POLITICAL SCIENCE & INTERNATIONAL RELATIONS

Programme Handbook

2023/24

Contents

WELCOME!
Dear Student,

This Handbook is intended to provide a concise reference and guide for all ACT students. Included herein are brief statements of College policies applicable to and of interest to all College constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at ACT. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the College. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

Other channels of communication at ACT are provided by:
- Viewbook/Catalogue of Study (annual publication consisting of the analytical programs of study, course offerings and course descriptions)
- The Student Bulletin (weekly during the semester)

With best regards,
Dr. Stamos Karamouzis
ACT Provost

A BRIEF INTRODUCTION TO ACT

The American College of Thessaloniki (ACT, founded in 1981 as two-year, Associate-degree granting institution) is the tertiary-level division of Anatolia, a private, non-profit educational institution founded in 1886. It is incorporated in, and chartered by the Commonwealth of Massachusetts, and it is fully accredited by the New England Commission of Higher Education (NECHE). In inspiration, mission, governance, and programs, ACT resembles the traditional New England colleges upon which it has been modeled.

Founded by American Protestant missionaries, Anatolia was originally located in Asia Minor and evolved from a seminary in Constantinople, which began in 1840. The school was closed during the Greek-Turkish War of 1919-1922 and ceased to have a viable mission in Asia Minor when Turkey's minority communities were uprooted under the peace treaties concluding the war. In 1924, Anatolia relocated to Thessaloniki, where the greatest part of the refugee influx from Asia Minor had settled. In the mid-1930s, the school moved to its present location on a forty-five acre campus a few miles from the center of the city.

ACT moved to a four-year college in 1989 and currently offers Bachelor's degrees in the areas of Business, Technology, English and International Relations. Since 2002, ACT also established a graduate programmein Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. The MBA programmeis designed to accommodate both business graduates as well as graduates from other disciplines and can be completed on full-time or part-time basis within one or two years. Starting with the entering class of Fall2008 three of ACT's undergraduate degree programs (Business, Political Science and International Relations and Business & Computing) were validated by the University of Wales. In September 2013, ACT entered a new validation agreement for all its undergraduate programs with one of the top British Universities, the British Open University.

In recent years, ACT has received grants from a number of foundations, notably among which are the Anagnos Foundation, the Andrew Mellon Foundation, the Cleveland H. Dodge Foundation, the N. Demos Foundation, the Minneapolis Foundation, the Pappas Foundation, (US), the J. F. Costopoulos Foundation, and the Stavros S. Niarchos Foundation (Greece). These grants, contributions by many individual donors in Greece and in the US, and most particularly the extraordinary contributions of Mr. George Bissell, Chair of the Board of Trustees, have made possible the creation of a world-class campus and of the Bissell Library, a state of the art facility unique in SE Europe.

LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

CHAIR

Dr.Maria Kyriakidou,

Professor (Political Science and InternationalRelations)
BA,MA History and Archeology, Aristotle University of Thessaloniki;

MA Anthropology, George Washington University;
PhD History, King's College London (Reg)

New Building, First Floor, Office 1; Tel.: +30-2310-398233; Email: markyria@act.edu

ACADEMIC STAFF (ALPHABETICAL ORDER)

- Dr. Nikolaos Dimitriadis
  AdjunctProfessor (Humanities)
  BA, MPhil, DD Theology, University of Thessaloniki (Adj)

- Dr. Joseph Michael Gratale,
  Professor (Political Science and InternationalRelations)
  BA History, William Paterson College;
  MA Social Sciences/Modern History, Montclair State University;
  PhD American Literature and Culture/American Studies, University of Thessaloniki (Reg)

- Ms. Maria Kalaitzopoulou
  Instructor (Modern Greek)
  BA Byzantine and Modern Greek, University of Thessaloniki;
  MA Education, University of Thessaloniki (Adj)

- Dr. SerapAiseKayetekin,
  Associate Professor (Economics, Social Science)
  BS Economics, Middle East Technical University;
  MS, PhD Economics, University of Massachusetts Amherst (Reg)

- Ms. Parthenop iKirmelidou
  Instructor (ModernGreek)
  BA Medieval and Modern Greek Studies;
   MA Applied Linguistics, Aristotle University of Thessaloniki (Adj)

- Ms. Daphne Lamprou,
  Instructor (ArtHistory)

  BA Art History, University of Akron;
  MA Art History, Kent State University (Adj)

- Dr. Lambrini Nassis,
  Adjunct Professor (Political Science and InternationalRelations)

BA Political Science, Hunter College;
JD Law, Brooklyn Law School (Adj)

- Dr. David Wisner,
  Professor (Political Science and InternationalRelations), Executive Director, Michael and Kitty Dukakis Center for Publicand Humanitarian Service

  BA Philosophy, University of South Florida;
  PhD Modern History, University of Rochester (Reg)

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (2310+ No.)	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1st Floor	398204	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1st Floor	398204	elenacha
Vice-President for Operations & Planning	Mr. Ioannis Tsorbatzoglou	Stephens Hall, 1st Floor	398326	yatso
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1st Floor	398265	peter
Vice President for Finances & HR/CFO	Mr. Pavlos Floros	Stephens Hall, 1st Floor	398214	pfloros
Assistant Accountant	Ms. Eva Montiadou	Stephens Hall, Ground Floor	398219	emont
Alumni and Public Relations Officer	Ms. Marina Charitopoulou	Stephens Hall, 2nd Floor	398220	mcharito
Director of Marketing	Mr. Theodore Papanestoros	Stephens Hall, 1st Floor	398385	theodore

Director of International Programs	Ms. Heather Funk	Constantinidis Hall, 1st Floor	398215	heather
Study Abroad Coordinator	Ms. Miranda Margariti	Constantinidis Hall, 1st Floor	398205	mmargari
Director of Admissions	Ms. Roula Lebetli	Bissell Library, 1st Floor	398239	admissions
Head Registrar	Ms. Antigoni Vlachopoulou	Constantinidis Hall, 1st Floor	398207	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	Constantinidis Hall, 1st Floor	398224	actreg
Business Liaison & Career Services Officer	Mr. Dimitris Diamantis	Bissell Library, Ground Floor	398337	ddiamantis
Assistant Administrative Officer	Mr. Vassilis Loukidis	Constantinidis Hall, 1st Floor	398216	vloukid

<u>NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINER(S) INVOLVED IN THE PROGRAMME</u>

- Dr. Othon Anastassakis, Oxford University

INTRODUCTION TO THE PROGRAMME

The BA Hons Political Science and International Relations is a degree programme within the Division of Humanities and Social Sciences which was launched in 1997 and which was validated by Open University in 2013. The BA Hons in PS&IR suits the Humanities and Social Science Division's scope and ACT's mission to provide a Liberal Arts Education, while ACT Home Institution's (Anatolia) has been training regional and global leaders for well over a century.

The undergraduate programme of studies in Political Science and International Relations is characterized by a firm grounding in the disciplinary foundations to the PS&IR degree, with courses in IR theory, international law, European integration, foreign policy, and political economy. Simultaneously, students also receive solid training in the social sciences, with a particular emphasis on culture, gender, human geography and economic relations. These two core programme foci are complemented by the PS&IR electives students take in their final four semesters in residence, which in turns have a theoretical, practical, and pre-professional character (e.g., diplomacy).

The ACT BA in PS&IR features a series of inquiries into more fundamental questions: what people believe, where they live, how they interact. Several junior and senior PS&IR requirements and electives echo these preoccupations, focusing on such themes as intercultural relations, globalization, democracy, equality, rights and justice, and citizenship.

PS&IR faculty are particularly strong in American and EU politics, international law and human rights, gender and citizenship, globalization, and contemporary Balkan and Aegean affairs. Additional teaching and research strengths within the Division of Humanities and Social Sciences include communication practice and language teaching methodology; cultural studies; and geography. PS&IR staff have further professional experience in the Hellenic Ministries of Foreign Affairs and of Macedonia-Thrace, the European Union, the Council of Europe, the World Bank, the Stability Pact for Southeast Europe, SECI, the Smithsonian Institution, and so on. Additional teaching and research strengths within the Division of Humanities and Social Sciences include modern literature; communication practice and language teaching methodology; applied, social, organizational, and counseling psychology; cultural studies; and ethnography and cultural anthropology.

In order to receive the BA degree, the student must have fulfilled all the GER and major requirements and have completed at least 121 US credit hours with an overall G.P.A of 2.0 or better. All PS&IR students take a two-semester sequence Senior Thesis I and II course. According to NECHE Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses.

Students majoring in PS&IR have ample opportunities to interact directly with senior practitioners in public affairs under the auspices of the Michael and Kitty Dukakis Center for Public and Humanitarian Service and the Lucy Center for Balkan Studies. *The Michael and Kitty Dukakis Center for Public and Humanitarian Service* offers opportunities for students to undertake formal and informal internships on and off campus, and allows students to interact directly with senior practitioners in public affairs. The Center hosts many extracurricular activities, including guest lectures, MUN simulations, study trips, and so on.

Our graduates have had outstanding success in post-graduate study, gaining admission to the most prestigious European and American universities, and experiencing success at the highest levels of professional life. ACT's success in post-graduate and career placement is above US and UK averages for similarly designed undergraduate programs in international relations. Approximately 45% of programmealumni have been admitted for post-graduate study, often as scholarship recipients at some of the most prestigious universities in Europe and North America, including Oxford, Cambridge, Edinburgh, LSE, SOAS, King's, Ecole des Hautes Etudes Internationales et du Development (Geneva), the College of Europe, Johns Hopkins SAIS (Washington, Bologna, and Nanjing campuses), Georgetown, Fletcher, Maxwell, and Columbia; some American alumni have similarly gone on to law school after studying at ACT. Some 20% or more of programmealumni, meanwhile, have launched careers in the broad field of international diplomacy, and have worked or are now working in ministries of foreign affairs and other public entities throughout Southeast Europe, the European Commission, the World Bank, NATO, leading regional and international NGOs, prominent university departments, and MNCs worldwide. Recent placements have included the US Institute of Peace, the Heritage Foundation, John Jay College of Criminal Justice, the International Office of Migration, NATO, the European Commission, Shumann Associates, and the Center for Democracy and Reconciliation in Southeast Europe.

PROGRAMME SPECIFICATION

The undergraduate programmeof studies in Political Science and International Relations is characterized by a firm grounding in the disciplinary foundations to the PS&IR degree, with courses in IR theory, international law, European integration, foreign policy, and political economy. Simultaneously, students also receive solid training in the social sciences, with a particular emphasis on culture, gender, human geography, and economic relations.

Emphasis is placed on a creative and analytical approach to learning. The PS&IR majors are encouraged to be critical while exploring the world around them, both past and present. The programme features questions such as what people believe, where they live, how they interact. Several junior and senior PS&IR requirements and electives echo these questions, focusing on such themes as intercultural relations, globalization, democracy, equality, rights and justice, and citizenship.

