



INTERNATIONAL RELATIONS



The Open University

*Programme
Handbook*

1. WELCOME AND INTRODUCTION

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 Association of Schools and Colleges (NEASC) through its Commission on Institutes of Higher Education. 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 program in Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. The MBA program is 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 Fall 2008 three of ACT's undergraduate degree programs (Business, 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.

2. ACADEMIC CALENDAR

Fall 2018	
September 17 (M)	Study Abroad Housing Opens/ On-campus Housing Opens
September 19–21 (W–F)	Resit Exams for Spring I, Spring II and Summer Terms
September 19-21 (W-F)	New Student Orientation/Study Abroad Orientation/Registration
September 24 (M)	First Day of Classes
September 28 (F)	Last Day for Course Changes
October 25-26 (Th-F)	Fall Break
November 2 (F)	Last Day to Drop a Course
December 7 (F)	Last day of classes
December 10-18 (M-Tu)	Final Exams for all courses *
Spring I 2019	
January 7-8 (M-Tu)	New Student Orientation/Study Abroad Orientation/Registration
January 9 (W)	First Day of Classes
January 15 (Tu)	Last Day for Course Changes
January 30 (W)	3 Hierarch's Day, No Classes
February 4-7 (M-Th)	OU Exam Board
February 14-15 (Th-F)	Fall 2018 Resit Exams, No Classes
February 19 (Tu)	Last Day to Drop a Course
March 11 (M)	Shrove Monday (Kathara Deftera), No Classes
March 25 (M)	Independence Day, No Classes
March 27 (W)	Last Day of Classes
March 28 (Th)	Reading Day
March 29-April 5 (F-F)	Final Exams for all courses
Spring II 2019	
April 10 (W)	First Day of Classes
April 15 (M)	Last Day for Course Changes
April 19 (F)	Last day of Classes before Easter Break
May 6 (M)	Classes resume
May 17 (F)	Last Day to Drop a Course
June 11 (Tu)	Last Day of Classes
June 12 (W)	Reading Day
June 13-14 (Th-F)	Final Exams for all courses
Summer 2019	
June 19 (W)	First Day of Classes
June 20 (Th)	Last Day for Course Changes
June 24-27 (M-Th)	OU Exam Board (tentative)
June 28 (F)	Last Day to Drop a Course
July 2 (Tu - Tentative)	Commencement
July 17 (W)	Last Day of Classes
July 18 (Th)	Reading Day
July 19 (F)	Final Examinations

3. LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

CHAIR

- **Dr.MariaKyriakidou,**
AssociateProfessor(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. Maria Bozoudi
Adjunct Professor (International Relations)
BA International Politics and Diplomacy, University of Macedonia;
MA International Affairs, George Washington University; Graduate
Certificate, International Trade Policy, George Washington University;
PhD International Organization, University of Macedonia (Adj)
- Dr. Nikolaos Dimitriadis
AdjunctProfessor (Humanities)
BA, MPhil, DD Theology, University of Thessaloniki (Adj)
- Dr. Joseph Michael Gratale,
Professor (International Relations)
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. ParthenopiKirmelidou
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)
- MsArgyroMavroudi,
Instructor (ModernGreek)
BA French Language and Literature;
MA Applied Linguistics, Aristotle University of Thessaloniki (Adj.)
- Dr. Vincent C. Müller,
Professor (Philosophy)
BA Philosophy, Phillips University Marburg;
MA Philosophy, King's College, London;
PhD Philosophy, University of Hamburg (Reg)
- Dr. LambriniNassis,
Adjunct Professor (International Relations)
BA Political Science, Hunter College;
JD Law, Brooklyn Law School (Adj)
- Dr. Maria Patsarika,
Adjunct Professor, Honors ProgrammeConvener (Social Sciences)
BA History, University of Thessaloniki;
MA Heritage Education and Interpretation, Newcastle University;
PhD Sociology, University of Sheffield (Adj)
- Dr. VasileiosPergantis,
Adjunct Professor (International Relations)
LLB Law, University of Thessaloniki;
LLM International Studies, University of Thessaloniki;
DEA, PhD International Relations, InstitutUniversitaire de Hautes Etudes (Adj)
- Dr. Maria Psoinos,
Adjunct Professor (Psychology)
BA Psychology, University of Thessaloniki;
MA, PhD Social Psychology, University of Cambridge (Adj)
- Dr. David Wisner,
Professor (International Relations), Executive Director, Michael and Kitty Dukakis Center for
Publicand Humanitarian Service
BA Philosophy, University of South Florida;
PhD Modern History, University of Rochester (Reg)

4. LIST OF SUPPORT STAFF

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (231 0+N o.)	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1 st Floor	3982 04	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1 st Floor	3982 04	elenacha
Vice-President for Operations & Planning	Mr. IoannisTsorbatzoglou	Stephens Hall, 1 st Floor	3983 26	yatso
Administrative Assistant to the VP for Operations	Ms. Lena Markoudi	Stephens Hall, 1 st Floor	3982 78	elmar
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1 st Floor	3982 65	peter
Vice President for Finances & HR/CFO	Mr. PavlosFloros	Stephens Hall, 1 st Floor	3982 14	pfloros
Admini. Asst. to the VP for Finances & HR/CFO	Ms. Maria Grigoriou	Stephens Hall, 1 st Floor	3983 06	mgrigor
Assistant Accountant	Ms. Eva Montiadou	Stephens Hall, Ground Floor	3982 19	emont
Human Resources Officer	Ms. Vicky Zaroucha	Stephens Hall, Ground Floor	3982 46	vickys
Director of College Relations	Ms. Rania Semertzian	Stephens Hall, 2 nd Floor	3983 27	rsemer
Alumni and Public Relations Officer	Ms. Marina Charitopoulou	Stephens Hall, 2 nd Floor	3982 20	mcharito
Director of Marketing	Mr. Theodore Papanestoros	Stephens Hall, 1 st Floor	3983 85	theodore
Director of International Programs	Ms. Heather Funk	New Building, Ground Floor	3982 15	heather
Study Abroad Coordinator	Ms. Miranda Margariti	New Building, Ground Floor	3982 05	mmargari
Student Services Coordinator	Ms. Natalia Alexiou	New Building, Ground Floor	3982 42	nalexiou
Associate Director of Enrollment Management	Mr. EvripidisKonstantinidis	Bissell Library, 1 st Floor	3983 98	evrikons
Director of Admissions	Ms. RoulaLebetli	Bissell Library, 1 st Floor	3982 39	admissions

Head Registrar	Ms. Antigoni Vlachopoulou	New Building, Ground Floor	3982 07	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	New Building, Ground Floor	3982 24	actreg
Business Liaison & Career Services Officer	Mr. Dimitris Diamantis	Bissell Library, Ground Floor	3983 37	ddiamantis
Assistant Administrative Officer	Mr. Vassilis Loukidis	New Building, Ground Floor	3982 16	vloukid

5. NAME, POSITION AND INSTITUTION OF THE EXTERNAL EXAMINER(S) INVOLVED IN THE PROGRAMME

- Professor Lindsay Moir, University of Hull
- Dr. Francesca Romana Ammaturo, University of Roehampton
- Dr. Catherine Armstrong, University of Loughborough
- Dr. Theofanis Exadaktylos, University of Surrey

6. INTRODUCTION TO THE PROGRAMME

The BA Hons 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 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 International Relations is characterized by a firm grounding in the disciplinary foundations to the 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 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 IR features a series of inquiries into more fundamental questions: what people believe, where they live, how they interact. Several junior and senior IR requirements and electives echo these preoccupations, focusing on such themes as intercultural relations, globalization, democracy, equality, rights and justice, and citizenship.

