*, 160. Kuhn, T., Van Elsas, E., Hakhverdian, A., & van der Brug, W. (2016). An ever wider gap in an ever closer union: Rising inequalities and euroscepticism in 12 West European democracies, 1975–2009. *Socio-Economic Review*, *14*(1), 27-45. Leconte, C. (2015). From pathology to mainstream phenomenon: Reviewing the Euroscepticism debate in research and theory. *International Political Science Review*, *36*(3), 250-263 Leruth, B., Trondal, J., & Gänzle, S. (2020). Party positions on differentiated European integration in the Nordic countries: growing Ttgether, growing apart?. *Politics and Governance*, *8*(4), 89-99. Leruth, B. (2017). Party-Based Euroscepticism in the Nordic Region: Ever more 'reluctant Europeans'?. In *The Routledge Handbook of Euroscepticism* (pp. 127-138). Routledge. Malloy, B., Ozkok, Z., & Rosborough, J. (2024). Is Brexit an outlier? Euroscepticism and public support for European integration. *European Politics and Society*, *25*(2), 286-309.*cs*, *43*(1), 70-88. Meijers, M. J. (2017). Contagious Euroscepticism: The impact of Eurosceptic support on mainstream party positions on European integration. *Party Politics*, *23*(4), 413-423. Michailidou, A. (2015). The role of the public in shaping EU contestation: Euroscepticism and online news media. *International Political Science Review*, *36*(3), 324-336. Mudde, C. (2012). The comparative study of party-based Euroscepticism: the Sussex versus the North Carolina School. *East European Politics*, *28*(2), 193-202.

Petrović, N., Raos, V., & Fila, F. (2023). Centrist and radical right populists in Central and Eastern Europe: Divergent visions of history and the EU. *Journal of contemporary European studies*, *31*(2), 268-290.

Pospieszna, P., Onderco, M., & van der Veer, R. (2024). Comparing public attitudes towards internal and external EU sanctions: the role of populism, trust and Euroscepticism. *East European Politics*, *40*(2), 345-366.

Schäfer, C., & Gross, M. (2020). Euroscepticism in times of crisis: A macro-level analysis of the Euro Crisis' effects on public opinion and party competition on European Integration. *Anti-Europeanism: Critical perspectives towards the European Union*, 31-55.

Ștefănel, A., Momoc, A., & Surugiu, R. (2023). Downplaying Euroscepticism in mainstream media: The Schengen accession of Romania and Bulgaria. *Media and Communication*, *11*(4), 5-19.

Szczerbiak, A., & Taggart, P. (2017). Contemporary research on Euroscepticism: The state of the art. *The routledge handbook of Euroscepticism*, 11-21.

Topaloff, L. K. (2017). Euroscepticism and political parties: Theory and practice. In *The Routledge Handbook of Euroscepticism* (pp. 63-74). Routledge.

Treib, O. (2020). Exploring mainstream Euroscepticism: Similarities and differences between Eurosceptic claims of centre-right and radical right parties. *Research & Politics*, *7*(3), 2053168020953301.

Vasilopoulou, S. (2017). Theory, concepts and research design in the study of Euroscepticism. In *The Routledge Handbook of Euroscepticism* (pp. 22-35). Routledge.

Vasilopoulou, S., & Talving, L. (2024). Euroscepticism as a syndrome of stagnation? Regional inequality and trust in the EU. *Journal of European Public Policy*, *31*(6), 1494-1515.

Wunsch, N., & Bélanger, M. E. (2024). Radicalisation and discursive accommodation: responses to rising Euroscepticism in the European Parliament. *West European Politics*, *47*(6), 1223-1250.

Yeung, E. S. (2021). Does immigration boost public Euroscepticism in European Union member states?. *European Union Politics*, *22*(4), 631-654.

