## EXTENDED SYLLABUS FORM

**GENERAL INFORMATION**

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| *TITLE OF THE COURSE* | **Political Systems of the Countries of the Baltic-Black Sea Region** |
| *Amount of credits (ECTS) / work load* | **5 ECTS**  Work load:  **16 hours lectures, 16 hours seminars, 118 hours individual students’ work** |
| *Duration in semesters* | One semester |
| *Objectives of the course (in English)* | The objective of this course is to compare and contrast different political systems in the Baltic-Black Sea Region. It reviews party systems and electoral politics, the current state of civil liberties and political rights as well as explores the level of social integration in the countries of the BBSR. It asks how democratic are these political systems and what conditions democratization in the whole region. |
| *Learning outcomes (in English)* | 1) Compares different political systems in the BBSR and their developments from the historical as well as theoretical perspective;  2) Compare and assess different institutional set-ups of the BBSR countries;  3) Analyse and explain the development of political parties and party systems in BBSR. Also, be able to identify the major political parties and political actors across the region.  4) Critically examine the influence of nationhood and statehood on democratic development in the region.  5) Explain the influence of external factors on political developments, in particular, the influence of the European Union.  6) Apply established theories of party system development, electoral behaviour and government formation to the countries of the BBSR.  7) Assess societal integrity (incl. ethnic minorities, gender rights) in the BBSR and define factors that influence it. |
| *Final assessment (differentiated or non-differentiated)* | non-differentiated |
| *Brief description (in English)* | The fall of communism in Central and Eastern Europe brought democracy to the region for the first time in over forty years. Academics now had a new wave of democratisation and intense political change to study. This provided scholars with an almost unique opportunity to apply existing methods of political analysis to newly established democratic states. Countries incorporated in common regional Baltic-Black Sea space form a  geographic unit but which has ever been embodied by political cohesion among its diverse nations. Today, the Baltic-Black Sea region on the world political map exists  factually, not as judicially, without any system of politico-territorial division and management with centers that would ensure its sustainability, manageability, integrality at the whole.  This course aims to analyse the key institutional and constitutional developments in BBSR states, consider the development of political parties, party systems and party competition across the region together with analysing electoral behaviour. Examine the nature of executive-legislative relations including government formation and parliamentary behaviour in BBSR as well as the role of the president will be provided herein as well. This course will also analyse the nature of inter-state relations and relations with international organisations, specifically, the European Union. Finally, it will overview civil and political rights; social trust and tolerance towards minorities, gender equality and social integration. |
| *General structure of the course* | The course consists of **8 lectures (16 hours**) and **8 seminars (16 hours).**  **Lectures:**   1. Introduction to the course. The end of communism in BBSR. Lustration and de-communization 2. Role and function of the legislative branch in BBSR 3. Political Parties in BBSR 4. Governments and Coalitions in BBSR (since 1990s) 5. Nation building and minority integration in the BBSR 6. Civil societies, NGOs and public policy institutions in BBSR 7. Political rights and civil liberties in BBSR 8. Populism and democracy in BBSR   **Seminars:**   1. Constitutions in BBSR 2. Role and functions of the executive branch in BBSR 3. Electoral Systems and Elections in BBSR (since 1990s) 4. Interest Representataion and political control in BBSR 5. Social Change and Social Policy in BBSR 6. Gender and politics in BBSR 7. Internal conflicts and challenges of separatism 8. Propaganda: methods of influence in BBSR |