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. 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 IR students take a two-semester sequence Senior Thesis I and II course. According to NEASC 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 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 programme alumni 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 programme alumni, 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.

7. PROGRAMME SPECIFICATION

The undergraduate programme of studies in International Relations is characterized by a firm grounding in the disciplinary foundations to the 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 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 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 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

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 awareness of the main concepts, theories and methodology in the basic disciplines of IR, politics and the Social Sciences</p> <p>A2 understanding of the intellectual and historical foundations of International Relations as a field of academic inquiry with its debates and reformulation</p> <p>A3 awareness of contemporary and historical cultures and societies</p>	<p><u>Learning and teaching strategy</u></p> <p>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).</p> <p><u>Assessment methods</u></p> <p>Use of a variety of summative and formative types of assessment aiming to enhance reading, writing,</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A4 understanding of contemporary political systems	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).
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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) 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 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.

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	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the College.

3C. Practical and professional skills	
<p>C2 systematic awareness of ethical issues</p> <p>C3 an ability to identify their own practical aptitudes and demonstrate self management skills</p> <p>C4 an ability to identify personal and professional goals and reflect on skills and experience in IR – related fields</p>	<p><u>Assessment methods</u></p> <p>Multimedia presentations, web based research and projects, case studies, lab exercises, questionnaire, report writing.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>D1 a mastery of practical tasks involving IT skills, time management, prioritization, and decision-making</p> <p>D2 an ability to communicate effectively information, ideas and concepts relevant to IR</p> <p>D3 ability to work in a group and in a collaborative environment</p>	<p><u>Learning and teaching strategy</u></p> <p>Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops.</p> <p><u>Assessment methods</u></p> <p>Group projects, report and project writing, tests and quizzes.</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 Broad knowledge and understanding of the scope and features of politics and international relations (e.g. International law, international organizations)</p> <p>A2 Comparative knowledge of current affairs in focused world areas</p> <p>A3 familiarity with and understanding of current theories, of the contemporary world system, political structures and comparative politics</p>	<p><u>Learning and teaching strategy</u></p> <p>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 231 International Law and Pol 232 International Organizations. 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.</p> <p><u>Assessment methods</u></p> <p>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</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

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, comparative policy essays). An example of such include a case-law commentary in Pol 231, where students will be asked to critically present and comment on an important topic of general international law elaborated in the judgment under review.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>B1 skills for gathering, evaluation and critically analyze information about the contemporary global system and its operation</p> <p>B2 competence in the appropriate choice, synthesis and use of material according to theories and concepts</p> <p>B3 ability to apply a conceptual understanding of the field of International Relations and the world systems to create and sustain arguments and to solve problems</p>	<p><u>Learning and teaching strategy</u></p> <p>Lectures, student led activities and group work, workshops, discussion groups, individual research</p> <p><u>Assessment methods</u></p> <p>Short responses, presentations, tests, long essays, book reviews, examinations, projects, research papers, take – home exams.</p> <p>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.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 ability to engage with practical and professional skills, including problem solving and team work skills</p> <p>C2 ability to identify appropriate criteria for evaluation and synthesize information</p> <p>C3 skills to undertake complex tasks and personal plans, reflect on the relevant experience in the area of IR and learn from feedback</p> <p>C4 awareness of professional ethics and codes of conduct (e.g. through modules such as those on International Law and International Organizations)</p>	<p><u>Learning and teaching strategy</u></p> <p>Individual and group projects, participation in events organised by the college and the Division (career week, seminars on CV writing and interview techniques etc)</p> <p><u>Assessment methods</u> Multimedia presentations, web based research and projects, case studies, lab exercises, research and report writing.</p> <p>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).</p>

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

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>A1 a systematic and comparative knowledge of the contemporary, globalized world</p> <p>A2 a detailed and extensive understanding of the developments in the field of politics including international security issues and the nature of conflict</p> <p>A3 an ability to recognize the potential limits of knowledge in the area of the social sciences.</p>	<p><u>Learning and teaching strategy</u></p> <p>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.</p> <p><u>Assessment methods</u></p> <p>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 IR. The thesis also introduces students to the possibility of limited knowledge in certain fields in IR. Individual modules explain in detail the array of assessment methods used.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, policy etc)</p> <p>B2 competence 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</p> <p>B3 ability to apply underlying concepts in different world contexts</p>	<p><u>Learning and teaching strategy</u></p> <p>Lectures, group work, workshops, invited guest lectures, discussion groups, individual research</p> <p><u>Assessment methods</u></p> <p>Examinations, research projects, senior thesis, long essays.</p> <p>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.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>C1 an ability to develop strategies for current development and future prospects</p> <p>C2 an ability to set up a major project (e.g. long essays, senior thesis)</p> <p>C3 ability to negotiate in a professional context and seek ways to improve performance and resolve conflict</p>	<p><u>Learning and teaching strategy</u></p> <p>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).</p> <p><u>Assessment methods</u> Multimedia 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 extracurricular placement in internships and volunteerships.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the level, students will demonstrate:</p> <p>D1 skills to critically evaluate arguments, abstract concepts and data</p> <p>D2 ability to select and apply more advanced research methods and quantitative techniques</p> <p>D3 ability to use communication and planning processes in context and identify alternative strategies</p> <p>D4 skills to undertake further academic and</p>	<p><u>Learning and teaching strategy</u></p> <p>Lectures, group discussions, research tasks, oral presentations, workshops.</p> <p><u>Assessment methods</u></p> <p>Group projects and presentations, research paper and senior thesis research and writing, examinations</p>

3D. Key/transferable skills

professional study and training
D5 ability to participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own

PROGRAMME STRUCTURE

ProgrammeStructure - LEVEL 4

Compulsorymodules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Politics 201 Introduction to International Relations: Theories and Issues (REVISED TITLE)	120			N/A for all	Spring
Social Science 210 Introduction to Global Studies and Human Geographies					Spring
History 201 Women in Modern Times					Spring
European Studies 210 Foundations of European Integration					Fall
Research 210 Research methods and analysis (NEW)					Spring
English 250 Advanced Writing and Professional Communication (English)					Fall
Economics 101 Introductory Macroeconomics (Business)					Fall
Economics 102 Introductory Microeconomics (Business)					Fall

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in International Studies providing they have successfully achieved 120 credits at Level 4 should they need or wish to exit the programme at this point.