Optional literature	Bernhagen P., Mitchel N. J., (2009) The Determinants of Direct Corporate Lobbying in the European Union, *European Union Politics*, Vol. 10 No. 2, pp. 155-176
	Bouwen Peter (2004) Exchanging access goods for access: A comparative study of business lobbying in the European Union institutions, *European Journal of Political Research*, Vol. 43, 2004 pp. 337-369
	Börzel Tanja (2010) Why you don't always get what you want: EU enlargement and civil society in Central and Eastern Europe" *Acta Politica* Vol. 45(1/2): 1-10.
	Coen David (1998) The European Business Interest and the Nation State: Large-Firm Lobbying in the European Union and the Member States, *Journal of Public Policy*, Vol. 18, No. 1, pp. 75-100
	Dür Andreas (2008), Interest Groups in the European Union: How Powerful Are They?, *West European Politics*, Vol. 31, No. 6, pp. 1212-1230
	Eising R., Rasch D., and Rozbicka P. (eds) (2019) *National Interest Organizations in the EU Multilevel System,* Routledge
	Greenwood J. and Aspinwall M. (eds.) (1998) *Collective action in the European Union: Interests and the new politics of associability,* Routledge, London and New York.
	Mahoney Christine (2008) *Brussels versus the Beltway: Advocacy in the United States and in the European Union.* Georgetown University Press, 2008.
	Pérez-Solórzano Borragán N. (2001) Organized Interests in Central and Eastern Europe. Towards Gradual Europeanization? *Politiqueeuropéene* 3: 61–87.
	Princen, S. and Kerremans, B. (2008) Opportunity Structures in the EU Multi-Level System. *West European Politics,* 31 (6): 1129-1146.
	Saurugger, S., (2005) Europeanization as a methodological challenge: The case of interest groups. *Journal of Comparative Policy Analysis: Research and Practice* 7 (4): 291-312.
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None.

JOPSCIP

Joint MA in Political Science

Module: Methodology and MA Thesis

Course: Methods in Political Science I

Course Title	Methods in Political Science I
Course Number	
Module	Methodology and MA Thesis
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30/2 hrs per week
Lecturers	Tamar Karaia
Assistant lecturers	
Department	Department of political science, Tbilisi state university
Curricula	Joint MA in Political Science			
Compulsory/elective	C			
Entry level criteria	None
Recommended for semester	1

Course description	Research design is a central aspect of all scholarly work and comprises issues such as the formulation of research questions, the elaboration of theoretical arguments and hypotheses, and the empirical examination of arguments. In this course, students learn which criteria a political science study (such as an MA thesis) has to fulfill (and why). Furthermore, the course provides an introduction to important political science methods (including quantitative methods), with the aim of giving students the ability to understand state-of-the-art research in the field of political science.
Intended learning outcomes	At the end of this course, you should: ● have acquired a good knowledge of empirical methods in political science; ● be able to apply those methods in an MA thesis; and ● have improved your ability to understand and critically evaluate political science research.
Contribution of this course to the learning outcomes of the module (or program)	The course is crucial for the successful completion of the MA Thesis as the MA programme's final objective. By learning, understanding and applying social science methods and gaining the capability of designing a sound research design, the students will be able to carry out the independent research necessary to complete the MA thesis.

Expected prerequisite knowledge	BA-level knowledge of research methods and research design.

Assessment methods	

Activity	Percentage
Participation	10 %

Mid term	25%
Several short tasks	35 %
Final Exam	30 %
Total	**100 %**

Specific requirements	see above
Pre-Conditions for examination	attendance

Teaching methods	

Assignment/ Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
Classes/Participation	Lectures	30	Active participation	List of class attendance (at least 80%)	10
Reading	Assign readings	25	Reading	Detailed knowledge and understanding of the selected texts	0
Tasks	Provide criteria for tasks and review	30	Tasks	Completeness, consistency, accuracy, rigour …	35
Mid term	Exam	30	Exam	Detailed knowledge and understanding of the selected texts (Reading)	25
Final Exam	Exam	35	Exam	Detailed knowledge and understanding of the selected texts (Reading)	30
Total		**150 h[1]**			**100 %**