The programme in Political Science and International Relations is currently validated by Open University: under this scheme, 24 are out of the 40 courses required for a Bachelor's degree are validated by Open University. Students must necessarily take the fourth year courses at ACT. Successful students will receive a Bachelor's degree from Open University in addition to the ACT degree for a single course of studies by meeting the following common set of requirements (in addition to meeting General Education Requirements)—courses highlighted in bold are validated by Open University.

INTENDED LEARNING OUTCOMES

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 awareness of the main concepts, theories and methodology in the basic disciplines of politics, IR and the Social Sciences A2 understanding of the intellectual and historical foundations of politics and International Relations as fields of academic inquiry with its debates and reformulation A3 awareness of contemporary and historical cultures and societies A4 understading of contemporary political systems and application of a comparative approach to these	Learning and teaching strategy Engage students in close reading, class discussions and group work; place societies and institutions in their social and cultural contexts; utilise a variety of audiovisual resources (videos, films, new media, websites). At this level, familiarity of the students with the appropriate research methods and analytical tools is embedded in the core requirement of Research 210 – Research methods and analysis but also in other modules such as the social science 210 and politics 230. Assessment methods Use of a variety of summative and formative types of assessment aiming to enhance reading, writing, and studying skills. The types of formative assessment (short responses, presentations, quizzes, tests, short essays, annotated bibliographies) are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (tests, quizzes, exams, projects, term papers, blogs, posters).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills for the gathering and evaluation of data on the social world (social relations; gender; multiculturalism); research skills and methodological abilities B2 ability to systematically identify underlying theoretical frameworks in terms of globalism (social and historical events and movements in space and time) including the nature of conflict in society B3 familiarity with some of the routine material in the subject matter (IR, politics, culture) and the ability to build an argument with such material B4 ability to conceptualize contemporary globalisation B5 skills for interpretation of key issues in contemporary politics and international affairs (e.g., environment, democratization, gender relations, human rights)	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups <u>Assessment methods</u> Short definition responses, presentations, quizzes, tests, short essays, book reviews, exams, projects, research/term papers, long essays, ethics scenarios, research proposals.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 understanding of tasks relating to public entities, intergovernmental organizations,NGOs and civil society C2 systematic awareness of ethical issues C3 an ability to identify their own practical aptitudes and demonstrate self management skills C4 an ability to identify personal and professional goals and reflect on skills and experience in politics and IR – related fields	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the College. <u>Assessment methods</u>Multimedia presentations, web based research and projects, case studies, lab exercises, questionnaire, report writing, ethics scenarios.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 a mastery of practical tasks involving IT skills, time management, prioritization, and decision-making D2 an ability to communicate effectively information, ideas and concepts relevant to political science and IR	<u>Learning and teaching strategy</u> Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u>

3D. Key/transferable skills	
D3 ability to work in a group and in a collaborative environment	Group projects, report and project writing, tests and quizzes.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 Broad knowledge and understanding of the scope and features of politics and international relations (e.g. International law, international organizations, global political economy) A2 Extensive knowledge of current affairs in focused world areas and a special interest for Greece politics in the broader context of SE Europe (where most students come from) A3 familiarity with and understanding of political theories, of the contemporary world system including the Global South as well as political structures	<u>Learning and teaching strategy</u> The junior seminars and lectures are meant to engage students in the knowledge process; class discussions and group work; use of audiovisual aid; promotion of individual research in library and web-based databases. At this level, familiarity of the students with the appropriate research methods and analytical tools is embedded in the core requirements for all modules with an emphasis on those of Pol 233 International Law and International Institutions and Politics 202 Political Theory. This is a middle level in which, students' understanding of methodologies and research strategies is grounded as they move from the Research 210 module in level 4 to the thesis modules in level 6. <u>Assessment methods</u> As students move from level 4 to level 5 they are asked to do more critical and persuasive writing with research components phased in progressively. Use of a variety of summative and formative types of assessment aiming to enhance students' writing and critical thinking skills. Formative assessments are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (exams, projects, research papers, position papers, comparative policy essays). An example of such include a case-law commentary in Pol 233, where students will be asked to critically present and comment on an important topic of general international law elaborated in the judgment under review.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

Upon completion of the level, students will demonstrate:
 	
B1 skills for gathering, evaluation and critically analyze information about the contemporary global system and its operation
 	
B2 competance in the appropriate choice, synthesis and use of material according to theories and concepts
 	
B3 ability to apply a conceptual understanding of the fields of politics and International Relations and the world systems to create and sustain arguments and to solve problems
	Learning and teaching strategy
	
	   Lectures, student led activities and group work, workshops, discussion groups, individual research
	
	Assessment methods
	
	   Short responses, presentations, tests, long essays, book reviews, examinations, projects, research papers, take – home exams, position papers, tests.
	
	  Assessment exercises in level 5 frequently focus on policy responses to social and political problems in addition to the theoretical and empirical dimensions of social science research.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 ability to engage with practical and professional skills, including problem solving and team work skills C2 ability to identify appropriate criteria for evaluation and synthesize information	Learning and teaching strategy Individual and group projects, participation in events organised by the college and the Division (career week, seminars on CV writing and interview techniques etc)

3C. Practical and professional skills	
C3 skills to undertake complex tasks and personal plans, reflect on the relevant experience in the area of politics and IR and learn from feedback C4 awareness of professional ethics and codes of conduct (e.g. through modules such as the one on International Law and International Organizations)	Assessment methodsMultimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. Professional skill attainment can be also derived from advanced seminars and guest lectures as well as extracurricular placement in internships and volunteerships (see below the distinctive features of the programme structure).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 ability to apply knowledge to identify and critically analyze problems and international affairs issues and use feedback towards a desired aim D2 ability to use a range of digital practices and tools D3 ability to follow a formal path of complex, collaborative tasks D4 ability to accurately communicate information, arguments and ideas in a range of contexts related to politics and international relations.	Learning and teaching strategy Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper writing, examinations, blogs, posters.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 a systematic and comparative knowledge of the contemporary, globalized world as well as of focused areas A2 a detailed and extensive understanding of the developments in the field of politics including international security issues, the nature of conflict and migration studies A3 an ability to recognize the potential limits of knowledge in the area of the social sciences.	<u>Learning and teaching strategy</u> The senior seminars and lectures are meant to engage students in class discussions, debates and group work; use of audiovisual aid; promotion of extensive research in library and web-based databases. <u>Assessment methods</u> As students move from level 5 to level 6 they are asked to be able to thoroughly assess social, historical and political phenomena, and critically review concepts and theories through their writing assessment. Use of a variety of summative and formative types of assessment aiming to enhance students' critical thinking abilities. The senior thesis aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BA Hons in Pol Sc and IR. The thesis also introduces students to the possibility of limited knowledge in certain fields in Politics and IR. Individual modules explain in detail the array of assessment methods used.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, policy etc)	<u>Learning and teaching strategy</u> Lectures, group work, workshops, invited guest lectures, discussion groups, individual research <u>Assessment methods</u>

3B. Cognitive skills	
B2 competance in the choice and use of complex and specialized material for advanced writing culminating in the writing of a major project such as the senior thesis B3 ability to apply underlying concepts in different world contexts	Examinations, research projects, senior thesis, long essays. Assessment exercises in level 6 frequently focus on policy analysis and practical answers to political concerns in addition to the theoretical and empirical dimensions of social science research.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 an ability to develop strategies for current development and future prospects C2 an ability to set up a major project (e.g. long essays, senior thesis) C3 ability to negotiate in a professional context and seek ways to improve performance and resolve conflict	Learning and teaching strategy Extensive engagement with individual and group projects, continuous engagement in events organised by the College (development of career plan, career week, workshops on problem solving in real-life situations, meetings with NGO representatives etc). Instrumental in this direction is the introduction of the Practicum placement module that allows the students to do an internship and gain academic credit along with professional experience. Assessment methodsMultimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. At this level as well, practical skills formation can be attained through advanced seminars and guest lectures as well as with placement in internships and volunteerships.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 skills to critically evaluate arguments, abstract concepts and data D2 ability to select and apply more advanced research methods and quantitative techniques D3 ability to use communication and planning processes in context and identify alternative strategies D4 skills to undertake further academic and professional study and training D5 ability to participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own	Learning and teaching strategy Lectures, group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper and senior thesis research and writing, examinations

Programme Structure

Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsorymodules	**Creditpoints**	**Optionalmodules**	**Creditpoints**	**Ismodule compensatable?**	**Semesterruns in**

Course					
Politics 201 Introduction to International Relations: Theories and Issues	15			N/A for all	Spring
					Fall
Social Science 210 Introduction to Global Studies and Human Geographies	15				
					Spring
History 201 Women in Modern Times	15				Fall
European Studies 210 Foundations of European Integration	15				Spring
Research 210 Research methods and analysis	15				Fall
English 250 Advanced Writing and Professional Communication	15				Spring
					Spring
Politics 230 Comparative Politics	15				

					Fall
Economics 101 Introductory Macroeconomics	15				

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in International Studies 120 credits at Level 4

Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

Programme Structure - LEVEL 5					
Compulsorymodules	Credit points	Optionalmodules	Creditpoints	Ismodule compensatable?	Semesterruns in
History 221 Modern World History	15	3 pre-designated 200-level IR Electives(Level 5)	45 total (for three modules)	N/A	Fall
Politics 207 Modern Greek Politics and issues in Greek Foreign Policy	15	NB See accompanying Annex 1			Spring

Programme Structure - LEVEL 5					
Compulsorymodules	**Credit points**	**Optionalmodules**	**Creditpoints**	**Ismodule compensatable?**	**Semesterruns in**
Politics 306 Contemporary Development Issues	15				Spring
Politics 233 International Law and Organisations	15				Fall
Politics 202 Political Theory	15				Spring
					(Politics and IR Electives both in the fall and spring)

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in International Studies 240 credits (120 at Level 4, 120 at Level 5)

Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compens atable?**	**Semester runs in**
Politics 301 War and Human Security in the Modern World	15	5 pre-designated 300-level IR Electives (Level 6)	45 total (for three modules)	N/A	Spring Fall
Politics 350 Thesis I	15				Spring Fall
Politics 351 Thesis II	15	NB see accompanying Annex 1			Spring
Social Science 349 Contemporary Globalization	15				(Pol sc and IR Electives both in the fall and spring)
History 331 Modern Greek History	15				

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in International Studies 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

BA (Hons) Political Science and International Relations 360 Credits

SUGGESTED PROGRAMME OF STUDIES

NB All classes are for 15 credits with 150 notational hours

<u>Level 4 - requirements</u>

Politics 201 Introduction to International Relations: Theories and Issues

History 201 Women in Modern Times
Social Science 210 Introduction to Global Studies and Human Geographies

Research 210 Research methods and analysis
European Studies 210 Foundations of European Integration

English 250 Advanced Writing and Professional Communication
Economics 101 Introduction to Macroeconomics
Politics 230 Comparative politics