ProgrammeStructure - LEVEL 5					
Compulsorymodules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
History 221 Global Modernities: World History Since 1900	90	2 pre-designated 200-level IR Electives (Level 5) NB See accompanying Annex 1	30	N/A	Fall
History 245 Foreign Policy of the USA					Fall
Politics 249 Political Economy					Spring
Politics 231 International Law (CHANGE OF LEVEL)					Fall
Politics 202 Political Theory					Spring
Politics 232 International Organizations and Institutions					Spring
					(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 providing they have successfully achieved 240 credits (120 at Level 4, 120 at Level 5) should they need or wish to exit the programme at this point.

ProgrammeStructure - LEVEL 6

Compulsorymodules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 301 War and Human Security in the Modern World (REVISED TITLE) Politics 350 Thesis I Politics 351 Thesis II Social Science 349 Contemporary Globalization	60	4 pre-designated 300-level IR Electives (Level 6) NB see accompanying Annex 1	60	N/A	Spring Fall Spring Fall (IR Electives both in the fall and spring)

Exit Award: If the learning outcomes have been met, then the student is entitled to receive aBA Ordinary in International Studies providing they have successfully achieved 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) should they need or wish to exit the programme at this point.

SUGGESTED PROGRAMME OF STUDIES

Annexe 1: Curriculum map

NB All classes are for 15 credits with 150 notational hours

Level 4 requirements

Politics 201 Introduction to International Relations: Theories and Issues (REVISED TITLE)

History 201 Women in Modern Times

Social Science 210 Introduction to Global Studies and Human Geographies

Research 210 Research methods and analysis (NEW)

European Studies 210 Foundations of European Integration

English 250 Advanced Writing and Professional Communication

Economics 101 Introduction to Macroeconomics

Economics 102 Introduction to Microeconomics

Level 5 requirements

History 245 Foreign Policy of the USA

History 221 Global Modernities: World History Since 1900

Politics 249 Politics of International Economic Relations

Politics 231 International Law (change of level from 4 to 5)

Politics 232 International Organizations and Institutions

Politics 202 Political Theory

2 IR Electives (optional modules; see appended list)

Level 6 requirements

Politics 301 War and Human Security in the Modern World (REVISED TITLE)

Social Science 349 Contemporary Globalization

Politics 350 Thesis I

Politics 351 Thesis II

4 IR Electives (optional modules; see appended list)

Optional modules (IR electives)

Level 5

History 231 Modern Greek History

Humanities 221 History on Film/Film on History

Humanities 246 Introduction to American Cultural Studies

Politics 207 The Modern Greek Nation State

Politics 221 The Balkans in Contemporary International Relations

Politics 229 US Federal Government

Politics 230 Comparative Politics (NEW)

Social Science 215 Studies in Media and Contemporary Society

Social Science 228 Society and Culture: Theory, Texts, and Practices

Cross-listed module with the Business Division

Economics 232 International Economics

Level 6

History 331 Topics in Modern Greek History
Politics 304 Women, Power, and Politics
Politics 306 Contemporary Development Issues (NEW)
Politics 321 US Policy in Southeast Europe
Politics 332 Human Rights
Politics 333 Diplomacy and Negotiation
Politics 334 Global Security Challenges and International Law
European Studies 351 European Environmental Governance
Anthropology 349 Intercultural Communication in Theory and Practice
Social Science 323 Race and Racisms (NEW)

Cross-listed modules with the Business Division

Marketing 318 Global Marketing
Management 218 Entrepreneurial International Business
Finance 220 Investment and Portfolio Management (NEW)

CURRICULUM MAP

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

Annexe1 - Curriculum map

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

Level	Study module/unit	A				B					C				D						
		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	
	Research 210	x	x				x	x						x	x			x	x	x	
	History 201	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	
	Economics 102	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

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	A			B			C				D								
		A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4					
	Required modules																			
5	History 245	x	x	x							x	x				x		x	x	
	Politics 232	x	x	x							x		x	x		x		x	x	
	Politics 249	x	x	x							x		x			x		x	x	
	History 221	x	x								x					x	x	x	x	
	Politics 202	x		x							x	x	x			x	x	x	x	
	Politics 231	x	x	x							x		x	x		x		x	x	
	Major electives modules																			
	History 231	x	x	x							x		x					x	x	
	Humanities 221	x	x	x							x		x			x		x	x	
	Humanities 246	x	x								x	x					x	x	x	
	Politics 207	x	x	x							x		x			x		x		
	Social Science 215	x	x	x							x		x			x	x	x	x	
	Politics 230	x	x	x							x		x	x		x		x	x	
	Politics 221	x	x	x							x	x	x	x		x		x	x	
	Politics 229	x	x	x								x		x		x			x	
Social Science 228	x	x	x							x		x			x	x	x	x		
Economics 232		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	Politics 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	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		
	Major elective modules																						
	History 331	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 306	x	x	x		x	x	x			x		x				x	x	x	x	x		
	Politics 321	x	x	x		x	x				x	x					x	x					
	Politics 332	x	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		
	European Studies 351	x	x	x		x	x	x			x	x	x				x	x	x				
	Anthropology 349	x		x		x		x			x	x	x				x	x				x	
Social Science 323	x	x	x		x	x	x			x	x					x	x				x		
Marketing 318	x	x	x		x	x	x			x						x	x						
Management 218	x		x		x	x	x			x	x					x					x		
Finance 220	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) International Relations (subject to validation)

BA (Hons) International Relations 360 Credits

8. MODULE SPECIFICATIONS

1. Factual information			
Module title	ANTHROPOLOGY 349 INTERCULTURAL COMMUNICATION IN THEORY AND PRACTICE	Level	6
Module tutor	Maria Patsarika	Credit value	15
Module type	Taught –Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is level 6 elective for students of international relations, and an English requirement (pathway Communication and New Media). It provides students with basic knowledge on how communication practices are patterned by culture, helping them to acquire a reflexive approach to their own cultural identity and communication styles. This course relates to other courses such as Politics 201 (International Relations), English 250, Politics 301, SocSc 349 (Globalization), Communication 217 (Communication Theory and Techniques).</p>			
3. Aims of the module			
<p>The course aims to introduce students to a rounded understanding of how interactions between people from different cultural backgrounds take place and the influences that affect such processes. In today's globalized world this seems to be central to our existence as empathic, sympathetic and adaptable persons, colleagues or citizens, among others. Drawing on case studies from diverse social and cultural contexts (such as the workplace or interpersonal relationships), we will develop knowledge and skills for more effective intercultural communication practices.</p>			
4. Pre-requisite modules or specified entry requirements			
N/A			
6. Indicative content			
<p>What is Intercultural Communication? Why do we need to know about other cultures? Key terms in the study of intercultural communication Understanding 'culture' Frameworks for studying culture, values and beliefs Ethics and civic responsibility in intercultural research The make-up of culture: identities and histories Communicating culture: verbal and non-verbal communication Media and cultural identities: diversity, gender, and cultural representations Intercultural communication in the workplace: conflict resolution and the role of play Intercultural communication in multicultural societies: from intolerance and conflict to solidarity, interdependence and social responsibility Surviving culture shock: cross-cultural adaptation and resilience</p>			