| *Prerequsites, courses needed to be passed before attending the course* **(recommended)** | Comparative Politics (included in BA Program syllabus)  History of International Relations (included in BA Program syllabus) |
| *Student’s required skills and competences* | • the ability to characterize the features of the political system of BBSR;  • the ability to assess the political processes taking place in modern BBSR;  • the ability to use the acquired knowledge in the study of adjacent courses of discipline;  • the ability to analyze the basic documents on the basis of which the formation of institutions of power in BBSR took place;  •the ability to freely operate the conceptual apparatus relating to the political system of BBSR.  (skills made in accordance with "List of graduates’ competencies for International Relations, Public communications and Regional Studiеs Specialization" concluded by Ministry of Education and Science in Ukraine) |
| *Description of learning process* | Course requirements include reading all assigned readings before class and active participation in class discussion and exercises, writing a 12-15-page paper and make presentation, as well as passing a mid-term and final exam. Students are also expected to follow developments in the region in the newspapers and maganizes (to be sent additionally).  **Class Preparation:** In order for students to take full advantage of the class and make it more enjoyable for all, the required readings must be completed *before* each class meeting. Students are also encouraged to come to class with a set of questions that they may have encountered while preparing for the meetings, and to share them with the rest of the students at the appropriate moment. While normal, quality class participation is always welcome, talk in a long-winded way without making very much sense are discouraged. For attendance requirements, see the course policies section of the syllabus below.  **Research Paper**: Students are expected to write a research paper on a topic of their choice, which should have a clear research question, demonstrate research and a critical analysis based on the literature and knowledge gained throughout the course. It should be around 15 pages (include page numbers), double-spaced, ‘Times New Roman’ font with font size 12, normal margins (one inch on each side), and follow standard writing and citation guidelines (APA, MLA, Chicago). The paper will be due the last day of class.  **Presentation**: At the end of semester each student will prepare a 15 minute group presentation (2 students in a group) on a topic or country of his/her choice connecting a central concept from the readings to a current event article.  **Exams**: There will be one partial (midterm) exams during the semester, and one comprehensive final exam during session period. Exams will include any or a combination of the following types of questions: factual short-answer questions, and multiple-choice questions. |

**COMPETENCIES AND TEACHING STRATEGIES**

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| *How the course is connected to the 7 competencies model:* | *Teaching method (for example discussion, article, explanation, report, essay, debate, role game, mosaic)* |
| *Systems thinking* | Explanation, discussion, essay |
| *Strategic management* |  |
| *Experimentation and inquiry* | PowerPoint Presentation |
| *Interpersonal communication* | Discussion and debate |
| *Understanding values* | Essay |
| *Civic engagement* |  |
| *Personal development* | Essay |
| *Future work competencies to be developed:* | *Sense making*  *Social intelligence*  *Novel & adaptive thinking*  *Cross -cultural competency*  *Computational thinking*  *New-media literacy*  *Transdisciplinarity*  *Design mind-set*  *Cognitive load management*  *Virtual collaboration* |

**STUDY DETAILS**

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| *Academic year, semester, type of study* | Autumn 2019/2020 (01/09/2019-31/12/2019) |
| *Instructors, teachers, lecturers* | Assoc. Prof. Mykhaylo Komarnytskyy (Lviv) |