<u>Level 5- requirements</u>

History 221 Global World History

Politics 207 Modern Greek Politics and Issues in Greek foreign policy

Politics 306 Contemporary Development Issues

Politics 233 International Law and International Organizations

Politics 202 Political Theory

3 Pol sc and IR Electives (optional modules; see appended list)

<u>Level 6 - requirements</u>

Politics 301 War and Human Security in the Modern World

Social Science 349 Contemporary Globalization

History 331 Modern Greek History

Politics 350 Thesis I
Politics 351 Thesis II

3 Pol Sc and IR Electives (optional modules; see appended list)

Optional modules

Level 5

Humanities 221 History on Film/Film on History

Politics 229 US Federal Government

Social Science 215 Studies in Media and Contemporary Society

Politics 240 International Migration

Politics 250 Politics and New Technologies

Comm 315: Intercultural Understanding and Communication

English 350: Advanced Writing for Social Change

English/Hum 246: American Literature and Culture

Management 307: Negotiation and Conflict Resolution

Level 6

Politics 304 Women, Power, and Politics

Politics 332 Human Rights

Politics 333 Diplomacy

Politics 334 Global Security Challenges

Social Science 323 Race and racisms

Practicum 300 - Practicum

Psychology 330 - Psychology of immigration

ENG 320- The Other in Literature and Media

Management 308 Leadership Development

Management 460 Contemporary Project Management

Annex 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3
4	Politics 201	x	x	x	x		x	x		x	x			x	x		x
	Research 210	x	x			x	x				x	x		x	x	x	x
	History 201	x		x	x	x	x			x	x		x		x	x	x
	European Studies 210	x	x	x	x		x	x	x	x	x		x	x	x	x	x
	Economics 101	x			x		x		x	x		x	x	x	x	x	
	Politics 230	x	x	x	x	x	x	x	x		x	x	x		x	x	x
	Social Science 210	x		x		x		x	x	x			x	x	x	x	x
	English 250	x		x		x	x				x	x		x	x	x	x

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in International Studies 120 credits at Level 4

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
	Required modules														
5	Politics 207	x	x	x		x	x		x	x		x		x	x
	Politics 306	x		x	x	x	x	x	x		x	x		x	x
	History 221	x	x		x	x		x				x	x	x	x
	Politics 202	x		x	x	x	x	x	x	x		x	x	x	x
	Politics 233	x	x	x	x	x	x	x		x	x	x		x	x
	Major elective modules														
	Humanities 221	x	x	x		x	x	x		x		x		x	x
	English/Humanities 246	x	x		x	x		x	x				x	x	x
	Politics 240	x	x	x	x	x	x		x		x	x			x
	Social Science 215	x	x	x	x	x	x	x		x		x	x	x	x
	Politics 250	x	x	x	x	x		x	x			x		x	x
	Politics 229	x	x	x	x		x	x		x		x			x
	English 350	x		x	x	x		x	x	x	x	x	x	x	x
	Communication 315	x	x	x	x	x	x	x		x		x	x	x	x
	Management 307	X		x	x	x	x	x		x	x	x		x	x

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in International Studies 240 credits (120 at Level 4, 120 at Level 5)

Level	Study module/unit	A1	A2	A3			B1	B2	B3		C1	C2	C3		D1	D2	D3	D4	D5	
	Required modules																			
6	Politcs 301	x	x	x			x	x			x	x			x	x	x			
	Soc Sc 349	x	x	x			x	x	x		x	x	x		x	x	x	x		
	Politics 350	x	x	x			x	x	x		x	x			x	x	x			
	Politics 351	x	x	x			x	x	x		x	x	x		x	x	x	x	x	
	History 331	x	x				x	x	x		x	x			x	x	x			
	Major elective modules																			
	EUST 351	x	x	x			x	x	x		x		x		x		x	x	x	
	Politics 304	x	x	x			x	x	x			x	x			x	x	x	x	
	Politics 332	x	x	x			x	x				x	x		x	x	x		x	
	Politics 333	x					x		x		x	x	x		x			x		
	Politics 334	x	x	x			x	x				x	x			x	x	x	x	
	Practicum 300	x		x			x		x		x	x	x		x	x	x	x	x	
	Social Science 323	x	x	x			x	x	x		x	x			x	x			x	
	Psychology 330		x	x			x	x	x		x	x	x		x		x		x	
	English 320		x	x			x	x			x	x				x	x	x	x	
	Management 308	x		x			x	x	x		x		x		x		x	x		
	Management 460	x	x				x	x	x		x	x	x		x	x		x	x	

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in International Studies 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)

Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

BA (Hons) Politics Science and International Relations 360 Credits

1. Factual information

Module title	EUROPEAN STUDIES 210 FOUNDATIONS OF EUROPEAN INTEGRATION	Level	4
Module tutor	Dr. Tina Mavrikos-Adamou	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules

This is a level 4 module that enhances student knowledge and understanding of the European Union by exposing students to its historical, political and institutional evolution. The module introduces key developments, institutions and policies, examines the theoretical framework of European integration, and studies the European Union as a global actor, its enlargement process and external relations.

As a part of the Pol sc and International Relations program, the module blends in with other level 4 courses in other humanities and social sciences fields, such as political science, philosophy, history and economics (ex. POL 101, POL 201, ECON 101, PHIL 101, HIST 221), with a view to helping students progress onto more challenging levels of study. By focusing on the regional integration experience, students gain a better understanding of the European socio-economic and political environment they live in, and at the same time build knowledge and skills to transition onto the more complex and demanding levels (5 and 6) of the Pol sc and IR program, such as diplomacy and negotiation, political theory, foreign policy analysis, war and security in the modern world, or international law and organizations.

3. Aims of the module

This module aims to introduce students to the major developments leading to the creation of the European Union. The historical evolution of the European Union, relevant treaties, EU institutions, and major EU policy-making processes will be examined. Finally, theories of European integration will be analysed, and the future of the EU will be discussed. Apart from knowledge and understanding of the European Union, students will be challenged to build cognitive skills, esp. regarding the use of theoretical concepts for analyzing and explaining the EU experience, as well as past or upcoming challenges. The module serves as an integral part of the pol sc and IR program, and aims to support its comprehensive learning objectives and intended outcomes.

In accordance with the Subject Benchmark Statement on Politics and International Relations, the module aims to
1. Create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential
2. Ensure that students acquire effective knowledge and understanding of what the European Union is and how it came to be, how it works, and how it relates to its member states and the rest of the world
3. Relate academic study to questions of public concern and current affairs (ex. migration crisis, Euroscepticism, populism)

4. Enable students to relate and apply theoretical knowledge and concepts - IR paradigms, integration theories, intergovernmentalism and supranationalism - as well as decision making processes (ex. unanimity, qualified majority voting, consensus) on the EU project

5. Pose (and invite students to pose) questions of European policy making, and of regional order and (in)stability, at the centre of analysis
6. Assist students in developing cognitive skills, esp. regarding integrating theoretical concepts with logical analysis, and demonstrating a coherent and independent thought process in discussing events, challenges and opportunities facing the EU

4. Pre-requisite modules or specified entry requirements
Politics 101
6. Indicative content
The timetabled components of the course comprise an 11-week teaching schedule of 4-hour classes per week. The weekly content below is tentative. The instructor reserves the right to make changes if necessary. It is the responsibility of each student to stay abreast of what happens in the classroom and of changes in the dates of assignments, tests, etc.

Week 1: Introduction to the course: Map of the EU
Week 2: What is integration and how did the vision for a united Europe evolve?
Week 3: What is the EU? A federal system? A Confederal System? A supranational organization?
Week 4: First Steps of Integration: 1944-58
Week 5: Building the EU: From Community to Union
Week 6: The EU Institutions: The European Commission
Week 7: The EU Institutions: The Council of Ministers and The European Council
Week 8: The EU Institutions: The EP and the CJEU
Week 9: Introducing some key EU policies: CAP and Fisheries
Week 10: Some additional key EU policies: Environmental Policy and the Cohesion Policy
Week 11: Student Class Presentations

1. Factual information			
Module title	**EUROPEAN STUDIES 351 EUROPEAN ENVIRONMENTAL GOVERNANCE**	**Level**	6
Module tutor	LambriniNassis	**Credit value**	15
Module type	Taught	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			
This course has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of contemporary EU environmental policy and governance.			
3. Aims of the module			
The aim of this module is to introduce students to this new system of environmental governance both at the European level and at the level of the member state. Case studies will highlight the extent of convergence and divergence in environmental policy among Germany, Spain, Greece, Italy, the Netherlands and the United Kingdom. Further, students will consider the potential roles and responsibilities of civil society, sovereign states, and intergovernmental organizations in the ongoing quest to shape responses to the potential of environmental crisis.			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content.			

Week 1	Environment, Population, and the Developing World (Vig - 13); Climate Change, Domestic

Week 1 Environment, Population, and the Developing World (Vig - 13); Climate Change, Domestic

  Politics, and the Challenge of Global Policymaking (Rosenbaum – 10)

Week 2 Global Climate Change: Kyoto and Beyond (Vig – 12); Making Environmental Policy (Grant – 1)

Week 3 Implementation and Enforcement (Grant – 3); Programs, Principles and Policies (Weale – 2)

Week 4 National Policies on the Environment (Weale – 5)

Week 5 Domestic Politics and Society-Related Variables (Weale – 7)

Week 6 National Systems and Multi-Level Governance (Weale – 8)

Week 7 Mid-Term

Week 8 Convergent and Divergent Trends in EU Environmental Policy (Weale – 9)

Week 9 Climate Change Policy of the EU (Grant – 5)

Week 10 Water Quality and European Environmental Governance (Weale – 10); Water Policy (Grant – 6)

Week 11 Pollution Control and Multilevel Governance (Weale – 11); Air Pollution (Grant – 7)

Week 12 Packaging and Packaging Waste (Weale – 12)

Week 13 Understanding European Environmental Governance (Weale 13)

Week 14 Competing Models of European Environmental Governance (Weale – 15)

Week 15 Review for Final Exam

1. Factual information

Module title	HISTORY 201 WOMEN IN MODERN TIMES	Level	4
Module tutor	Maria Kyriakidou	Credit value	15
Module type	Taught-Lecture/guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules

This a level 4 course required for all Political Science and International Relations majors in which students are given the opportunity to develop their knowledge and understanding in the field of Women's Modern and Contemporary History. This course relates specifically to courses taught in the foundation year (e.g. History 120) as well as to courses taught in later semesters such as Politics 304.

3. Aims of the module

This present course will describe and analyze the experience of women during the later modern times from the end of the eighteenth century to the contemporary period emphasizing various aspects of women's private and public life primarily in the Western world.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content

The study of women's history (which was later developed into 'gender history') was born out of the 1970s international discussion on the role of women in the historical process. In this analysis, women in professional opportunities and female political rights will be examined together with the rise of gender consciousness, feminist theory and the feminists' strive for female emancipation. Women's participation in the public sphere would be also discussed in association to certain aspects of international social and political movements.