1. Factual information			
Module title	EUROPEAN STUDIES 210 FOUNDATIONS OF EUROPEAN INTEGRATION	Level	4
Module tutor	Maria Bozoudi	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>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 which is linked with IR theories, and studies the European Union as a global actor, its enlargement process and external relations.</p> <p>As a part of the 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 (eg 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 IR program, such as diplomacy and negotiation, political theory, foreign policy analysis, war and peace, or international law and organizations (eg POL 231, POL 232, POL 202, POL 249, SOC 301, POL 333).</p>			
3. Aims of the module			
<p>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. with regard to 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 IR program, and aims to support its comprehensive learning objectives and intended outcomes.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101			
6. Indicative content			
<p>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</p> <p>Week 1: Introduction to the course and key theoretical concepts</p> <p>Week 2: What is integration and how did the vision for a united Europe evolve before World War II?</p> <p>Week 3: World War II and first steps: 1950s, 60s and 70s</p> <p>Week 4: More integration: 1980s and 90s</p> <p>Week 5: Discussion week: an integrated Europe after the end of the Cold-War</p> <p>Week 6: More treaties, new enlargement: 2000s</p> <p>Week 7: How is power divided within the EU and how is it governed after the Lisbon Treaty?</p> <p>Week 8: The European economy</p> <p>Week 9: Discussion week: EU and current affairs</p> <p>Week 10: Is the EU a state?</p> <p>Week 11: What lies ahead for the EU – challenges and opportunities</p>			

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 course is to introduce students to this new system of environmental governance both at the European level and at the level of the member state.			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content.			
Case studies, environmental policies, institutions; historical evolution and recent developments. 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.			

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			
<p>This a level 4 course required for all 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.</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120			
6. Indicative content			
<p>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.</p>			
Module outline			
<p>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</p>			

1. Factual information			
Module title	HISTORY 221 GLOBAL MODERNITIES: WORLD HISTORY SINCE 1900	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			
<p>This is a third year (level 5) required module for students of 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.</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120			
6. Indicative content			
<p>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.</p>			

1. Factual information			
Module title	HISTORY 231 MODERN GREEK HISTORY	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 is a level 5 History elective module in which students are given the opportunity to develop an in-depth understanding of Modern Greek history. This module relates specifically to modules taught in the foundation year (e.g. History 120, Politics 101) as well as to modules taught in later semesters (such as History 331, Politics 207).			
3. Aims of the module			
This present module presents an introductory survey of Modern Greek history from the mid of the nineteenth century to the modern era.			
4. Pre-requisite modules or specified entry requirements			
History 120			
6. Indicative content			
The thematic areas chosen for examination are:			
Definition of the term 'Modern Greece'. Constituent elements (cultural heritage, identity, spatial and temporal distribution).			
Greece under the Ottoman Rule - Administration (local communities, Orthodox Church) - Society and Economy - Early rebellious movements			
The Greek War of Independence - Warfare, diplomacy, the formation of political parties			
The birth of the Modern Greek State – Ideology and the process of state-building - The 'Great Idea'			
Socio-economic conditions up until the Trikoupis administration.			
Attempts for industrialization and westernization of the state.			
Venizelos and the beginning of a bourgeois era- The Asia Minor disaster - Nation Building			
A transitional stage: Metaxas' regime			
World War II - German occupation, Resistance, Liberation			
Civil War			
The 1967-1974 dictatorship			
The Cyprus conflict			
Post-junta era: Democracy, populism-Parties and elections			
Greek society and culture (art and literature of the twentieth century)			

1. Factual information			
Module title	HISTORY 245 THE FOREIGN POLICY OF THE USA	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			
<p>This course is one of the required foundation courses (OU Level 5) in the undergraduate major in International Relations at the American College of Thessaloniki (among others like international organisations and institutions and international law). The course is designed to help students develop an understanding of the practice and analysis of foreign policy, with a specific focus on the foreign relations of the US federal government in the twentieth century. Prerequisites: History 120; Politics 101.</p>			
3. Aims of the module			
<p>The general aims of the course are to provide a chronological overview of 20th century foreign policy, and to initiate students in the process of making foreign policy. Significant time and resources will be devoted also to a consideration of the current US administration.</p> <p>The purpose of this course is threefold. First, it offers a chronological overview of US foreign policy, from the beginnings of the Republic to the present day, and more essentially, throughout the twentieth century. Second, it provides an introduction to foreign policy analysis, with a particular emphasis on actors, doctrines, institutional settings, and decision making. Finally, it examines the contemporary challenges to policy making which have emerged in the opening decades of the 21st century. The course will focus in large part on select examples of US involvement internationally. Key themes include isolationism and interventionism, American exceptionalism, empire and globalism, the liberal international order, and the Cold War and its aftermath.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120, Politics 101			
6. Indicative content			
Ideological influences; key policies, doctrines, and institutions; historical trajectory and key developments; case study analysis			

1. Factual information			
Module title	HISTORY 331 TOPICS IN MODERN GREEK HISTORY	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			
<p>This a level 6 History elective 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 History 231, Politics 207, Politics 221).</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120, Politics 101			
6. Indicative content			
<p><i>Theme 1: Greek identity and the nation-state</i> Material and ideological bases for independence. Glances into representations of 'Greekness'; modern Greek historiography and links to the past. The creation of a capital and other cities.</p> <p><i>Theme 2: The individual and society</i> Greek family and the extended kin; communities as the <i>loci</i> of socialization. Men, women and the marriage exchange. The shifting importance of the Church. Patronage and politicians.</p> <p><i>Theme 3: Migrants and refugees</i> Migrations waves during the nineteenth century. 'Smyrna in flames'. The mass exodus of 1922. Post-world war II immigration; the influx of immigrants during and after the 1980s.</p> <p><i>Theme 4: Major political divisions internally and externally</i> World war II and occupation; Post-liberation, civil war and 'brother-killing' practices. Greek-Turkish relations. European Union and Greek identity. Greece in the Balkans.</p>			