| *Target group and prerequisites* | MA students in International Relations, 1st year |
| *Languages needed to pass the course* | English |
| *Forms of teaching and learning and no of hours (before class, in-class, after class; independent study, internship)* | *The course includes 32 hours of in-class work, of which 16 hours of lectures and 16 hours of seminars.*  *In-class*  *After class*  *Independent study* |
| *Study materials, including bibliography (recommended and obligatory)* | **All readings from the books are obtained and availible in the e-version by the lecturer and will be uploaded in Moodle for students download**  **Auers (2015) available in the library.**  **Lecture 1. Introduction to the course. The end of communism in BBSR. Lustration and de-communization**  1. Chodakiewicz, Marek Jan. (2017). *Intermarium: The Land Between the Black and Baltic Seas*. London: Taylor and Francis, Part II.  2. Berglund, Sten (2013). *The Handbook of Political Change in Eastern Europe,* Cheltenham: Edward Elgar Pub. Ltd., Chapter 1-2.  3. Rothschild, J., and Wingfield, N. M. (2000) *Return to Diversity: A Political History of East Central Europe Since World War II*, Oxford: Oxford University Press, pp. 227-302.  4. Maciejewski W. (ed.) (2002), *The Baltic Sea Region : Cultures, Politics, Societies*. Uppsala: Baltic University Press, Section IV-VI.  5. Kasekamp, Andres. (2010). *History of the Baltic States*. London: Palgrave Macmillan, Chapter 7.  6. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 1.  7. Wittenberg Jason, “Conceptualizing Historical Legacies,” *East European Politics & Societies*, Vol. 29, No. 2, May 2015, pp. 366-378.  **Lecture 2. Role and function of the legislative branch in BBSR**  1. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 2.  2. White, S., Batt, J., and Lewis, P. G. (eds.) (2013). *Developments in Central and East European Politics 5*. Basingstoke: Palgrave Macmillan.  3. Fagan, A., & Kopecký, P. *(2018). The Routledge Handbook of East European Politics.* Routledge: New York, 2018.  4. Ramet, Sabrina (ed.) (2010). *Central and South-East European Politics since 1989*. Cambridge: Cambridge University Press.  5. Jan Zielonka, “New Institutions in the Old East Bloc,” in Larry Diamond and Marc F. Plattner, eds., The Global Resurgence of Democracy. (Johns Hopkins University Press, 1996), pp. 207-224.  6. Milada Anna Vachudova, “Democratization in Postcommunist Europe: Illiberal Regimes and the Leverage of the European Union,” in Valerie Bunce, Michael McFaul, and Kathryn Stoner-Weiss, eds., *Democracy and Authoritarianism in the Postcommunist World*. Cambridge University Press, 2010, pp. 82-104.  **Lecture 3. Political Parties in BBSR**  1. Meleshevich, Andrey A. (2007). Party Systems in Post-Soviet Countries : a Comparative Study of Political Institutionalization in the Baltic states, Russia and Ukraine. New York: Palgrave Macmillan. pp.115-214.  2. White, S., Batt, J., and Lewis, P. G. (eds.) (2013). *Developments in Central and East European Politics 5*. Basingstoke: Palgrave Macmillan.  3. Fagan, A., & Kopecký, P. *(2018). The Routledge Handbook of East European Politics.* Routledge: New York, 2018.  4. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 3.  5. Braghiroli, S., & Petsinis, V. Between Party-Systems and Identity-politics: the Populist and Radical Right in Estonia and Latvia, European Politics and Society, 2019, pp. 1-19.  6. Auers, Daunis & Kasekamp, Andres (2009) Explaining the Electoral Failure of Extreme-Right Parties in Estonia and Latvia, Journal of Contemporary European Studies, 17:2, 241-254.  **Lecture 4. Governments and Coalitions in BBSR (since 1990s)**  1. Grotz, F., & Weber, T. (2016). New parties, information uncertainty, and government formation: Evidence from Central and Eastern Europe. *European Political Science Review*, 8(3), 449-472  2. Wolchik, Sharon L., Curry, Jane L. (2018). *Central and East European Politics: 4th Edition*. Lanham: Rowman&Littlefield Publishers  3. Grotz, F., & Weber, T. (2016). New parties, information uncertainty, and government formation: Evidence from Central and Eastern Europe. *European Political Science Review*, 8(3),449-472.  4. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 3.  5. Edvins Vanags & Inga Vilka (2006) Local Government in the Baltic States: Similar but Different, Local Government Studies, 32:5, 623-637.  6. *Fagan, A., & Kopecký, P. (2018). The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Part II.  **Lecture 5. Nation building and minority integration in the BBSR**  1. King G., McNabb (2014). *Nation-Building in the Baltic states: Transforming Governance, Social Welfare, and Security in Northern Europe*. Boca Raton, CRC Press, 2014.  2. Zsuzsa Csergö, Ada-Charlotte Regelmann (2018). *Europeanization and Minority Political Agency - Lessons from Central and Eastern Europe.* Routledge, Chapter 2-6.  3. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan.  4. Nils Muiznieks, Juris Rozenvalds & Ieva Birka (2013) Ethnicity and social cohesion in the post-Soviet Baltic states, *Patterns of Prejudice*, 47:3, 288-308.  *5.* Fagan, A., & Kopecký, P. (2018). *The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Part IV.  6. "Part 3. The East of Europe, West of Russia: What Role for Bulgaria, Romania and Turkey?" in Unrewarding crossroads? *Тhе Black Sea Region amidst the European Union and Russia*. Ed.by Anahit Shirinyan and Louisa Slavkova. Sofia Platform, 2015, pp. 121-189.  7. Karolewski, Ireneusz & Benedikter, Roland. (2016). Europe’s New Rogue States, Poland and Hungary: A Narrative and Its Perspectives, *Chinese Political Science Review*, Vol., pp. 1-22.  **Lecture 6. Civil societies, NGOs and public policy institutions in BBSR**  1. Wolchik, Sharon L., Curry, Jane L. (2018). *Central and East European Politics: 4th Edition*. Lanham: Rowman&Littlefield Publishers, Chapter 4.  2. White, S., Batt, J., and Lewis, P. G. (eds.) (2013). *Developments in Central and East European Politics 5*. Basingstoke: Palgrave Macmillan.  3. Henry Hale: “25 Years After the USSR- What's Gone Wrong?” *Journal of Democracy*, July 2016, Volume 27, Number 3, pp. 24-35.  4. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 4.  5. Jacques and Zielonka Jan, “The State of Democracy 20 Years On: Domestic and External Factors,” *East European Politics & Societies*, Vol. 27, No. 1, February 2013, pp. 3-25.  **Lecture 7.** Political rights and civil liberties in BBSR  1.Fagan, A., & Kopecký, P. (2018). *The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Chapter 13, 14.  2. King G., McNabb (2014). *Nation-Building in the Baltic states: Transforming Governance, Social Welfare, and Security in Northern Europe.* Boca Raton, CRC Press, 2014, Chapter 5-7.  3. Meredith-Joy Petersheim (2012) The European Union and Consolidating Democracy in Central and Eastern Europe, Journal of European Integration, 34:1, 75-91  4. Robert Bideleux (2007) ‘Making democracy work’ in the eastern half of Europe: Explaining and conceptualising divergent trajectories of post-communist democratisation, *Perspectives on European Politics and Society*, 8:2, 109-130  5. Venelin I. Ganev, “Post-Accession Hooliganism: Democratic Governance in Bulgaria and Romania after 2007,” *East European Politics & Societies*, Vol. 27. No 1, February 2013, pp. 26-44.  **Lecture 8. Populism and democracy in BBSR**  1. Fagan, A., & Kopecký, P. (2018). *The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Chapter 19.  2. Pytlas, B., (2016). *Radical right parties in Central and Eastern Europe: mainstream party competition and electoral fortune* . London: Routledge, Chapter 4-7.  3. Pirro, A.L.P., 2015. *The populist radical right in Central and Eastern Europe: ideology, impact, and electoral perfor-mance* . London: Routledge, Part. 2.  4. Eglitis, Daina, and Laura Ardava. “Challenges of a Post- Communist Presidency: Vaira Vīke-Freiberga and the Leadership of Latvia” in *Women Presidents and Prime Ministers in Post-Transition Democracies*, edited by Veronica Montecinos. - New York: Palgrave, 2017. - Chapter 13.  5. Altman F.L., Deimel J. (2010) *Democracy and Good Governance in the Black Sea Region*, Commission on the Black Sea Policy Report IV. http://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/GP\_Democracy\_and\_Good\_Governance\_in\_the\_Black\_Sea\_Region.pdf  6. Braghiroli, S., & Petsinis, V. Between Party-Systems and Identity-politics: the Populist and Radical Right in Estonia and Latvia, *European Politics and Society*, 2019, pp. 1-19.  **Seminar 1. Constitutions in BBSR**  1. Fagan, A., & Kopecký, P. (2018). *The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Chapter 1.  2. King G., McNabb (2014). Nation-Building in the Baltic states: Transforming Governance, Social Welfare, and Security in Northern Europe. Boca Raton, CRC Press, 2014, Chapter 3.  3. Petrov, R. (Ed.), Van Elsuwege, P. (Ed.). (2018). *Post-Soviet Constitutions and Challenges of Regional Integration*. London: Routledge, Part I.  4. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 2.  5. S.D. Roper (2010) A Comparison of East European Constitutional Rights, *The International Journal of Human Rights*, 5:2, 30-45.  6. Maciejewski W. (ed.) (2002), The Baltic Sea Region : Cultures, Politics, Societies. Uppsala: Baltic University Press, Section IV.  **Seminar 2. Role and functions of the executive branch in BBSR**  1. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 2.  2. White, S., Batt, J., and Lewis, P. G. (eds.) (2013). *Developments in Central and East European Politics 5*. Basingstoke: Palgrave Macmillan, Chapter 2.  3. Fagan, A., & Kopecký, P. *(2018). The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Chapter 4-5.  4. Valerie Bunce, “Subversive Institutions: The end of the Soviet State in a Comparative Perspective” in *Post-Soviet Affairs*, 1998, 14, 4, pp. 323-354.  5. Edvins Vanags & Inga Vilka (2006) Local Government in the Baltic States: Similar but Different, *Local Government Studies*, 32:5, 623-637.  **Seminar 3. Electoral Systems and Elections in BBSR (since 1990s)**  1. White, S., Batt, J., and Lewis, P. G. (eds.) (2013). *Developments in Central and East European Politics 5*. Basingstoke: Palgrave Macmillan, Chapter 9.  2. Fagan, A., & Kopecký, P. *(2018). The Routledge Handbook of East European Politics.* Routledge: New York, 2018, Part III.  3. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 3.  4 . Valerie J. Bunce and Sharon L. Wolchik, “Favorable Conditions and Electoral Revolutions,” *Journal of Democracy*, vol. 17, no. 4 October 2006, pp. 5-18.  5. Bunce Valerie and Wolchik Sharon, *Defeating Authoritarian Leaders in Post-Communist Countries*. Cambridge University Press, 2011, pp. 3-34.  **Seminar 4. Interest Representataion and political control in BBSR**  1. White, S., Batt, J., and Lewis, P. G. (eds.) (2013). *Developments in Central and East European Politics 5*. Basingstoke: Palgrave Macmillan, Chapter 8-10.  2. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 4.  3. King G., McNabb (2014). Nation-Building in the Baltic states: Transforming Governance, Social Welfare, and Security in Northern Europe. Boca Raton, CRC Press, 2014, Chapter 5.  4. Cox T. (2013). *Interest Representation and state-society relations in East Central Relations*, Papers Alexanteri 2/2012. http://www.helsinki.fi/aleksanteri/julkaisut/tiedostot/ap\_2\_2012.pdf  5. Santiago Villaveces-Izquierdo, Catalina Uribe Burcher (2014). *Illicit Networks and Politics in the Baltic States*. International Institute for Democracy and Electoral Assistance Report. https://www.idea.int/publications/catalogue/illicit-networks-and-politics-baltic-states  **Seminar 5. Social Change and Social Policy in BBSR**  1. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 5.  **2.** King G., McNabb (2014). *Nation-Building in the Baltic states: Transforming Governance*, Social Welfare, and Security in Northern Europe. Boca Raton, CRC Press, 2014, Chapter 7.  3. Wolchik, Sharon L., Curry, Jane L. (2018). *Central and East European Politics: 4th Edition*. Lanham: Rowman&Littlefield Publishers, Chapter 3.  4. Abel Polese, Jeremy Morris, Borbála Kovács & Ida Harboe (2014) ‘Welfare States’ and Social Policies in Eastern Europe and the Former USSR: Where Informality Fits In?, *Journal of Contemporary European Studies*, 22:2, 184-198.  5. Cerami A., Vanhuysse P. (2009) *Post-Communist Welfare Pathways*. Palgrave Macmillan, London, pp. 15-70.  