Module outline

Week 1: What is gender? Stereotypes
Week 2: Women and the Enlightenment - Women and the French Revolution
Week 3: The First World War/The Inter-War Years – equal rights and the first wave
Week 4: Women in the authoritarian states
Week 5: The Second World War
Week 6: Western Europe in the post-war era – The welfare state
Week 7: Gender and Politics
Week 8: Women liberation movement – the second wave
Week 9: Women in Eastern Europe/post-communist tradition - Gender mainstreaming in the EU
Week 10: Female emancipation: Myths and realities
Week 11: Trajectories for the 21st century – the third wave

1. Factual information			
Module title	**HISTORY 221** **Modern World History**	**Level**	**5**
Module tutor	**Joseph Michael Gratale**	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			
This is a third year (level 5) required module for students of Political Science and International Relations. It is a module which provides students with a strong historical foundation for understanding key aspects of contemporary global history, particularly developments since the late 19th century up through to the early twenty-first century.			
3. Aims of the module			
This module examines aspects of global history by addressing key themes and trends in the political, cultural, social, and intellectual landscapes of the era. While emphasis will be on			

interpreting the century's political / historical trajectories, the course will also expose students to a range of texts which represent aspects of the intellectual/cultural developments and tensions of the century.

4. Pre-requisite modules or specified entry requirements

History 120

6. Indicative content

The courses will examine aspects of historiography, revolt and the masses, mass culture, technology, war, genocide, ideology, decolonization and empire, development and injustice as outlined in the course schedule below.

1. Factual information

Module title	**HISTORY 331 MODERN GREEK HISTORY**	**Level**	6
Module tutor	Christos Aliprantis	**Credit value**	15
Module type	Taught-Lecture/guided discussion	**Notional learning hours**	150

2. Rationale for the module and its links with other modules

This a level 6 History requirement module in which students are given the opportunity to expand their knowledge of selected topics of Modern Greek history and society. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as Politics 207).

3. Aims of the module

The purpose of the module is an in-depth study of modern Greek history and an understanding of contemporary Greek society and politics. This module is organized

primarily thematically and the socio-political processes in Greece are investigated in analytical depth.

4. Pre-requisite modules or specified entry requirements
History 120, Politics 101

6. Indicative content
This module is organized primarily thematically and the socio-political processes in Greece are investigated in analytical depth. Topic 1: The origins of modern Greece: the 18th c. Ottoman Empire and early modern notions of "Greekness" Topic 2: The Greek revolution of 1821-30; modern Greek nation building; the 2021 anniversary Topic 3: The new Greek state; the Great Idea; and the Eastern Question (1830-1912) Topic 4: Early 20th c. Greece: Balkan wars; WWI; Asia Minor Catastrophe (1912-22) Topic 5: Greece in the Interwar period (1922-40) Topic 6: Greece in the 1940s: WWII; triple occupation; civil war (1940-49) Topic 7: Greek-Turkish relations in the 1950s-60s; the Cyprus Question; Greece and the Balkans Topic 8: Postwar Greece, 1949-74: society and politics Topic 9: The Third Hellenic Republic: Democratization; EEC entry; the Euro (1974-2010) Topic 10: Greece during the Crisis (2010-)

1. Factual information			
Module title	**HUMANITIES 221** **HISTORY ON FILM/FILM ON HISTORY**	**Level**	**5**
Module tutor	Joseph Gratale	**Credit value**	15
Module type	Taught	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			
This module may be taken as a level 5 elective for Political Science and International Relations students and as an elective for English students.			
3. Aims of the module			

This module explores manners in which film has represented historical narrative. Just as historical texts depict a particular event or personality from the past, historically oriented films likewise provide interpretations of and insights into the past. With this in mind, students will engage in critical analyses of specific films. Developing an awareness *of* the given historical context of a film, and the context *in which it was made*, consideration of issues of subjectivities and historical sensitivities, and debates of historical accuracy, will form the areas of study for the course.

4. Pre-requisite modules or specified entry requirements

History 120

6. Indicative content

Theoretical views on history; historiographical issues; why history on film?; history in images, history in words; historical background for selected films/excerpts; historians as film-makers; is there a place for historical narrative in film?

1. Factual information

Module title	POLITICS 201 Introduction to International Relations: Theories and Issues	Level	4
Module tutor	Serap A. Kayatekin	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules

This is an essential course for all International Relations students introducing them to the basic theoretical perspectives in the field, and their applications in selected topics.

3. Aims of the module

- Critically present and evaluate the sources and the consequences of the major contending perspectives on international relations;
- Understand historically the shaping of the international system over the past century;

- Provide an analytical understanding of the complexity of the global relations;
- Identify and appreciate the significance of the principal issues, actors and institutions in international relations;
- Improve the analytical skills of the students by studying selected global issues.

4. Pre-requisite modules or specified entry requirements

6. Indicative content

Part I: The Historical Context
Week 1: Introduction – What is International Relations?
Week 2: Historical Context of International Relations as a discipline – From Post-World War II to the 21st century

Part II: Theories of World Politics
Week 2-3: Realism: reason of state; power; self-help; balance-of-power
Week 4: Realism continued: Realism in the texts of Thucydides, Machiavelli and Hobbes
Week 5 Liberalism: free-market capitalism; individualism; political democracy
Week 6: Liberalism continued: Liberalism and its historical roots: Cobden, Smith, Bentham and M. Friedman
Week 7: Neo-Realism: Defensive Realism; Offensive Realism; absolute and relative power
Week 8: Neo-Liberalism: Sociological, Institutional, Commercial Liberalism; liberal critiques of neoliberalism; globalization
Week 9: Social Constructivism: social construction of reality; of political agency; the re-definition of politics; legitimation
Week 10: Marxist Theories: World-Systems theory; Gramsci: the idea of political hegemony
Week 11: Presentations

Factual Information

Moduletitle	POL 202 POLITICAL THEORY	Level	5
Moduletutor	Dr. Serap A. Kayatekin	Creditvalue	15
Moduletype	Lecture + guideddiscussion	Notionallearninghours	150

2. Rationale for the module and its links with other modules

This a level 5 Political Science and International Relations required module in which students are given the opportunity to further their knowledge of key aspects of political theory. The

course builds on topics introduced in Politics 101, an ACT General Education Requirement, and, to a lesser extent, Politics 201, a PS&IR Foundation course.

3. Aims of the module

The purpose of this course is to introduce students to political ideas and their different interpretations in modern times. The course will also focus on various key themes and concepts, such as freedom, justice, rights, and sovereignty, and on classic modern schools of political thought. Emphasis will be given to expositions of theory in its historical, social, economic and political context.

4. Pre-requisite modules or specified entry requirements

Politics 101

The thematic areas chosen for discussion are:
Week 1: Themes in Political Theory
Week 2: The Greeks: Plato: Historical context; justice; city-in-speech
Week 3: Plato continued: justice in the city; justice in the soul; education; philosopher-king
Week 4: The Greeks: Aristoteles: Historical context; theoretical and practical sciences; politics as a practical science
*Week 5:*Aristoteles continued: political systems: democracy, tyranny, oligarchy; polity; aristocracy; monarchy; purpose of political life; eudemonia
Week 6: Social Contract Theory: Thomas Hobbes: Historical context; scientific nature of politics; state of nature; state of war; the covenant
Week 7: Classical Republicanism, Political Ethics: Niccolo Machiavelli; Historical context; virtu vs fortuna; nature of political rule; the good rule; political morality
Week 8: Foundations of Classical Liberalism: John Locke: Historical context; state of nature; natural law; natural right; property; government
Week 9: The French Enlightenment: Jean-Jacques Rousseau: Historical context; state of nature; modern society; social contract; common will
*Week 10:*Critiques of Liberalism: Karl Marx: Historical context; capitalism; class relations; exploitation; communism
*Week 11:*Presentations

1. Factual information

Module title	POLITICS 207 THE MODERN GREEK NATION-STATE AND ISSUES IN GREEK FOREIGN POLICY	Level	5
Module tutor	Maria Kyriakidou	Credit value	15
Module type	Taught-Lecture/guided discussion	Notional learning hours	150

2. Rationale for the module and its links with other modules

This a level 5Pol sc and International Relations requiredmodule in which students are given the opportunity to further their knowledge of the creation and development of the modern Greek nation state. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as History 331)

3. Aims of the module		

This module aims to analyze and explore the intricacies of the contemporary Greek nation-state by focusing on some of its political institutions and structures as well as its socio-political practices.

4. Pre-requisite modules or specified entry requirements		

History 120, Politics 101

6. Indicative content		

State structure
The modern Greek nation-state
Background, historical development
Political parties, civil society
Public administration, clientelism, populism.
The post-war economy
Institutions, Greece as plural society
The Orthodox Church
Family, Community and values
The changing status of women
Immigration, minority groups.
Images of Europe
Greece and the Europeanization process
Issues of identity, Greeks and the euro.
Greece and its neighbors
 Greece and the Balkan peninsula
The role of Greece in the post-cold war era, new challenges and opportunities
Greece and Turkey

1. Factual information			
Module title	**POLITICS 229 US FEDERAL GOVERNMENT**	**Level**	**5**
Module tutor	David Wisner	**Credit value**	15
Module type	Taught	**Notional learning hours**	150

2. Rationale for the module and its links with other modules			

This course is an upper level (Level 5) elective module and may be taken as of the student's fifth semester in residence at ACT. The course builds on material initially covered in the General Education Requirement module Politics 101 (Contemporary Politics), taken in the student's first semester at ACT. As a course in government the module is complementary to

Politics 207, another Level 5 PS&IR elective. While not a prerequisite of History 245 (US Foreign Policy), anPS&IR requirement, it does provide a useful complement to the study of US policy at shore's end.

3. Aims of the module
The aim of this course is to introduce students to the basic workings of the American federal government, through a study of the Constitution, of political institutions, and of core values (rights, freedoms, property, etc.).

4. Pre-requisite modules or specified entry requirements
Politics 101

6. Indicative content
The course will provide a general overview of the evolving character of American political life from the colonial period to the present day. Such phenomena and issues as lobbies, the role of the media, and the changing face of the American population (districting) will also be considered; so too will a rudimentary explanation of state and local government be offered. Finally, the course will introduce students to the overlapping methodologies of political theory, political science, political sociology, and political culture inherent in the formal study of government.

The course will consist primarily of lectures on the main themes of the American political system, interspersed with workshops and practical exercises based on readings of the Constitution and other key documents. Students will also be expected to review the US press regularly and to comment on current issues relevant to the course. |

1. Factual information			
Module title	Politics 230 Comparative Politics	Level	4
Module tutor	Tina Mavrikos Adamou	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This level 4 required module studies and compares politics across states, by exploring several questions through research on similarities and differences among countries and within and between political systems. In the process, students will discover various ways in			

which institutional and non-institutional variables determine the answers to complicated questions like why nations thrive or fail, how culture affects governance quality, or what drives change within states and across borders. Country cases will be drawn from different regions of the world to ground students in the set of tools of comparative analysis, so that they may use these tools to further examine and link facts to the larger questions of international relations. The module will thus enhance student capacities to explain and compare political phenomena and give them a foundation for level 5 and 6 modules.

As a part of the International Relations program, the module blends in with and complements knowledge and capacities built at level 4 (ex. POL 201, EUST 210, Econ 101, Social Science 210, and History 201).