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 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 <i>in which it was made</i> , 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	HUMANITIES 246 INTRODUCTION TO AMERICAN CULTURAL STUDIES	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			
<p>This is a third year module (Level 5) for students studying International Relations or English. For IR students this module is an elective, and for English students it is a required module. Students will have the opportunity to explore selected aspects of American cultural-social history from the colonial period to the present.</p>			
3. Aims of the module			
<p>This module aims to provide students with insights into contemporary American culture and society through an examination of selected texts which reflect the socio-cultural contexts of particular 'moments' in America's historical trajectory. Students will be exposed to a variety of texts from different fields including: literature, the visual arts, political/historical essays/commentaries, and music. In addition, the global reception of particular American cultural texts and practices will be explored and reflected upon.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120			
6. Indicative content			
<p>Overview of socio-cultural / historical developments of the USA; the role of culture and cultural theory; analysis of various cultural texts; thematic study of selected themes: identity, the Native American experience, ethnicity, immigration, religion, the American city, African-Americans, regional identifications, gender and sexuality, media/youth culture, America and Empire, the USA and cultural globalization, and 'Americanization' as globalization?</p>			

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 which vary in time.			
3. Aims of the module			
<p>Critically present and evaluate the sources and the consequences of the major contending perspectives on international relations.</p> <p>Understand historically the shaping of the international system over the past century.</p> <p>Provide an analytical understanding of the complexity of the global relations.</p> <p>Identify and appreciate the significance of the principal issues, actors and institutions in international relations.</p> <p>Improve the analytical skills of the students by studying selected global issues.</p> <p>Provide the students with the knowledge and methodology to move towards an in-depth understanding of international politics.</p>			
4. Pre-requisite modules or specified entry requirements			
6. Indicative content			
<p>Historical context of International Relations as a discipline; key theoretical perspectives in International Relations, e.g. Realism; Liberalism; NeoRealism and neoliberalism; Social Constructivism; Selected Issues in International Relations (e.g. Nationalism, Development and Poverty; Terrorism; Human Rights; Human Security)</p> <p><u>Part I: The Historical Context</u></p> <p>Week 1: The End of the Cold War – Globalization & Global Politics</p> <p>Week 2: From the Cold War to the War on Terror</p> <p><u>Part II: Theories of World Politics</u></p> <p>Week 3: Realism</p> <p>Week 4: Liberalism</p> <p>Weeks 5-6: Contemporary Mainstream Approaches: Neo-Realism and Neo-Liberalism</p> <p><u>Part III: Structures & Processes</u></p> <p>Week 7-8: Social Constructivism</p> <p>Weeks 9: Transnational Actors & International Organizations in Global Politics</p> <p><u>Part IV: International Issues</u></p> <p>Week 10- end: Presentations</p>			

Factual Information			
Module title	POL 202 POLITICAL THEORY	Level	5
Module tutor	Dr. 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 a level 5 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, an 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:

The Greeks: Plato, Aristotle

Foundations of Social Contract Theory: Thomas Hobbes

Classical Republicanism, Political Ethics: Machiavelli

Foundations of Classical Liberalism: John Locke

Legacy of the French Enlightenment: Rousseau

Critiques of Liberalism: Marx

Week 11: *Presentations*

1. Factual information			
Module title	POLITICS 207 THE MODERN GREEK NATION-STATE	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			
<p>This a level 5 International Relations elective module 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 231, History 331, Politics 221).</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120, Politics 101			
6. Indicative content			
<p><i>State structure</i> The modern Greek nation-state Background, historical development Political parties, civil society Public administration, clientelism, populism. The post-war economy</p> <p><i>Institutions, Greece as plural society</i> The Orthodox Church Family, Community and values The changing status of women Immigration, minority groups.</p> <p><i>Images of Europe</i> Greece and the Europeanization process Issues of identity, Greeks and the euro.</p> <p><i>Greece and its neighbors</i> Greece and the Balkan peninsula The role of Greece in the post-cold war era, new challenges and opportunities Greece and Turkey</p>			

1. Factual information			
Module title	POLITICS 221 THE BALKANS IN CONTEMPORARY INTERNATIONAL RELATIONS	Level	5
Module tutor	Maria Bozoudi	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>Described by Austrian Chancellor Otto von Bismark as Europe's "powederkeg", the Balkan region has repeatedly found itself at the epicenter of European and global power politics. The term "Balkanization" bears a negative connotation in politics and economics, reflecting a turbulent political and socio-economic past (and present). The region's history and its eventual post-communist and post-conflict transition towards European integration offer a unique field of study which the module offers insight to. As a part of the International Relations program, the module blends in with and complements knowledge and capacities built at levels 4, 5 and 6 in all humanities and social sciences fields, such as political science, history and governance (eg POL 231, POL 232, EUST 210, SOC 349, POL 249, HIST 345, etc).</p>			
3. Aims of the module			
<p>The course focuses on contemporary socio-economics and politics of transition states in Southeastern Europe (Albania, Bulgaria, Romania and the former Yugoslav Republics). Starting with the formation of Balkan identities in the 19th century, the class will discuss state building in the 20th century, focusing on the regional Cold War experience and the ensuing post-communist transition. Among others, topics include the Yugoslav war, the role of Europe and the international community in the conflict and the peace-building process, the course of Euro-Atlantic integration, and further challenges in a globalized world. The module aims to enhance student knowledge and understanding about dynamics in the region, offering them an opportunity to explore further IR theory and concepts such as nation and state building, transition, integration and balance of power politics. Apart from knowledge and understanding of the broader historical, political and socio-economic context surrounding the Balkans, students will be challenged to build cognitive skills, esp. with regard to the use of theoretical concepts for analyzing and explaining regional development, as well as discuss its past or upcoming challenges. As an elective to the IR program, the module aims to serve and contribute to its desired learning outcomes.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101			
6. Indicative content			
<p>The timetabled components of the course comprise an 11-week teaching schedule of 4-hour classes per week. The weekly syllabus 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, quizzes, etc</p> <p>Week 1: Introduction and syllabus review; about the Balkan region</p> <p>Week 2: Nation- and state building in the Balkans; ethnicity and religion as core elements of national identity</p> <p>Week 3: Comparing development models</p> <p>Week 4: European Balance of power politics in the 19th c</p> <p>Week 5: Balkan wars, World War I, World War II</p> <p>Week 6 Cold War years</p> <p>Week 7: Comparison of transitions: Central Europe vs Southeast Europe</p> <p>Week 8: Yugoslavia</p> <p>Week 9: Euro-Atlantic integration</p> <p>Week 10: Open ends</p> <p>Week 11: Challenges and opportunities ahead</p>			

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			
<p>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 IR elective. While not a prerequisite of History 245 (US Foreign Policy), an IR requirement, it does provide a useful complement to the study of US policy at shore's end.</p>			
3. Aims of the module			
<p>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.).</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101			
6. Indicative content			
<p>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.</p> <p>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.</p>			