Course content	See above

[1] based on [EXCT-CP * 25], here 6 are assumed

	Topic	*Required reading*
List of contents/topics	Topic 1: **Introduction: Research questions**	
	Topic 2: **The scientific study of politics**	• Kellstedt, P.M. & Whitten, G.D. (2018). The Fundamentals of Political Science Research. Cambridge University Press, third ed Chapter 1 • Toshkov, D. (2016). Research Design in Political Science. Political Analysis. London New York, NY: Palgrave, Macmillan Education Chapter 1
	Topic 3: **Theory of science**	• Popper, Karl (1963) *Conjectures and Refutations. The Growth of Scientific Knowledge*, *Chapter 1 (5 pages)*. • Kuhn, Thomas S. (1962) *The Structure of Scientific Revolutions* (Chicago), *Chapter 9*. • Lakatos, Imre (1970) 'Falsification and the Methodology of Scientific Research Programmes.' In *Criticism and the Growth of Knowledge*, eds Imre Lakatos and Alan Musgrave (Cambridge: Cambridge University Press), *selected pages*.

	Topic 4: **Asking research questions, Hypotheses, Variables** **The Ways to develop good research question**	• Kellstedt, Paul M., and Guy D. Whitten (2018) The Fundamentals of Political Science Research, 3rd ed. (Cambridge: Cambridge University Press), *Chapter 2*. • Lehnert, M., Miller, B., & Wonka, A. (2007). Increasing the Relevance of Research Questions: Considerations on Theoretical and Social Relevance in Political Science. In T. Gschwend & F. Schimmelfennig, eds., Research Design in Political Science, London: Palgrave Macmillan UK. 21–38
	Topic 5: **Theory: Thinking in terms of causality**	• Fearon, J.D. (1991). Counterfactuals and Hypothesis Testing in Political Science. World Politics 43(2): 169–195 • Kellstedt, P.M. & Whitten, G.D. (2018). The Fundamentals of Political Science Research. Cambridge University Press, third ed *Chapter 3*
	Topic 6: **Choosing and designing the right test for your hypothesis**	• Kellstedt, P.M. & Whitten, G.D. (2018). The Fundamentals of Political Science Research. Cambridge University Press, third ed *Chapter 4*
	Topic 7: **Qualitative vs quantitative methods: A relevant arguments**	• Pierce R(2008). Research Methods in Political Science. University of York. P. 41-51
	Topic 8 MIDTERM EXAM	

	Topic 9 : **Elite interviews**	• Leech, B.L. (2002). Asking Questions: Techniques for Semistructured Interviews. Political Science & Politics 35(04): 665–668 • Toepoel, V. (2016). Doing Surveys Online. Los Angeles: SAGE *Chapters 1, 2 and 4* • Salganik, M.J. (2018). Bit by Bit: Social Research in the Digital Age. Princeton: Princeton University Press Chapter 3
	Topic 10: Focus Groups	Wilkinson, S. (2004). Focus Group Research. In D. Silverman (Ed.), Qualitative Research: Theory, Method and Practice (2nd ed., pp. 177-199). London: Sage Publications.
	Topic 11: **Experiments in Political Science**	• Salganik, M.J. (2018). Bit by Bit: Social Research in the Digital Age. Princeton: Princeton University Press Chapter 4 • Toshkov, D. (2016). Research Design in Political Science. Political Analysis. London New York, NY: Palgrave, Macmillan Education Chapters
	Topic 12: Qualitative Content Analyze	Atkinson, P., & Coffey, A. (2004). Analyzing Documentary Realities (56-75). Silverman, D. (Ed.), Qualitative Research: Theory, Method and Practice (2nd Ed.). London: Sage Publications