3. Aims of the module

By introducing students to the comparative method and by examining distinct socio-economic and political structures, the module aims to a) add to student knowledge about the world, b) build their skills and capacities to identify and investigate the similarities and differences amongst various socio-economic and political systems, and c) use facts in effective deduction and induction processes, so as to build and test hypotheses. The module aims to enhance student understanding of important political trends and concepts, expose them to politics in a number of countries, and foster a desire to dig more deeply into the fascinating field of comparative politics. Apart from knowledge and understanding of international affairs, students will become acquainted with comparative research and analysis methods, and will develop a series of cognitive, transferable and professional skills in the process. As a required module within the IR program, this course aims to lay a foundation for level 5 & 6 modules by assisting students to develop the tools to think critically, make comparisons between political systems, and understand the nature of political power and its distribution within diverse political systems.

Objectives of the module include the following:
1.   Create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential
2.   Place (and invite students to place) questions of national and international order and (in)stability at the center of analysis
3.   Ensure that students acquire effective knowledge and understanding of internal and external dynamics affecting political, economic and social developments in the world
4.   Enable students to identify, examine and analyze differences and similarities in socio-economic and political developments within and across state borders
5.   Assist students in developing cognitive skills, esp. with regard to integrating theoretical concepts into logical analysis, and demonstrating a coherent and independent thought process in discussing about events, challenges and opportunities facing the future
6.   Assist students in developing practical and transferable skills, esp. with regard to integrating the comparative approach to their overall analysis skills

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

Week 1: Introduction to Comparative Politics
Week 2: Ways to compare political systems
Week 3: History and Political Culture
Week 4: Regime types (democratic, authoritarian, monarchy, theocracy)
Week 5: Political institutions (executives, legislatures, judiciaries)
Week 6: Political institutions cont'd
Week 7: The economy in a globalized world

Week 8: Political actors and processes (political parties, the media, electoral systems, interest groups)
Week 9: Political actors and processes cont'd
Week 10: Making sense of turbulent times
Week 11: Conclusions and summation

1. Factual information			
Module title	**POLITICS 233 INTERNATIONAL LAW AND ORGANIZATIONS**	**Level**	**5**
Module tutor	LambriniNassis	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			
This is a level 5 required module that has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of peace and conflict resolution, international law, international politics, international development, and international relations. t prepares students for study in globalization.			
3. Aims of the module			

The aim of this module is to introduce students to the complex, yet interesting system of international law and to the basic concepts and theories of international organizations and how they have changed the mechanisms of reasoning behind the making, implementation and enforcement of international law. A large portion of the module will focus on the fundamental principles of international law, the law of treaties, the relationship between international and domestic law, the imperative of human rights and the impact that international organizations have in the field of international relations, such as peacekeeping operations, human security and terrorism.

4. Pre-requisite modules or specified entry requirements
POL 101; recommended POL 201

6. Indicative content

Module schedule

Week 1   Introduction – Scope and Main Features, Terminology, Sources / Theories, Method and Technique
Week 2   General International Law: custom, principles, and other sources
Week 3   Law of Treaties
Week 4   International law and national laws
Week 5   States – Statehood, Recognition of states and governments
Week 6   Role of States
Week 7   Jurisdiction of States
Week 8   State Responsibility and State Claims
Week 9   UN / Regional Organizations
Week 10 International Courts and Tribunals
Week 11 Peace and Security
Week 12 Diplomatic law and state immunity
Week 13 International Spaces: sea, air, outer space and the environment
Week 14 Review – Final Exam

. Factual information			
Module title	**Pol 240 International Migration**		
Module tutor	Dr. Tina Mavrikos-Adamou	**Level**	5
Module type	Taught- lecture/guided discussion	**Credit value**	15

2. Rationale for the module and its links with other modules
This level 5 elective module links with the other modules of level 5 by complementing the existing courses, such as that of Pol 306, Pol 233, Pol 202 as well as Social Science 323 and many other elective courses offered at this level. The issue of international migration is one of particular significance and importance to Greece, as the country is a point of first entry for irregular migrants hoping to enter an EU member state.

3. Aims of the module	

The aim of the module is to introduce students to the issues and concerns of international migration, particularly as these have been brought about by globalization. The module will systematically examine the processes of international migration, push and pull factors, economic factors, as well as how international migration is innately connected with conflict and war, climate change, economic inequalities, and other factors. Theories and conceptual frameworks will be utilized, as will several case studies from around the world. Debates about borders and sovereignty will be addressed, as well as the recent securitization of migration, as countries take actions to stop migratory flows and adopt policies to discourage migrants wanting to enter.

8. Indicative content.

Week 1: Introduction to international migration: patterns of migration, key theories and paradigms
Week 2: Migration governance: questions of state sovereignty; immigration & nationalization policies; various explanations of migration (social, political, economic)
Week 3: Human smuggling and human trafficking
Week 4: Forced migration, voluntary migration, and the gender dimensions of migration
Week 5: Forced migration, voluntary migration, and the gender dimensions of migration, cont'd
Week 6: Immigrants in a new host country: integration and assimilation
Week 7: Immigrants and citizenship: legal rights, human rights
Week 8: Migration and sustainable development
Week 9: Migration and issues of security: How did migration get securitized in the 21st century?
Week 10: Migration and Climate Change and other environment factors
Week 11: Summing up: The Challenges of Irregular Migration – The view of the state vs. the view of the migrant

1. Factual information		
Module title	**Politics 250: Politics and New Technologies**	
Module tutor	Dr. Christos Aliprantis	**Level 5**
Module type	taught	**Credit value 15**
2. Rationale for the module and its links with other modules		

This is a level 5 elective module for students majoring in Political Science and International Relations. Students are given the opportunity to develop their understanding of the relationship of politics with technology and focus on new technologies and key aspects of this interplay.

3. Aims of the module		
The module is aiming at providing students insights into the following: The rapid development of technology over the past two centuries: first, second, third industrial revolution; the upcoming/current fourth industrial revolution. How technological progress is affecting politics: the limits of human activity and machine work. "Technophobia" and conservative restrains vis-à-vis technological advancement. Politics and new technologies in warfare. How technology affects gender. Artificial intelligence and the limits of human mind.		

8. Indicative content.
Indicative course schedule:

Indicative course schedule:

Week 1: introduction: the history of technological progress: from the agricultural revolution to the 21th century

Week 2: the question of (technological) progress in political philosophy (Comte, Marx, Weber)

Week 3: the development of modern technophobia: skepticism towards science as a political issue

Week 4: politics and modern healthcare: global and class inequalities

Week 5: politics and 21st century warfare: interstate conflicts and terrorism

Week 6: politics and the environment (water; energy; pollution)

Week 7: the politics of online (mis)information and intelligence gathering

Week 8: artificial intelligence: political and moral issues

Week 9: how technology has affected gender identities: political concerns

Weeks 10 & 11: presentations

1. Factual information			
Module title	**POLITICS 301 WAR AND HUMAN SECURITY IN THE MODERN WORLD**	**Level**	**6**
Module tutor	Joseph Michael Gratale	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			

This is a required fourth year module (Level 6) for students majoring in Political Science and International Relations. Students are given the opportunity to develop their understanding of the causes and nature of war, genocide, terrorism, and key aspects of issues related to human security.

3. Aims of the module

This module sets out to examine various perspectives on the causes, nature, and implications of war in the contemporary world. Students will be exposed to the impact of violent conflict on soldiers, civilians, and societies affected by war. Also, this module aims to familiarize students with the major issues and concepts associated with terrorism, genocide, peace, security and conflict resolution. In order to fulfill these objectives in a satisfactory manner, this module embraces an interdisciplinary approach at both the theoretical and applied levels.

4. Pre-requisite modules or specified entry requirements

History 120, Politics 101

6. Indicative content

defining war, terrorism/counterterrorism, human security, theories of war, the nature and conditions for peace, defining genocide, images of war, just war theory, remote warfare

1. Factual information			
Module title	**POLITICS 304** **WOMEN, POWER AND POLITICS**	**Level**	**6**
Module tutor	Maria Kyriakidou	**Credit value**	15
Module type	Taught-Lecture/guided discussion	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			

This is a level 6 Political Science and International Relations elective module in which students are given the opportunity to develop their understanding on the issue of gender, power and politics. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as History 201).

3. Aims of the module

This module provides a detailed examination of the different discourses of gender with special emphasis on women. It then looks at gender in a variety of contexts such as the nation, violence, security, military, political economy and social movements.

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

The module will explore the challenges feminist theory has posed to the traditional theories of politics and international relations. The significance and relevance of developing a gender perspective on understanding the political world will be discussed in relation to a number of select themes as listed below.

Indicative lecture outline for the semester:

Topic 1: *Sex, Gender and Politics*: Epistemology/Methodology and Feminist Theory in International Relations; Why Gender Matters in Politics and International Relations; What is a Feminist Concern in Politics?
Topic2:*Women, Violence and Security:* Women and Conflict; Women and Militarism; War and Sexual Violence; Genocide and Women;
Topic3: Women and political participation
Topic4:*Women and Identities;* Women and Religion
Topic5: Women and Nationalism
Topic 6: Women and Social Movements
Topic 7: Care as a political concept; family matters
Topic 8: Women and development (non-western women and politics)

1. Factual information

Module title	**Politics 306 Contemporary Development Issues**	**Level**	**5**
Module tutor	SerapKayatekin	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150

2. Rationale for the module and its links with other modules

This is a Level 5 module required for all Political Science and International Relations majors in which the students study the different theories, trajectories, and selected aspects of development. The module relates to Global Geographies (soc sc 210) and Contemporary Globalization (SocSci349.)

3. Aims of the module

This module will expose the students to the different and changing meanings of development through a study of the different theoretical perspectives in their historical context, different modes of development via case studies, and then focus on select development issues, such as poverty and hunger, unemployment, education, gender equality, health and sustainability, political participation.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content

Weeks 1-3: What is development; theories of development; histories of the theories of development

Weeks 4-6: Trajectories of development: Colonial patterns in Latin America, Africa and East Asia: Brazil; South Africa; South Korea and China

Weeks 7-11: Select issues in development: hunger and poverty; patterns of employment; inequality; health; education; gender and political participation

1. Factual information

Module title	**POLITICS 332 HUMAN RIGHTS**	**Level**	6
Module tutor	LambriniNassis	**Credit value**	15
Module type	Taught	**Notional learning hours**	150

2. Rationale for the module and its links with other modules

This course has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of human rights, international law, international politics and development and international organizations.

3. Aims of the module		
The aim of this course is to introduce students to the international and regional conventions and instruments which encode human rights. The course will cover the following issues: how human rights develop; the struggles for human rights; where these rights are encoded and how to monitor that laws are being enforced. The course will also reflect on how international organizations reflect the values of human rights, not only in their monitoring and campaigning but also in their own practice. Students will be able to define human rights; explain how human rights are codified; understand how human rights are monitored and enforced; distinguish between economic, social and cultural rights; and understand how the values underlying human rights affect the way in which organizations should be run.		