1. Factual information			
Module title	Politics 230 Comparative Politics	Level	5
Module tutor	Maria Bozoudi	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This level 5 elective 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 political phenomena, and eventually make predictions, using the comparative method.</p> <p>As a part of the International Relations program, the module blends in with and complements knowledge and capacities built at levels 4, 5 and 6 in all humanities and social sciences fields, such as political science, history and governance (eg POL 201, POL 202, POL 221, EUST 210, SOC 349, POL 249).</p>			
3. Aims of the module			
<p>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 on 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 an elective to the IR program, the module aims to serve and contribute to its desired learning outcomes.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101, Politics 201			
6. Indicative content			
<p>The timetabled components of the course comprise an 11-week teaching schedule of 4-hour classes per week. The content indicated 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, quizzes, etc</p> <p>Week 1: Basic concepts of comparative politics, methods and tools Week 2: State and state forms Week 3: Nations and Society Week 4: Political economy and development Week 5: Democratic and non-democratic regimes Week 6: Post-communist and developing countries Weeks 7-11: Case studies</p>			

1. Factual information			
Module title	POLITICS 231 INTERNATIONAL LAW	Level	5
Module tutor	VassilisPergantis	Credit value	15
Module type	Taught	Notional learning hours	150
2. Rationale for the module and its links with other modules			
This is a level 5 course 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 and international development.			
3. Aims of the module			
The aim of this course is to introduce students to the complex, yet interesting system of international law. A large portion of the course will focus on the fundamental principles of international law, the law of treaties, the relationship between international and domestic law, and the imperative of human rights. This course serves a crucial role in understanding the development of current world affairs.			
4. Pre-requisite modules or specified entry requirements			
Pol 101			
6. Indicative Content			
The course focuses on the various topics of the general part of public international law. In the introductory part, it familiarizes students with the specific traits of the international legal order and the terminology of public international law in juxtaposition to the function of law in domestic legal orders. Then the international law-making processes (sources of international law) are analysed and particular debates about normative hierarchy in international law and the concept of "soft law" are highlighted. In this part, the relationship between municipal and international law is explained. A second part of the course focuses on the subjects of international law and the various actors in international law. In this framework, topics such as the question of statehood and state recognition or state jurisdiction and state immunity are presented. Other subjects and actors of international law, such as international organizations, individuals and corporations are also studied. A third part of the course focuses on issues of state responsibility for internationally wrongful acts, the peaceful settlement of disputes (and more particularly the role of international courts and tribunals) and the use of force in international relations. Finally, special topics of international law are briefly analysed with an emphasis on the law of international spaces (and particularly the law of the sea) and the law of diplomatic relations.			

1. Factual information			
Module title	POLITICS 232 INTERNATIONAL ORGANIZATIONS AND INSTITUTIONS	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 course has been designed at a level 5 requirement for students taking a BA in International Relations. The course builds directly on the foundations provided by Level 4 and 5 requirements in International relations, European Integration, and International Law, and prepares students for capstone study in globalization.			
3. Aims of the module			
The aim of this course is to introduce students to the basic concepts and theories of international organizations and how they have changed the mechanisms and reasoning behind the making, implementation and enforcement of international law. The course begins with the historical development of the international organization, from the League of Nations to the United Nations system, from its origins in 1945 to the present, including the Cold War and the post Cold-War eras. The course then focuses on the international organizations' role in international relations theory and practice, their capacity to make law and bind nation-states, and their overall impact upon regime and individual behavior in the field of international relations, such as peacekeeping operations, human security and terrorism. The course then turns to evaluating the promises and perils of international organizations.			
4. Pre-requisite modules or specified entry requirements			
POL 101; recommended POL 201			
6. Indicative content			
Week 1	Introduction – Understanding Global Governance		
Week 2	Theoretical Foundations of Global Governance		
Week 3	The United Nations, Regional Organizations, and Non-State Actors		
Week 4	Role of States		
Week 5	Peace and Security		
Week 6	Peace and Security cont. - (midterm)		
Week 7	Trade		
Week 8	Development		
Week 9	Human Rights and Humanitarian Issues - (assignment)		
Week 10	Environment		
Week 11	Dilemmas of Global Governance		
	Final exam		
	Case studies, treaties, legal journals, institutions; historical evolution and recent developments		

1. Factual information			
Module title	POLITICS 249 THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS	Level	5
Module tutor	Dr. SerapKayatekin	Credit value	15
Module type	Lecture/guideddiscussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a level 5 required module, discussing the structures of international economic relations and their correlation with international politics. Building on introductory courses in politics and economics, POL 249 will focus on the interconnections of global politics and economics – an integral element of any IR program. International relations students may take this module as an elective in fulfillment of their IR degree requirements. Background in international politics and international affairs, international law and institutions would be useful.</p>			
3. Aims of the module			
<p>The module aims to look at the debates on the transformations in the global political economy from a theoretical, historical and policy perspective. The political, economic institutional and philosophical background of the period from 1980s will be the focus of critical analysis. In the final part of the course, the current economic and political reactions to neoliberalism will be discussed.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics101, Economics101 Recommended: POL201 and HIST120			
6. Indicative Content			
<p>Political economy; political theory and economics; international trade; international finance; development; international economic regimes; global economic crises; north-south; east-west.</p> <p>Weeks 1-2: Introduction;theoretical debates on and the transformation of the global political economy</p> <p>Weeks 3-5:Neoliberal philosophy in action: theory, history, and institutions of free-market economics</p> <p>Weeks 6-7: Transformation of social worlds: politics of and alternatives to neoliberalism</p>			

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			
<p>This is a required fourth year module (Level 6) for students majoring in International Relations. Students are given the opportunity to develop their understanding of the causes and nature of war and genocide, the characteristics of and strategies for peace, and the challenges of conflict resolution.</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
History 120, Politics 101			
6. Indicative content			
<p>Defining war, terrorism, and peace, theories of war, the nature and conditions for peace, defining security, genocide and a war atrocity, conflict resolution and the role of diplomacy</p>			

1. Factual information			
Module title	POLITICS 304 WOMEN, POWER AND POLITICS	Level	6
Module tutor	Maria Kyriakidou SerapKayatekin	Credit value	15
Module type	Taught-Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a level 6 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).</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101, History 120			
6. Indicative content			
<p>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.</p> <p>Indicative lecture outline for the semester:</p> <p>Weeks 1-2: Sex, Gender and Politics: Ontology/Epistemology/Methodology and Feminist Theory; Feminist Theory and International Relations; Why Gender Matters in Politics and International Relations; What is a Feminist Concern in Politics?</p> <p>Weeks 3-6: Women, Violence and Security: Women and Conflict; Women and Militarism; War and Sexual Violence; Mass Violence, Genocide and Women; Women, Post-Conflict and Peace-Building</p> <p>Week 7: Women and the Political Economy: Women in the International Political Economy; Women, Production and Consumption.</p> <p>Weeks 8-9: Women and Identities: Women and Religion; Women and Nationalism</p> <p>Week 10: Presentations</p> <p>Week 11: Women and Social Movements: and Review</p>			