	Topic 13: CDA	Van Dijk, T. A. (2001). Critical Discourse Analysis. In D. Schiffrin (Ed.), The Handbook of Discourse Analysis (pp. 352-371). London: Blackwell. van Dijk, T. A. (2006). Discourse and Manipulation. Discourse and Society, 17(2), pp. 359-383.
	Topic 14: **Observational and Big Data**	• Salganik, M.J. (2018). Bit by Bit: Social Research in the Digital Age. Princeton: Princeton University Press Chapter 2
	Topic 14: FINAL EXAM	
Mandatory literature	See above	
Optional literature	Toshkov, D. (2016). Research Design in Political Science. Political Analysis Kellstedt, P.M. & Whitten, G.D. (2018). The Fundamentals of Political Science Research. Cambridge University Press	
Scheduled dates	TBA	
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	None	

Joint MA in Political Science

Module: Methodology and MA Thesis

Course: Master thesis seminar

Course Title	MA Thesis Seminar
Course Number	
Module	Methodology and MA Thesis
Type of Courses	Seminar
ECTS credits	6
Number of teaching hours	30
Lecturers	Tamar Karaia
Assistant lecturers	
Department	TSU, Faculty of Social and Political Sciences; Department of Political Science
Curricula	Joint master in Political Science			
mandatory/elective	mandatory			
Entry level criteria	Methodology I+II, Basic Texts courses in the field of specialisation
Recommended for semester	3rd semester

Course description	The course accompanies students in the development of their first large self-conducted and independent research project, which is the Master Thesis. The MA Thesis seminar thereby encourages exchange between the students, mainly through the presentation of their research projects, related discussion in class, and feedback by the lecturer. During the seminar, students refresh their methodological knowledge, particularly of a theory-oriented empirical-analytic science understanding. Concepts such as the creation of a research design, the choice of a research question, the selection of methods, hypothesis testing, and causal modelling will be presented, as will practical aspects of political science as a profession. In addition, the seminar gives students the opportunity to present their individual research project and design and to discuss their research question, theoretical framework, and methodological aspects. The seminar thus provides each participant with a public forum for intellectual debate on their own theme.

Intended learning outcomes	Students will have… ● developed an understanding of the research process involved for completing the MA thesis. ● created a project plan and research design for the MA thesis. ● renewed and deepened epistemological knowledge. ● refreshed and improved methodological skills. ● learned to present and argue their project in front of a group. ● Practised engaging in critical discussions about the research projects of others and will thus have reflected on their own work
Contribution of this course to the learning outcomes of the module (or program)	The course accompanies students to develop their MA Thesis research project, by getting support when choosing the research question, the appropriate theoretical framework and the methodological approach. The course thus stands at the beginning of the MA Thesis and should bring students on the right track already at the beginning of the research process. Thus, the MA Thesis Seminar is a major contribution to successfully conclude the Joint MA Degree in Political Science – Governance and Integration.
Expected prerequisite knowledge	Students should have completed the two obligatory modules and know in which subject they want to write the thesis. The completion of Methodology I and II is recommended but not a necessity. It makes sense to enrol the course before students start writing their thesis.
Assessment methods	<table><tr><th>Activity</th><th>Percentage</th></tr><tr><td>Active Participation</td><td>10%</td></tr><tr><td>Assignments</td><td>30 %</td></tr><tr><td>Thesis conceptualization</td><td>20 %</td></tr><tr><td>Research design</td><td>30 %</td></tr><tr><td>Presentation</td><td>10 %</td></tr><tr><td>**Total**</td><td>**100 %**</td></tr></table>
Specific requirements	Students have to complete both written and oral assignments. The written assignments comprise - Three Homework assignments, which mainly consists of exercises bringing the student step by step towards a research design for their MA thesis - The completion of an MA thesis concept early in the course and detailed research design at the end of the course The oral assignments comprise - Active participation in class, by contributing to discussions and by preparing the weekly literature discussed in class - Presentation of the MA thesis concept including the research design

Pre-Conditions for examination	In order to successfully complete the course, students must be present at 80% of the classes, have to submit all written assignments in time, and hold their presentations on the due date.				