4. Pre-requisite modules or specified entry requirements
Pol 101

6. Indicative content

Week 1	Introduction / Historical Background United Nations / International Bill of Human Rights
Week 2	United Nations Structure / Modern Human Rights Regime Regional Protection of Human Rights / European System
Week 3	Regional Protection - Inter-American System / African System
Week 4	Monitoring, Implementing and Enforcing Human Rights / Substantive Rights
Week 5	Group Rights: Equality and Non-Discrimination / Right to Life
Week 6	Freedom from Torture / Terrorism / Liberty of a Person
Week 7	Right to a Fair Trial / Freedom of Expression
Week 8	Right to Work / Right to Education
Week 9	Minority Rights / Rights of Persons with Disabilities
Week 10	Rights of Women / Children
Week 11	Rights of Refugees / Rights of Migrant Workers

1. Factual information			
Module title	**POLITICS 333 DIPLOMACY**	**Level**	6
Module tutor	David Wisner	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150

2. Rationale for the module and its links with other modules
This course is an advanced (Level 6) PS&IR elective, and builds fundamentally on material covered in earlier PS&IR requirements such as Politics 201 (International Relations), Politics 231 (International Law), and Politics 232 (International Organizations). The course also considers the structure and function of foreign ministries and services, that is, the

3. Aims of the module
This course considers the overlapping dimensions of contemporary international diplomacy – applied foreign policy, the practical work of diplomats, actual negotiations, and fora for international cooperation.

practical dimensions of foreign policy, and as such is complementary to History 245 (US foreign policy) and several upper level PS&IR electives. The course features an advanced practical language component.

4. Pre-requisite modules or specified entry requirements
Politics 101

6. Indicative content
Indicative schedule
Week 1
Historical perspectives
Weeks 2-4
Contemporary diplomacy: theory and practice
Foundations in international law
Classic bilateral relations
Mid-term exam
Weeks 5-7
Contemporary diplomacy: The art of negotiation
Phases of negotiation
Negotiating behaviour
Prosopography tutorials and paper
Weeks 8-11
Case studies
Simulation
Research for final essay

1. Factual information			
Module title	**POLITICS 334 GLOBAL SECURITY CHALLENGES**	Level	6
Module tutor	Christos Aliprantis	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			

This is a fourth year elective module (Level 6) for students majoring in Pol sc and International Relations. Students are given the opportunity to develop their understanding of the multifaceted concept of security and the various global threats, as well as to analyze the responses of international law thereto.

3. Aims of the module

This module sets out to highlight the evolution of the concept of security (from State to human security and beyond) and policy responses *vis-à-vis* a series of global threats (terrorism, threats to human health, environmental disasters, migration, financial threats). Students will be exposed to moral, legal and policy dilemmas highlighted in specific case-studies concerning global security threats and will be required to examine in depth and critically assess them. In order to fulfill these objectives, the main actors involved and the main tools employed in dealing with these threats will be presented and a series of primary sources related to the case-studies will be commented upon.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content

Defining security, historical evolution of security concept, politics perspectives on global threats, main actors, subject area case-studies: terrorism and counter-terrorism, use of force, irregular migration, financial crises, environmental threats, public health threats.

Indicative Course Schedule

Lectures:

Week 1: Introduction – Evolving Concepts of Security
Week 2: Main actors involved
Week 3: Moral, policy and legal tools employed against global security threats in general

Case-studies (lectures and seminars)

Week 4: Terrorism and lawful use of force (pre-emptive war and targeted killings)
Week 5: Torture of terrorists and the ticking bomb scenario
Week 6: Legal black holes (Guantanamo and extraordinary renditions)
Week 7: Acquisition of nuclear weapons and cyber warfare
Week 8: Irregular migrationAND Genocide and humanitarian intervention
Week 9: Environmental threats and the conundrum between the collective protection and the commercialization of the commonsAND Public health scares and the notion of pandemic
Week 10: Global financial crises: between regulation and de-regulation
Week 11: Student presentations

1. Factual information			
Module title	**POLITICS 350 SENIOR THESIS I**	**Level**	6
Module tutor	Serap A. Kayatekin	**Credit value**	15
Module type	Research +training sessions	**Notional learning hours**	150
2. Rationale for the module and its links with other modules			

This is a required module for PS&IR majors. It constitutes the first term of a year-long research project, at the end of which the students are required to submit an 8,000-word thesis. In the Fall Term, they submit a 3000-word draft of the thesis, with main emphasis being the literature review.	

3. Aims of the module

- Advance the students' ability to find and formulate a relevant research problem.
- Advance the students' ability to gather the resources relevant to the research topic.
- Advance the students' skills to think critically through different perspectives on a given issue.
- Advance the students' ability to make an analytical and sustained argument on a given issue.
- Encourage, in general, skills of independent research at an undergraduate level

4. Pre-requisite modules or specified entry requirements

6. Indicative content

In the first semester of their final year, the students write the **3,000-word draft** of their senior thesis which is submitted at the end of the academic year.

Three sessions in the Library

- thesis requirements for Bissell Library internal repository
- controlled language: principles and practice in database searching
- formulating a research question: guidelines (presentation)
- narrowing a topic: guidelines (presentation), examples & class exercise
- scholarly articles (presentation & class exercise)
- advanced database searching: principles, practice and class exercise
- website evaluation (PowerPoint) followed by class exercise and homework exercise (with individual brief student presentations to be given in a subsequent session)
- academichonesty

One session on advance writing (Room TBA)

- Harvard style referencing
- plagiarism

One session on Literature Review (Writing Centre)

- Literature review
- Submission of the thesis draft: **by the end of the term.**

1. Factual information

Module title	**POLITICS 351** **SENIOR THESIS II**	**Level**	**6**
Module tutor	Various advisors	**Credit value**	15
Module type	Research +training sessions	**Notional learning hours**	150

2. Rationale for the module and its links with other modules
This is the second part of a module in which the students are required to write an 8,000-word thesis. It is a fundamental component of the Political Science and International Relations curriculum in which the students display their ability of formulating a research question which they research and write a detailed analysis of in 8,000 words.

3. Aims of the module
- Advance the students' ability to find and formulate a relevant research problem.   - Advance the students' ability to gather the resources relevant to the research topic.   - Advance the students' skills to think critically through different perspectives on a given issue.   - Advance the students' ability to make an analytical and sustained argument on a given issue.   - Encourage, in general, skills of independent research at an undergraduate level

4. Pre-requisite modules or specified entry requirements
Politics 350

6. Indicative content

Students, having already submitted a 3,000 word draft of their thesis at the conclusion of the Fall semester, will work toward completing the full 8,000 word thesis in a date to be announced shortly.
    Coordinated meetings with the advisors and 2ndreaders will assist the students in this endeavor.
The advisor(s) reserve the right to orally ask clarification questions to the students about their thesis, if need be, and in a case-by-case basis.
 	
    Before submission, the students will have to present their thesis to the group of thesis students and advisors for about 20-30 minutes. Power point slides will be collected for second and external marking purposes.
Submission of the thesis: **by the end of the spring terms.**

Course title	**PRACTICUM 300	Practicum**		
Course tutor	TBC	**Credits**	15
Course type	Practicum/Placement module	**Notional Learning hours**	150
Mode of delivery	Student placement and lectures/guided discussion		

2. Rationale for the module and its links with other modules

This is a level 6 major elective module which enables students to immerse themselves in real-life contexts, collaborate with community partners and mentors, and better understand the requirements of the community engagement and professional work, where relevant. There is a focus on reflexivity, problem-solving, communication skills development, critical thinking and writing.

3. Aims of the course

The module aims to offer students experiential and service-learning experiences which bring together knowledge acquired in various modules in their field of academic studies and itsapplications in diverse research and practice-based environments, such as the professional setting, education, not-for-profit, and the arts sector. As such, this placement module prepares students for further independent work and gives them hands-on experience of various professional fields, equipping them for the job market.

8. Indicative content, learning activities and interactions

The module is a combination of classroom sessions and fieldwork / site placement. Students' projects depend on the nature of their placements. To start with, they fill in a skills and interests questionnaire, which helps to identify placements of relevance and interest out of the options available. This will be followed by interviews / informal discussions with organization staff where required.

During the first couple of weeks students will be acquainted with their placement sites and participate in a series of workshops and lectures delivered by the tutor and/or guest speakers on a variety of issues related to the practice of their subject area: from skills development (e.g. time management skills, team building, professional communication, adaptability and readiness at the workplace) to ethical issues in work, research and principles in community participation.

In the remainder of the term students will work on their placement projects. Location and schedules will be agreed jointly with their allocated mentors. The key principle underlying students' activities is the co-construction of knowledge through student-mentor-tutor collaboration. Such a participatory approach enables a shared, co-experienced understanding of the issues explored. Whilst the allocated mentors will support and guide students throughout, the latter are expected to demonstrate independent thinking, use of own initiative and responsiveness to the needs of the community / organization, so that they produce a piece of work that benefits them and falls within the aims and learning outcomes of their programme.

Further information about the placements, including ethical and academic considerations, is available on moodle / ACTivity and the module handbook.

1. Factual information			
Module title	**Research 210** **Research methods and analysis**		
Module tutor	Tin Mavrikos Adamou	**Level**	4
Module type	Taught	**Credit value**	15
Notional learning hours	150		

2. Rationale for the module and its links with other modules
This is a required level 4 module that introduces students to key conceptual, methodological and ethical issues in humanities and social science research. The module provides students the opportunity to develop knowledge and transferable research skills by conceptualizing, framing, exploring, analysing and discussing research issues. The module seeks to provide necessary skills for student academic research and writing, and to assist them in both their writing skills and in choosing from among various methods of research, both qualitative and quantitative.

3. Aims of the module
The module aims to equip students with the necessary research skills to be able to conduct research in the humanities and social sciences. Students are introduced to the challenges of conducting ethical studies, the need to select appropriate methodologies for research and the various techniques involved in these methodologies (interviews, surveys, focus groups, etc), and the importance of creating a well-focused research question. The module aims to discuss these various approaches to social science research by focusing on real world research and the challenges this type of research poses for the researcher. The aim is to focus on the practical applications and uses of real-world research including the social utility that these types of studies provide.

4. Pre-requisite modules or specified entry requirements
None

8. Indicative content.
-Week 1: Introduction to real world social science research Week 2: Research problems, questions, and arguments Week 3 & 4: Reading and utilizing sources for the creation of a literature review – Visit to the library Week 5: Methodology & Research Design Week 6 & 7: Ethics in social science research – Visit to the library Week 8: Data collection tools: observation, mobile and visual methods Week 9: Data collection tools & analysis: questionnaires, interviews, focus groups, and oral history Week 10 &11: Formulating a focused research question and accompanying methodology – Visit to the library

1. Factual information			
Module title	**SOCIAL SCIENCE 210 INTRODUCTION TO GLOBAL STUDIES AND HUMAN GEOGRAPHIES**	**Level**	**4**
Module tutor	Joseph Michael Gratale	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150

2. Rationale for the module and its links with other modules

Introduction to Global Studies and Human Geographies is a first year module (Level 4) in which students will have the opportunity to become acquainted with the fundamentals of global studies and develop their geographic understanding of the world. This module also equips students to have a firmer grasp of the contemporary world through its evaluation of such topics as globalization, geopolitics, and socio-cultural relations. It is a required module for students of Political Science and International Relations.