1. Factual information			
Module title	Politics 306 Contemporary Development Issues	Level	6
Module tutor	Serap Kayatekin	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150
2. Rationale for the module and its links with other modules			
<p>This is a level 6 International Relations elective module in which students are given the opportunity to further their knowledge of different aspects of international development. This module relates specifically to modules taught in the foundation year (e.g. Politics 101) as well as to modules taught in later semesters (such as History 201, Politics 304, Socsc 349).</p>			
3. Aims of the module			
<p>This module explores contemporary research on international development and its various economic and social implications and aspires to enlighten students as to how development theory and practice emerges within an historical and political context. It will also assist students in understanding the political factors of economic inequality in the developing world.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101, History 120			
6. Indicative content			
<p>Theme 1: Colonialism and historical origins Theme 2: Theories of Development Theme 3: Measuring Development Theme 4: Political economy and the state Theme 5: Gendered aspects of Development Theme 6: Education and Health Challenges Theme 7: Institutions of Development Theme 8: Development and the Environment Theme 9: Mobilizing for Development</p>			

1. Factual information			
Module title	POLITICS 321 US POLICY IN SOUTHEAST EUROPE	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) IR elective. The course builds on Politics 201, the international relations foundation course, and presupposes knowledge of world geography (Social Science 210), European integration (European Studies 211), US foreign policy (History 245), and international law (Politics 231). The course complements a series of IR electives at Levels 5 and 6.

3. Aims of the module

This purpose of this course is to provide a comprehensive and critical overview of US diplomacy and involvement in the region of Southeast Europe from the end of the Cold War to the present.

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

The course will consider the Cold War roots of contemporary Balkan policy, with a focus on the wedge policy in Yugoslavia, efforts to build bridges in Eastern Europe and to transform the realities of Soviet containment, the strategies of the Bush, Sr., Administration to deal with the end of the Cold War, the wars of the 1990s in the former Yugoslavia, and, finally, the unfinished business in the Balkans facing the current US administration. The course will also seek to distinguish between crisis management in the former Yugoslavia, and more programmatic economic and political assistance to all former communist regimes in Eastern Europe.

Topics covered include:

- The making of foreign policy in the US federal government
- Defining the Balkans
- Early crises in the Adriatic
- US Cold War policy in Eastern and Southeast Europe
- The end of the Cold War
- The wars in the former Yugoslavia: Bosnia and Kosovo
- US support for democratization outside the former Yugoslavia

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 international development, as well as 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; recommended POL 201			
6. Indicative content			
The course begins with a historical perspective on human rights. We will analyse how human rights were actually formed and what documents exist in codifying such rights, such as the International Bill of Human Rights, and then compare and contrast the international and regional human rights regimes. Further, we will discuss how human rights are monitored, implemented and enforced. The latter part of the course will identify in great detail all first and second generation rights including, equality and non-discrimination; right to life; freedom from torture; liberty of a person; right to a fair trial; right to self-determination; freedom of expression; right to work; right to education; minority rights; rights of persons with disabilities; rights of women; rights of children; rights of refugees; and rights of migrant workers. The course will end by analysing major contemporary issues and problems relating to human rights violations in international relations and politics and drawing conclusions about the roles of various state and nonstate actors in the identification of rights and in their promotion and enforcement.			

1. Factual information			
Module title	POLITICS 333 DIPLOMACY AND NEGOTIATION	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			
<p>This course is an advanced (Level 6) IR elective, and builds fundamentally on material covered in earlier 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 practical dimensions of foreign policy, and as such is complementary to History 245 (US foreign policy) and several upper level IR electives. The course features an advanced practical language component.</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101			
6. Indicative content			
<p>This course considers the what, the who, and the how of modern diplomatic practice. The course begins with an overview of the historical evolution of contemporary diplomatic relations, and an introduction to different types of international negotiations. The main segment of the course will be dedicated to detailed case studies in complex multiparty negotiations in the post-Cold War period. The learning experience will include a practical simulation.</p>			

1. Factual information			
Module title	POLITICS 334 GLOBAL SECURITY CHALLENGES AND INTERNATIONAL LAW	Level	6
Module tutor	VassilisPergantis	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 module (Level 6) for students majoring in 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 the dynamism of international law and policy responses <i>vis-à-vis</i> 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			
Politics 201, Politics 231			
6. Indicative content			
Defining security, historical evolution of security concept, law and 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 migration AND Genocide and humanitarian intervention			
Week 9: Environmental threats and the conundrum between the collective protection and the commercialization of the commonsANDPublic health scares and the notion of pandemic			
Week 10: Global financial crises: between regulation and de-regulation			
Week 11: Conclusion			

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 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			
<ul style="list-style-type: none"> ▪ 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: Russell Scragg (Bissell Library)			
<ul style="list-style-type: none"> • 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: ElisavetTsakiroglou (Room TBA)			
<ul style="list-style-type: none"> • Harvard style referencing • plagiarism 			
One session on Literature Review: Nicola Kondoyiannis (Writing Centre)			
<ul style="list-style-type: none"> • 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			
<p>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 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.</p>			
3. Aims of the module			
<ul style="list-style-type: none"> ▪ 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			
<p>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.</p> <p>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.</p> <p>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.</p> <p>Submission of the thesis: by the end of the spring terms.</p>			

1. Factual information

Module title	Research 210 Research methods and analysis		
Module tutor		Level	4
Module type	Taught	Credit value	15
Notional learning hours	150		

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

This a required level 4 module in which students are given the opportunity to develop an understanding of the research process and familiarize themselves with key methodologies and practices in Humanities and Social Sciences research. The module provides students with the knowledge and experience of applying various transferable research skills at conceptualizing, framing, exploring, analyzing and discussing an issue, in light of advancing their academic, research and writing performances throughout their study years and to a graduate degree. Finally, it is designed to provide students with research skills which are in high demand in a variety of contemporary professional settings.

3. Aims of the module

This module aims to introduce students to key concepts, steps, ethics and practical challenges in social sciences and humanities research. Students will learn to collect, organize, analyze and evaluate data, as well as consider the ethical implications of doing research. This course will discuss various research methods and in each of the methods studied, the aim is to focus on its practical applications and uses, examine cases of published research, and appraise their social utility.

4. Pre-requisite modules or specified entry requirements

None

8. Indicative content.

- Introduction to the research process
- Research perspectives and rationale
- Key elements in research design
- Ethics
 - Questionnaires
 - Interviews
 - Observation
 - Visual methods
 - Data analysis
 - Designing and writing up your research project

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			
<p>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 International Relations.</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
None			
6. Indicative content			
<p>Key concepts in human geography, the nature of global studies, population and migration, cultural geography, globalization theory, political geography, economic geography, and environmental issues</p>			

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			
<p>This a level 5 International Relations requirement 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 221, Politics 304 as well as communication modules).</p>			
3. Aims of the module			
<p>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.</p>			
4. Pre-requisite modules or specified entry requirements			
Politics 101			
6. Indicative content			
<p>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.</p> <p>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</p>			

1. Factual information

Module title	SOCIAL SCIENCE 228 SOCIETY AND CULTURE: THEORY, TEXTS, AND PRACTICES	Level	5
Module tutor	Joseph Michael Gratale/Maria Patsarika	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150

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

This module is a Level 5 elective for students of International Relations and English, and a free elective for all ACT students.