6. Kovács, B., Polese, A., & Morris, J. (2017). "Adjusting social welfare and social policy in Central and Eastern Europe: growth, crisis and recession". In Handbook of European Social Policy. Cheltenham, UK: Edward Elgar Publishing. doi: https://doi.org/10.4337/9781783476466.00021  **Seminar 6. Gender and politics in BBSR**  1. Fagan, A., & Kopecký, P. (2018). *The Routledge Handbook of East European Politics*. Routledge: New York, 2018, Chapter 17-18.  2. Popa, R. M. and Krizsan, A. (2016). *Gender, Politics, and the State in Central and Eastern Europe*. In The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies (eds A. Wong, M. Wickramasinghe, R. Hoogland and N. A. Naples).  3. Krizsan A., Zentai V. (2012) *Institutionalizing Intersectionality in Central and Eastern Europe: Hungary, Poland, Romania, and Slovenia*. In: Krizsan A., Skjeie H., Squires J. (eds) Institutionalizing Intersectionality. Gender and Politics series. Palgrave Macmillan, London.  4. Coffé H. (2013) *Gender and Political Participation in Western and Eastern Europe*. In: Demetriou K. (eds) Democracy in Transition. Springer, Berlin, Heidelberg  5. Lukic, J. (Ed.), Regulska, J. (2006). *Women and Citizenship in Central and Eastern Europe*, Ashgate Publishing Ltd., Part 1.  **Seminar 7. Internal conflicts and challenges of separatism**  1. Auers, Daunis (2015). *Comparative Politics and Government of the Baltic States: Estonia, Latvia and Lithuania in the 21st Century*. Palgrave Macmillan, Chapter 6.  2. Fagan, A., & Kopecký, P. (2018). *The Routledge Handbook of East European Politics*. Routledge: New York, 2018, Part VI.  3. Klimenko E. (2018). *Protracted armed conflicts in the post-Soviet space and their impact on Black Sea security*, SIPRI Insights on Peace and Security No. 8/2018.  https://www.sipri.org/publications/2018/sipri-insights-peace-and-security/protracted-armed-conflicts-post-soviet-space-and-their-impact-black-sea-security  3. Kogan, Eugene. *The South Caucasus Countries and their Security Dimension*. March 2013. CIES Neighbourhood Policy Paper. https://www.files.ethz.ch/isn/165850/NeighbourhoodPolicyPaper(11)(1).pdf  4. Secrieru, Stanislav. *Protracted Conflicts In The Eastern Neighborhood: Between Averting Wars And Building Trust*. CIES Neighbourhood Policy Paper. http://www.khas.edu.tr/cms/cies/dosyalar/files/NeighbourhoodPolicyPaper(06)(5).pdf  5. Gergana Noutcheva (2018) Whose legitimacy? The EU and Russia in contest for the eastern neighbourhood, *Democratization*, 25:2, 312-330  6. Koch Katharina (2015). Region-Building and Security: The Multiple Borders of the Baltic Sea Region After EU Enlargement, *Geopolitics*, Vol. 20 (3), pp. 535-558.  7. Kazhocinsh Janis (2015). *Baltic Security in the Shadow of Ukraine's War*, in The War in Ukraine: Lessons for Europe, A. Pabriks, A. Kudors (eds), The Centre for Eastern European Policy Studies, University of Latvia Press, Riga, pp. 52-64.  **Seminar 8. Propaganda: methods of influence in BBSR**  1. Helmus, Todd C., Elizabeth Bodine-Baron, Andrew Radin, Madeline Magnuson, Joshua Mendelsohn, William Marcellino, Andriy Bega, and Zev Winkelman, *Russian Social Media Influence: Understanding Russian Propaganda in Eastern Europe*. Santa Monica, CA: RAND Corporation, 2018. https://www.rand.org/pubs/research\_reports/RR2237.html  2. Rod Thornton & Manos Karagiannis (2016) The Russian Threat to the Baltic States: The Problems of Shaping Local Defense Mechanisms, *The Journal of Slavic Military Studies*, 29:3, 331-351.  3. Radin, Andrew, *Hybrid Warfare in the Baltics: Threats and Potential Responses*. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/research\_reports/RR1577.html  4. Lanoszka, A. (2016), *Russian hybrid warfare and extended deterrence in eastern Europe*. International Affairs, 92: 175-195.  5. *Disinformation Resilience in Central and Eastern Europe*, Ukrainian Prism - Foreign Policy Council Report (2018) - http://prismua.org/en/dri-cee/ |