3. Aims of the module

This module explores and analyzes a variety of themes relating to the study of global issues through the lens of geography. As a term, geography literally means "to write the earth." The notion of 'writing' and describing earth or the world, must also take into consideration the human imprint and impact. In this sense, human geography/global studies is the study of places and spaces that humans construct and occupy. For this module we will therefore utilize a number of disciplines besides geography such as history, cultural studies, political science, sociology, anthropology and economics, in order to have a more complete understanding of the contemporary world.

4. Pre-requisite modules or specified entry requirements

None

6. Indicative content

Key concepts in human geography, the nature of global studies, population and migration, cultural geography, globalization theory, political geography, economic geography, and environmental issues

1. Factual information			
Module title	**SOCIAL SCIENCE 215** **STUDIES IN MEDIA AND CONTEMPORARY** **SOCIETY**	**Level**	**5**
Module tutor	Maria Kyriakidou	**Credit value**	15
Module type	Taught-Lecture/guided discussion	**Notional learning hours**	150

2. Rationale for the module and its links with other modules

This a level 5 Political Science and International Relations elective in which students are given the opportunity to further their knowledge of impact of media on modern society. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as Politics 304 as well as communication modules).

3. Aims of the module

This module aims to analyze and explore media representations, media regulation, elite-mass communication, media production in a global age, communication and media power. A comparative approach will be employed for analysis of different regional and national communications systems. A final segment of the module will examine the concept of mass society, media power and globalization. Examples and case studies will be taken from American and European sources.

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

A comparative approach will be employed for analysis of different regional and national communications systems. A final segment of the module will examine the concept of mass society, media power and globalisation. Examples and case studies will be taken from American and European sources.

Introduction-making sense of media-media actors
Text-Rhetoric-Semiology
Representations and stereotypes
Reality media, freedom and democracy
Political economy of media and businesses
Media production in a global age
International political communication
Producing audiences. Effects and influence
Investigating audiences-methodology
Media power-Ideology
Modernism and Post-modernism
Pressure group politics and the oxygen of publicity
The consumer society and advertising
Media Histories- Conclusions

1. Factualinformation			
Moduletitle	**Social Science 323** **Race and Racisms**	**Level**	6
Moduletutor	Dr. Jo Gratale	**Creditvalue**	15
Moduletype	Taught / LectureandDiscussion	**Notionallearn inghours**	150

2. Rationale for the module and its links with other modules

This is an elective fourth year module (Level 6) for students majoring in Political Science and International Relations. Students are given the opportunity to develop their understanding of the idea of race and key aspects and practices of racism.

3. Aimsofthemodule

This module sets out to examine various sociological perspectives on race and the processes of racialization. Students will gain insights into the evolution and construction of race in history and familiarize students with different types and forms of racisms. In order to fulfill these objectives in a satisfactory manner, this module embraces an interdisciplinary approach at both the theoretical and applied levels

4. Pre-requisite modules or specified entry requirement

Politics 101 and History 120

8. Indicativecontent.

This module will focus on the following areas:
-The origins and the idea of race
-Defining race, racism, racialism, and ethnicity
-Race in/throughout history
-The practice of racisms / racial inequalities
-Racialization /Scientific racism
-Colonialism, imperialism, race and the other
-Representations of the other
-Sociological theories of race and racism
-The institutionalization of racism
-Race, nation, and state
-Structural violence against Native Americans/African Americans
-Anti-Semitism
-Apartheid
-Islamophobia -Prospects for a post-ethnic, post-racial world

1. Factual information			
Module title	**SOCIAL SCIENCE 349 CONTEMPORARY GLOBALIZATION**	**Level**	**6**
Module tutor	Serap A. Kayatekin	**Credit value**	15
Module type	Lecture/guided discussion	**Notional learning hours**	150

2. Rationale for the module and its links with other modules
This is a level 6 required module for seniors. It aims to expose the students to one of the most important controversies of the last 3 decades: globalization. Currently it is central to all programmes in any discipline within Social Sciences. Associated with: POL306, POL201, SocSc 210.

3. Aims of the module
The module provides graduating students with a complex understanding of some of the central theoretical, economic, political and social problems associated with the current form(s) of global social transformation(s).

4. Pre-requisite modules or specified entry requirements
Pol 101, His 120

6. Indicative content
Key theoretical debates on globalization; the different meanings of globalization; economic policy in the context of globalization; the debate on the implications of globalization on culture: homogenization/diversification/interpenetration of cultures.   *Weeks 1-2:* Introduction; The academic debate on globalization: the believers, the non-believers and the skeptics   *Week 3:* The claims of globalism: free market-narrative on the economic prosperity and political democracy   *Week 4:* The global political economy   *Week 5:* The right-wing critiques of globalization: Right-wing populisms; Radical Islam   **Week 6:** The left-wing critiques of globalization: Zapatistas; Global Justice Movement; World Social Forum; Occupy Movement   **Week 7:** Globalization and culture: Clash of civilizations thesis: Huntington and his critics   *Week 8:* Globalization and culture: Jihad and McWorld: Barber and his critics; Globalization of Nothing: Ritzer and his critics   *Week 9:* Globalization and culture: Globalization and cultural hybridity   *Weeks 10-11:* Presentations

ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at ACT and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about ACT academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students' long-term academic and career goals.

THE LEARNING HUB

ACT's Learning Hub is located on the upper floor of the Library. Students are invited to meet with the tutors and receive assistance with their English language and Mathematics needs. The Admissions and the Enrollment department offices are also located on the upper floor of the Library. Prospective students may obtain from there all the necessary information concerning their studies and financial support.

HEALTH SERVICES

The resident Anatolia High School nurse accepts student emergency visits as well as regular appointments in her office located on campus. The Anatolia/ACT is also within easy access to both a private clinic and several hospitals, all of which provide emergency services. A resident doctor at ACT is available to students on campus during the doctor's office hours.

COUNSELING SERVICES

Since 2009, ACT has contracted a counseling psychologist to provide individualized support and community-wide wellness initiatives to support the mental health of the ACT community, and to encourage the development of personal wellness practices. Individual counseling appointments are available in person at the ACT Counseling Office and via online platforms.

Private sessions focus on providing ACT students a safe and supportive environment in which they receive the appropriate guidance in order to cope with the stressors and challenges of college life. The service is also available for faculty and staff. The Counselor also maintains an up to date list of multilingual mental health professionals in Thessaloniki that is available for individuals who are seeking specialized or long-term care.

The wellness initiatives, such as workshops, newsletters, interactive stations or other action, encourage wellbeing by increasing the community's knowledge about mental health, helping individuals learn new practices that lead to achieving a higher level of satisfaction in life and act as a form of preventative care. Additionally, the initiatives act as a bridge between the counselor and individuals who would not otherwise reach out for individual sessions due to stigmas

associated with therapy, creating an environment of trust that helps the individuals make an appointment when they need support.

CAREER SERVICES AND GUIDANCE

The Career Office equips students with the tools and know-how to successfully kickstart their careers. Specifically, we provide hands-on training on interviewing, resume & cover letter writing. The above are subsidized by guest lectures, which help students get an insight in their field of interest, and company visits, which give students the opportunity to meet company representatives and conduct informational interviews. The office also provides individual consultations in any career related issue including job search tactics, career planning, resume preparation and mock interviews. Apart from this preparation stage, the career office offers internship and job opportunities, both in Greece and abroad, accessible to all students via the Career Office's job board (jobs.act.edu).

In addition, the Career Office also organizes the annual Career Week, a week-long event with lectures, company presentations, on-campus recruiting, networking opportunities and hands-on workshops.

The Office also serves as Liaison with the Business Community, and works actively with Industry and Academia to identify placement opportunities and keep students informed of local and regional trends. Leading representatives from the private and public sectors visit ACT regularly as guest speakers in classes and events, reinforcing ACT's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes and focusing on enhancing in-class learning. Apart from the on-campus recruiting, we coordinate a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The school's Job Board and Facebook Career Group help disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

ACT STUDENTS STUDYING IN THE US

ACT has signed a number of study abroad exchange agreements with partner colleges and universities that enable students to spend a semester studying in the US. Through these agreements, ACT students may spend a semester, normally in their second or third year of study, at a college in the US, and upon return to ACT receive full transfer credit for all courses successfully completed while abroad. Agreements with partner schools allow ACT students to enroll at collaborating institutions while continuing to be enrolled at the home school and pay tuition and fees at ACT. Students are encouraged to look into study abroad opportunities early in their academic career with the director of the I.P.O. Good academic standing is a pre-requisite for considering such a possibility.

Here is a link to the list of partner institutions so far: https://www.act.edu/about/partner-institutions

WORK PLACEMENT INFORMATION

A number of opportunities for personal development are available to English majors on demand and on a voluntary basis within the program, ranging from opportunities for joining extracurricular activities and clubs on campus, serving on the Student Government Association, engaging in Service Learning, acquiring information literacy and CV writing skills to building professional expertise through a term's Internship training in their senior year, thus enhancing self-reflection, PR and communication skills, personal and professional responsibility, learning how to meet deadlines and working with others, etc.

In addition, through ACT's Careers Office, targeted English-specific workshops, company visits and presentations further enhance opportunities for personal development. Short term internships have also been introduced. Here are some concrete examples:

- Communications & copywriting internship opportunities
- Resume, cover letter and interview workshops
- Private consultations for preparing individual students' resumes & cover letters.
- Mock interviews - private advising on interviewing
- Job board which renews weekly and includes - among others - internship and entry level opportunities in the field of communication.
- Guest lectures of professionals in the field (media, teaching, etc.)

The programme does not require students to undertake a compulsory work placement but there is the option of internship, if they wish to do so.Through the Placement 300 module students will be able to make visible connections between community service, their own learning, personal and professional development and citizenship skills, values and practices.

FACILITIES AND SERVICES

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a vast collection of books in print, electronic books, videos, and DVDs. Already one of the largest English language libraries in Greece, its collection is rapidly growing

into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to numerous full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to research databases to support inquiry and research. Business databases include Ebsco's Business Source Elite, Regional Business News, Hoover's, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library. The EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library's information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

ACT has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school's resources or access the internet on their laptop.

The computer facilities include the Stavros S. Niarchos Technology Center in Bissell Library and a number of other computer laboratories located in various buildings. Many high-speed servers are present in the network infrastructure, along with Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories.

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The College's new Science Facilities are located in the ground floor of ConstantinidisHall. The facilities include three laboratories (Biology/Ecology, Physics, Chemistry) covering a total area of 300 square meters.

FOOD SERVICES

The ACT Cafe, rented on a contract to a professional food service provider, is also located in the Constantinidis Hall and operates weekdays from 10:00 - 18:30 (Fall – Spring semesters) and 11:00 - 14:00 (Summer term—hours flexible) when classes are in session. The cafe offers an assortment of cold and hot sandwiches, coffee, salads and beverages.

HOUSING

ACT housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.

DETERMINATION OF RESULTS

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

- 40% for undergraduate programmes
- 50% for postgraduate programmes

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

- First class   Aggregate mark of 70% or above
- Upper Second class   Aggregate mark between 60% and 69%
- Lower Second class   Aggregate mark between 50% and 59%
- Third class   Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

All awards recommended by ACT's Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Results will not be issued to students until they have been ratified by MRAQCP, and formal notice has been received that they can be released.