3. Aims of the module

The aims of this module are threefold: first, to introduce students to the ideas and theories of key twentieth century social and cultural theorists; second, to invite students to reflect upon and critique those theoretical perspectives under scrutiny; and finally, to engage students in determining the meaning and relevance of particular socio-cultural analyses in both the context which they were written, and in the early twenty-first century. The module is a general introduction to the role of culture in society. Module material will draw from a number of disciplines in the social sciences and humanities utilizing a variety of theoretical explanations and interpretive strategies to facilitate an understanding of the complexities of contemporary culture from a cultural studies approach. We endeavor to enhance students' experiences of cross-disciplinary collaboration and theorizing with the view to apply social theories in research and practice.

4. Pre-requisite modules or specified entry requirements

Politics 101; Sociology 101 or Anthropology 101

6. Indicative content

Social and cultural literacies; cultural theory; identity; visual culture; the body; race and ethnicity; cultural spaces; youth culture and subcultures, community, nation, and globalization

1. Factual information			
Module title	Social Science 323 Race and Racisms	Level	6
Module tutor	Dr. JoGratale	Credit value	15
Module type	Taught / Lecture and Discussion	Notional learning hours	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 International Relations. Students are given the opportunity to develop their understanding of the idea of race and key aspects and practices of racism.

3. Aim of the module
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. Indicative content.
<p>This module will focus on the following areas:</p> <ul style="list-style-type: none"> -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			
<p>This is a 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: POL249, POL201, SocSc 210.</p>			
3. Aims of the module			
<p>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).</p>			
4. Pre-requisite modules or specified entry requirements			
Pol 101, His 120			
6. Indicative content			
<p>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.</p> <p>Weeks 1-4: Introduction; in depth discussion of the academic debate of globalization: different theoretical perspectives; the political relevance of different theoretical perspectives.</p> <p>Weeks 5-6: Globalization and its economic impact; free-market economic policies: what are they and what are they for; free-market economic policies and social differentiation; free-market capitalism and democracy;</p> <p>Weeks 7-11: Globalization and culture: theoretical debates on the impact of globalization on culture; cultural homogenization or increasing diversity; concepts of hybridization and creolization and their relevance to contemporary culture.</p> <p>Week10: Presentations</p>			

9. STUDENT SUPPORT, GUIDANCE AND ADVICE

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 programme 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.

Students with weak English language competency, as well as those on academic probation with a low GPA (less than 1.5), are assigned faculty mentors who follow the students' progress throughout the semester by meeting frequently with the students, follow their progress in classwork by maintaining a line of communication with the students' instructors and by compiling reports on the students' progress.

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 (2310 398338).

10. OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING

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.

GRADUATE EDUCATION COUNSELING

ACT's Graduate Education Office (GEO) guides students in their further educational progress. Graduates are assisted throughout the process of selecting appropriate programs and applying to ACT's or other postgraduate programs in numerous ways such as: website addresses for research into colleges / universities suited to their needs and qualifications, assistance with the writing of personal statements (in collaboration with the Writing Center) and coordination of recommendation letters prepared by faculty members. The GEO offers two workshops every fall semester, one for students interested in studying in the US, the other targeted towards studying in the United Kingdom.

Students should visit the Graduate Education Advisors early in their academic career (1st and 2nd year) and not necessarily wait until their 3rd or 4th year, when the reality of postgraduate education is right around the corner.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting programme 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.

11. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD

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.

12. WORKPLACEMENT INFORMATION

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 service learning/practicum course (a non-OU validated module) which is comprised of a combination of theoretical sessions and real-life case study projects, students will be able to make visible connections between community service, their own learning, personal and professional development and citizenship skills, values and practices.

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.)

As ACT graduated its first English cohort in June 2015, it is early to engage in a thorough evaluation of the value and benefit of the above-mentioned practices.

13. FACILITIES AND SERVICES

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a collection of about 26,400 books in print, over 126,000 of electronic books and hundreds of videos, DVDs, and CD-ROMS. 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 over 42,000 full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to over 20 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.

In order to maximize the value of our collections and increase the ease of their use, a new service has been introduced. EBSCO Discovery Service™ 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. There are over 20 high-speed servers present in the network infrastructure and there are approximately 100 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 Compton Hall basement. 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 New Building (ACT main classroom building) 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

On-campus 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. They are fully furnished and on-campus students have free access to internet, the gym, and also to basketball, football and tennis courts. There is an on-campus dining room where students can have warm meals and the Bissell library is in close proximity to the housing. 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.

14. 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

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.

15. ASSESSMENT AND PROGRESSION REGULATIONS

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.

ASSESSMENT SCORES

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

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

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.
- Compensation, the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

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.

COMPENSATION

Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met. For more information, visit http://www.act.edu/misc/OU_Regulations_16.pdf

OPTIONS FOR THE REPEAT OF STUDY

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial repeat as fully registered student:

- The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,

- The student has full access to all facilities and support for the modules and/or components being repeated,
- The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- The student retains the marks for the modules and/or components already passed,
- No further resit opportunities are permitted.

Partial repeat for assessment only:

- That access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

- This is only permitted where the student has extenuating circumstances;
- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- The student has full access to all facilities and support,
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

Exam Boards will look at individual cases where stages have not been completed and advise on progression.

16. 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 , for example how to evaluate resources, or how to study more effectively can come very handy at the literature review stage. This collection is housed in the Learning Hub (Writing Centre)
- 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, which is currently under heavy revision (the new site will be in place from the 1st of Sept.), 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, former Writing Centre, 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, maths, 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. From the beginning of the new academic year Learning Hub will have its own website providing access 24/7, to wide variety of targeted information and resources on Study skills, English Language, IT skills, Personal development skills and Science & Technology.
- 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. 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.

17. OTHER INSTITUTIONAL POLICIES AND REGULATIONS

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).
- Processes for dealing with Academic misconduct and the penalties

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. Further information is available from the partner institution.

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.

The partner institution will verify the authenticity of any evidence submitted.

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.

For more information, visit http://www.act.edu/misc/OU_Regulations_16.pdf

18. STUDENT PARTICIPATION AND EVALUATION

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 Assistant Dean and the SGA, where students present their views on the operation and development of the College. In addition, ACT regularly invites 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 Assistant Dean, 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 Assistant Dean 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.

19. 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 al., (2012) *International Organization: Polity, Politics and Policies*, 2nd edn, Palgrave Macmillan.
- 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*. 9thedn, London: Penguin.
- Cameron, F. (2005) *US Foreign Policy after the Cold War: Global Hegemon or Reluctant Sheriff?*, 2ndedn, 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*, 2ndedn, Routledge.
- Rahnama, 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 Opportunities*, 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/>