| *Representati* | Students independently work out the proposed literature in preparation for seminars, using the skills of independent and creative thinking, in order to present their understanding of the political systems in BBSR.  When preparing an essay / research project, students should independently choose the theoretical platform for the study of certain aspects / problems of BBR political systems and justify its applicability; analyze and arrange the results of the analysis as a relevant research project, which, on the basis of the chosen theoretical concept, independently develop and propose ways of solving an actual applied problem in the Region.  Presentation - students must independently choose the form of presentation, develop a presentation of their project, substantiate and argue the presentation form. |

**ASSESSMENT OF LEARNING OUTCOMES**

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| *ASSESSMENT METHOD(S)*  *(standard-determining test, test, essay, research paper, written examination, oral examination, written pass-fail examination, oral pass-fail examination, submission of homework, etc).* | *During the term, the student can get max.* ***60 points*** *out of 100 points which consists of – class participation* ***(10 points)****; one midterm test* ***(20 points),*** *research project & presentation* ***(15 points each).*** *At the end of the semester student have to pass the written final test* ***(40 points),*** *which includes questions of the entire course.*  *Result –* ***max 100 points****.* ***Max 60 points*** *during the term and* ***40 points*** *during the exam* |
| 1. Essay | **E** – the form is, in general, in compliance with the requirements and correct; references are minimal and insecure; the elements of analysis and independent interpreting are there; the coverage of the subject is, in general, logical, but the connections are full of gaps;  **D –** the form is in compliance with the requirements and, in general, correct; references are minimal, but relevant; the analysis and independent interpreting is understandable, but at times insecure; the coverage of the subject is logical and associated;  **C –** the form is in compliance with the requirements and correct; references are relevant and sufficient; analytical connections and interpretations are proper and there is certainty in creating connections; the treatment of the subject is logical, but there are some weaknesses from the point of view of the whole;  **B –** the form is excellent; the choice, amount and association of references with the text is very good; thorough analysis of connections and references; bold interpretation based on connections; the treatment of the subject as a whole is logical and smooth;  **A –** the form is excellent; the choice, amount and association of references with the text is creative; the depth of the analysis and the level of independent interpretation is remarkable; the connections are thorough-going and creative; the treatment of the subject is innovative and logical; the text is a remarkable achievement on the whole. |
| 2. Presentation | **E** – the form is, in general, in compliance with the requirements and correct; references are minimal and insecure; the elements of analysis and independent interpreting are there; the coverage of the subject is, in general, logical, but the connections are full of gaps;  **D –** the form is in compliance with the requirements and, in general, correct; references are minimal, but relevant; the analysis and independent interpreting is understandable, but at times insecure; the coverage of the subject is logical and associated;  **C –** the form is in compliance with the requirements and correct; references are relevant and sufficient; analytical connections and interpretations are proper and there is certainty in creating connections; the treatment of the subject is logical, but there are some weaknesses from the point of view of the whole;  **B –** the form is excellent; the choice, amount and association of references with the text is very good; thorough analysis of connections and references; bold interpretation based on connections; the treatment of the subject as a whole is logical and smooth;  **A –** the form is excellent; the choice, amount and association of references with the text is creative; the depth of the analysis and the level of independent interpretation is remarkable; the connections are thorough-going and creative; the treatment of the subject is innovative and logical; the text is a remarkable achievement on the whole. |