Teaching methods	Assignment / Activity	Teaching activity	Workload	Assessment activity	Assessment criteria	Percentage of final grade
	Ex cathedra	Ex cathedra	30	Class attendance	List of class attendance (at least 80%)	Basic requirement
	Groupwork	General guidance; course discussion, review of presentations	20	Monitoring of participation	Quality of contribution, leading discussion, relevance of commentary	20%
	Homework	Assessment and in-class discussion of work	40	Reviewing written homework	Completeness, consistency, accurateness,.	30%
	Thesis concept and research design	Assessment and in-class discussion of work	50	Reviewing written work.	Completeness, usefulness, meeting the laid-out criteria	40%
	Presentation	Guidance, verbal commentary,	10	Listening and providing structured feedback	Clarity, organisation, verbal competence, visual competence ,	10%
	Total		**150 h[1]**			**100 %**

Course content	This course focuses on supporting students in preparing an independent research project on any topic in political science and all MA theses supervised by the political science faculty. Emphasis will be placed on discussing and reviewing methodological skills acquired in previous courses, especially those related to a theoretically grounded, empirically analytical understanding of political science. Concepts such as developing a research design, selecting a research question, choosing a method, testing hypotheses, and making causal inferences are part of this course.
	In addition, the course provides an opportunity for students to present their concepts and research designs, and to discuss methodological aspects of their research question, argument, and theory. The course also provides students with a public forum for intellectual engagement with their own topic. All students should be prepared to discuss their respective projects at the stage they are at and to participate in the discussion of the work of others in the class.

List of contents/topics	*Topic*	*Required reading*

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[1] based on [EXCT-CP * 25], here 6 are assumed

	Topic 1: Introduction to course	Toshkov (2016) Ch2
	Topic 2: Research Process (epistemology, level of analysis, structure, language, format)	Toshkov (2016) Ch3 Johnson/Reynold (2008) Ch6 G. Schneider (2011).
	Topic 3: research questions, research designs (x-centered/y-centered designs)	Toshkov (2016) Ch5 Burnham (2008) Ch3 Dowding (2016) Ch5,
	Topic 4: argument, framing, causation, causal inference, hypotheses	Burnham (2008) Ch2 Ch6 Dowding (2016) Ch5, Ch6
	Topic 5: operationalization, research method,	Burnham (2008) Ch6 James Mahoney/Gary Goertz (2006).
	Topic 6 qualitative methods: text analysis,	Krippendorff (2004) Ch5, 7, 9, 13
	Topic 7: qualitative methods: case study, process tracing	Burnham Ch4 Toshkov (2016) Ch9. Ch10,
	Topic 8: quantitative approaches/overview/survey	Johnson/Reynold Ch10, Ch11
	Topic 9: gathering, manipulating, presenting data, data analysis	Johnson/Reynold Ch12
	Topics 10-15: Presentation of students' MA Thesis Concept/Research Design: Research question, theoretical framing, hypotheses, methodology	
Mandatory literature	- P. Burnham/K.G. Lutz/W. Grant/Z. Laytin-Henry (2008). Research Methods in Politics (2nded.)(Palgrave). „RM" - K. Dowding (2016). The Philosophy and Methods of Political Science (Palgrave). - G. Schneider (2011). The Seven Deadly Sins of Academic Writing. In: European Political Science 10 (3), 337-345. „7-DS" - D. Toshkov (2016). Research Design in Political Science (Palgrave). - J. B Johnson/H T Reynold (2008). Political Science Research Methods (C Q Press) - K. Krippendorff (2004): Content Analysis – An Introduction to Its Methodology. London: Sage.	

Optional literature	- F. Chalmers (1999).What is this Thing Called Science? Hackett Pub. Indianapolis (U. Queensland Press, Queensland Aus.). „TCS" - S. Stemler (2001). An overview of content analysis. Practical Assessment, Research & Evaluation, 7(17), pp. 1-8., - Mills, J., Bonner, A., & Francis, K. (2008). The development of constructivist grounded theory. International journal of qualitative methods, 5(1), 25-35
Scheduled dates	TBA
Additional Information (supplementary issues, related topics, additional learning opportunities associated with the course)	