ASSESSMENT AND PROGRESSION REGULATIONS AND SUBMISSION OF MARKS.

SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

Academic staff must submit their marks and feedback within 3 working days from the day the assessment was submitted.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70-100	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full

percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

DISSERTATIONS AND PROJECTS

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Divisions receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources :

- A collection of thesis writing books, academic writing and general study skills. This collection is housed in the Learning Hub

- Subject guides corresponding to the Divisions also provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc.) to assist students in their quest for information gathering for their theses.

- The website of the Library, attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources.

- Guides have been composed to assist students with the OU Harvard referencing style (available on the library website)

- The Library in conjunction with all Divisions has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository. In the meantime students can drop in any time and can have access to study good examples of theses on site.

- Last but not list a plethora of printed material in a variety of subjects is also available to students.

- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- The Learning Hub strives to help students to become strong, independent learners through a variety of services. The assistance stretches through all stages of the learning process whether it is revising thesis writing, math, reading, or just refining those digital skills. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.

- The allocation of two Academic Liaison Librarians as well as Division Academic staff reps allow for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.

- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their project. This come as a continuation of previous Information literacy teaching offered in the previous years of study, more specifically in English 101 which includes 6-Information literacy sessions. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.

- Finally the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.

ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

- Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorized another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- Misconduct in examinations (including in-class tests).

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the

Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsible for the assessment of the course(s) that are affected by the alleged offence. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established.

The AS&PC will either itself investigate the charge or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or panel) should consider oral and/or written evidence supplied by the individual(s) making the charge and the alleged offender. The alleged offender shall have the right to appear before the Committee (or panel).

Once the AS&PC has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently on the assessment decisions made by the Board of Examiners, the AS&PC is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity. The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic and/or personal integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.

- First Offense File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Provost, department chairs and area coordinators. Second offenses automatically result in a hearing.

- Disciplinary Probation: The student is advised in writing that his/her behavior violates rules on academic and/or personal integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

- Suspension: The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.

- Dismissal: The student's relationship with the College will be terminated indefinitely. The right to apply for re-admission shall be denied.

Within five working days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the AS&PC. If the Committee does not deem any change to the decision is warranted

subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final.

EXTENUATING CIRCUMSTANCES

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution's extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request to the AS&PC.

MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student's ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;
- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.
- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.
- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;

- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;

- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student's transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;

- waive late submission penalties;

- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;

- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

STUDENT PARTICIPATION

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the college, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Associate Dean of Students and the SGA, where students present their views on the operation and development of the College In addition, ACT may invite students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Associate Dean of Students, who has the general overview of the procedure. Then, modules are classified according to the programme they belong, and the feedback is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Associate Dean for Academics and the department heads, and also in the departmental meetings of all divisions. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.

COLLEGE-WIDE FEEDBACK

At the college level, ACT is administering another survey to measure both educational and other aspects of student life and behaviors. The survey, named College Student Experiences and Learning Outcomes (CSELOA) is aiming at measuring self-perceptions of students and has two parts. The first part measures student learning outcomes and the second measures student behaviors and experiences. The questionnaire includes a diverse spectrum of variables relating to academics, faculty, student services, student-to-student and student-to--faculty interactions, sense of community, use of campus facilities, academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.

General reading list (not module specific), including electronic resources

- Crossley, P., Lees, L., and Servos. J. (2013) *Global Society: The World Since 1900*, Cengage.

- Balibar, E. and Wallerstein, I. (1991) *Race, nation, class: ambiguous identities*, Verso.

- Bell, P. M. H. (2001) *The World Since 1945: An International History,* Arnold, Oxford Univ. Press.

- Best, A. (2004) *International History of the Twentieth Century,* Routledge.

- Black, J. (2002) *The World in the Twentieth Century,* Longman

- Hobsbawm, E. J. (1994) *The age of extremes: a history of the world, 1914-1991*, Pantheon Books.

- Hobsbawm, E. J. and Polito, A. (2000)*On the edge of the new century*, New Press.

- Honour, H. and Flemins, J. (1999) *The Visual Arts: A History,* Henry Abrams.

- Gardiner, R. K. (2003) *International Law*, Pearson Publishers.

- Alvarez, J. E. (2005) *International Organizations as Law-Makers*, Oxford University Press.

- Van Dervort, Th. R. (1998) *International Law and Organization*, *An Introduction*, Sage Publications, Inc.

- Shaw, M. N. (2008) *International Law*, 6th ed., Cambridge University Press.

- Anderson, M.S. (1993) *The Rise of Modern Diplomacy,* Longman.

- Rittberger*et*V. et al., (2012) *International Organization: Polity, Politics and Policies*, 2nd edn, Palgrave Macmilan.

- Archer, C. (2014) *International Organizations* 4th edn, Routledge.

- Marshall, P.(1997) *Positive Diplomacy,* Macmillan.

- Shaw,J. (2001) *The Ambassador: Inside the Life of a Working Diplomat,* Capital Books.

- Thompson, K. (2010) *Film History: An Introduction*, McGraw Hill.

- Rosenstone, R. (2006) *History on Film, Film on History*, Longman.

- Peoples, C. and Vaughan-Williams, N. (eds.), (2014) *Critical Security Studies: An Introduction,* 2nd edn, Routledge.

- Ben S. (ed.) (2014) *Research Handbook on International Law and Terrorism,* Elgar.

- Blum, G. and Heymann, Ph. *(*2013) *Laws, Outlaws and Terrorism: Lessons from the War on Terrorism,* MIT Press.

- Jenkins, D., Jacobsen, A. and Henriksen, A. (eds) (2014) *The Long Decade: How 9/11 Changed the Law,* Oxford University Press.
- Kaldor, M. and Rangelov, I. (eds.) (2014) *The Handbook of Global Security Policy,* Wiley.

- Allen, A. T. (2008)*Women in Twentieth-Century Europe.* New York: Palgrave Macmillan.

- Anderson, B. S. and Zinsser, J. P. (1988) *A history of their own: women in Europe from prehistory to the present,* New York : Harper & Row.

- Stephen, A. E. and Brinkley, D.G. (2011) *Rise to Globalism: US Foreign Policy Since 1938.* 9th edn, London: Penguin.

- Cameron, F. (2005) *US Foreign Policy after the Cold War: Global Hegemon or Reluctant Sheriff?,* 2nd edn,London: Routledge .

- Hook, S. W. (2008) *US Foreign Policy: The Paradox of World Power,* Washington DC: CQ Press.

- Walt, S. M. (2006) *Taming American Power: The Global Response to U.S. Primacy,* New York: Norton.

- Smith, R. K.M. (2010) *Textbook on International Human Rights*, Oxford University Press.

- Watt, D. (2006) *Understanding US Government and Politics,* Manchester UP.

- Glencross, A. (2014) *The Politics of European Integration: Political Union or a House Divided?*, Wiley Blackwell Oxford, UK.

- Grosholz, E. (2004) *The Legacy of Simone De Beauvoir*, Oxford: Oxford University Press.

- Limoncelli, S. A. (2010) *The Politics of Trafficking: The First International Movement to Combat the Sexual Exploitation of Women*, Stanford, Stanford University Press.

- Baylis, J., Smith, S. and Owens P. (eds) (2011) *The Globalization of World Politics: An Introduction to International Relations*, OUP.

- Fraser, A. S. and Tinker, I. (eds.) (2004) *Developing Power: How Women Transformed International Development,* New York: The Feminist Press at The City University of New York.

- Momsen, J. (2009) *Gender and Development,* 2nd edn, Routledge.

- Rahnema, M and Bawtree, V. (eds) (1997) *The Post-Development Reader.*London: Zed Books.

- Saunders*,* K. (2003) *Feminist Post-Development Thought. Rethinking Modernity, Post-Colonialism and Representation*, Fernwood publishing: Canada.

- Clogg, R. (ed.) (2002) *Minorities in Greece. Aspects of a Plural Society*, Hurst & Company.

- Close, D. H. (2002) *Greece since 1945. Politics, Economy and Society*, Pearson Education.

- Coufoudakis, V. et al. (eds) (1999) *Greece and the New Balkans: Challenges and Opportu*nities, Pella Pub. Co.

- Hirschmann, N. J., and Di Stefano, C. (1999) *Revisioning the political: feminist reconstructions of traditional concepts in western political theory,* Westview Press.

- Meyer, M K. and Prugl, E. (1999) *Gender politics in global governance*, Rowman& Littlefield Publishers.

- Olsson, L. and Tryggestad, T. L., (2001) *Women and international peacekeeping*, F. Cass.

- Breidlid, A. et al. (2008) *American Culture: An Anthology*, 2ndedn. Routledge.

- Barash D. and Webel C.P. (2008) *Peace and Conflict Studies,* 2ndedn, Sage.

- Webel C. and Johansen J. (2011) *Peace and Conflict Studies: A Reader,* Routledge.

- Azar   G. (2008) *War in Human Civilization,* OUP.

- Jones   A. (2010) *Genocide: A Comprehensive Introduction,* 2ndedn, Routledge.
Key theory texts such as:

Aristotle, *Politics*
Plato,*The Republic*
Hobbes, Th. *Leviathan*
Locke, J. *Two Treatises on Government*
Machiavelli, *N. The Prince*
Rousseau, J.-J. *The Social Contract*
Mill, J. S. *On Liberty*
Marx, K. Capital: Critique of Political Economy
Nietzsche, F. The Genealogy of Morals

Online resources

- The Economist: http://www.economist.com
- Time Magazine : http://www.time.com/time/world/
- Newsweek: http://www.newsweek.com
- The Time: http://www.timesonline.co.uk
- International Herald Tribune: http://www.iht.com
- Financial Times: http://www.ft.com/home/europe
- The Independent: http://news.independent.co.uk/europe/
- The New York Times: http://www.nytimes.com/pages/world/index.html
- Guardian: http://www.guardian.co.uk/
- Al Jazeera: https://www.aljazeera.com/
- Reuters: https://www.reuters.com/
- Al-Monitor: https://www.al-monitor.com/
- Africanews: https://www.africanews.com/
- Euronews: https://www.euronews.com/

- Euractiv: https://www.euractiv.com/
- Deutsche Welle: https://www.dw.com/en/top-stories/s-9097
- Xinhuanews: https://english.news.cn/
- El Pais: https://english.elpais.com/
- FAZ: https://www.faz.net/aktuell/
- Repubblica: https://www.repubblica.it/

The principal available databases offering material relevant to the Political Science and International Relations BA modules are: **EBSCOAcademic Search Premier** ; **Project MUSE** ; **JSTOR Arts & Sciences I – III, VI & VII Archive Collections**.   Databases may be searched individually; alternatively the complete e-Library may be cross-searched using the **EBSCO Discovery Service(EDS)** single search point. All students have remote access to all e-resources.

Individual journal titles may be located using **Journals A-Z**.

A number of subject-specific e-books can also be accessed through Proquest.