| 3. Written examination | **E** – the form is, in general, in compliance with the requirements and correct; references are minimal and insecure; the elements of analysis and independent interpreting are there; the coverage of the subject is, in general, logical, but the connections are full of gaps;  **D –** the form is in compliance with the requirements and, in general, correct; references are minimal, but relevant; the analysis and independent interpreting is understandable, but at times insecure; the coverage of the subject is logical and associated;  **C –** the form is in compliance with the requirements and correct; references are relevant and sufficient; analytical connections and interpretations are proper and there is certainty in creating connections; the treatment of the subject is logical, but there are some weaknesses from the point of view of the whole;  **B –** the form is excellent; the choice, amount and association of references with the text is very good; thorough analysis of connections and references; bold interpretation based on connections; the treatment of the subject as a whole is logical and smooth;  **A –** the form is excellent; the choice, amount and association of references with the text is creative; the depth of the analysis and the level of independent interpretation is remarkable; the connections are thorough-going and creative; the treatment of the subject is innovative and logical; the text is a remarkable achievement on the whole. |
| *Requirements to be met for final assessment* | |  |  |  |  | | --- | --- | --- | --- | | 90-100 | A | Excellent | Student shows his creative abilities, he is capable of self-education, finds  and analyses any kind of information without teacher’s assistance, he is  capable of applying knowledge and skills gained for making decisions in  exceptional situations and also rationalizes his answers convincingly and  reveals his/her own talents and inclinations by himself/herself. | | 81-89 | B | Very good | Student freely manages the amount of material studied, applies it practically,  easily solves tasks and corrects minor mistakes. | | 71-80 | C | Good | Student is able to compare, generalize and systematize information  under teacher’s supervision, as well as to apply it practically (in general),  to control his/her own activity, to correct mistakes (essential mistakes as well)  and to rationalize his/her thoughts. | | 61-80 | D | Satisfactory | Student knows and understands the substantial part of theoretical material,  demonstrates his knowledge and skills of basic principles; with the help of a  teacher he is able to analyze scientific material and to correct mistakes  (substantial part of which are essential). | | 51-60 | E | Sufficient | Student knows scientific material at the level that is higher than primary level;  a major part of material is mastered and recreated at the reproductive level. | | 26-50 | FX | Unsatisfactory (eligible for repeating terminal examinations) | Student partially knows the scientific material. This knowledge comprises a  small part of teaching material. | |
| *Final result is composed of the following* | *Before final assessment student have to:*  *- take one midterm test*  *- prepare and present individual independent research project and presentation*  *- attendance of the seminars is compulsory*  *During the term student must get at least 31 points out of 60 to be allowed to pass the final exam.* |
| *Communication means throughout the course* | 1) Moodle system;  2) E-mail;  3) Social networks (Telegram Group Chat);  4) Visiting hours (consultations once per week within office hours) |
| *Information on technical support (if applicable)* | Notebook, Flipchart, Projector |
| *Other information* | Student can report any suspected errors in the grading of an assignment within one week (the next class meeting) of receiving the grade. The lecturer reserves the right not to effect a grade change if an issue is reported after a week has passed.  Academic misconduct, also known as cheating and/or plagiarism, will not be tolerated.  Guest speakers and experts in the fields related to the program may be invited during the semester. |